

HS 490 Project Guidelines~ Syllabus Addendum

As your senior capstone, this course is designed for you to be integrating & connecting the learning from your entire academic program of study, including general degree course requirements. This requires being self-directed, self-guided, and self-motivated; while applying critical thinking, creative problem solving, adaptability, advanced communication skills, collaboration, and professionalism. As a learner, you will need to connect ideas associated with social justice, ethics, politics, history, global perspectives and oral & written communication abilities within the final course projects you will be developing. Papers are expected to be grammatically correct, cited appropriately and supported with scientific evidence from juried published literature. You, the learner, will have an opportunity to select from one of the following individual project choices. Final overall resultant product from these projects should reflect the effort required of an entire semesters' accumulation of work, not something produced in less than a week. Each project may/may not be applicable depending on your ability to access and gain informed consent from patients and providers for their completion; the various resources required, or guidelines for ethical care, treatment, respect, beneficence and dissemination of information. You may need to consider alternative options if the project option you select is not one you can reasonably complete within the span of a semesters' timeframe. All written course work **MUST** be completed & submitted to earn a passing course grade. **The experiential capstone course has both non-graded & graded components. All class components must be completed to pass the course. Graded course evaluation is balanced between service (experiential involvement) at 20%; individual project completion 30%; and 50% is a combination of cloud computing (5%) teamwork (5%); integrative paper (20%) and community presentation (20%).**

The choice of INDIVIDUAL projects (30% of overall final course grade) includes ONE of the following:

INDIVIDUAL PROJECT WORK & PRESENTATIONS:

(30% course grade):

I. Case Documentation:

The purpose of a case documentation is to develop a comprehensive visual and/or written record of the patients' care therapy. This may include patient records, photographs, treatment plans, radiographs, and any other documentation of a patients' case & progress.

Case documentation demonstrates three MAJOR points:

- A) **Organized**~ essential because of the time required to do a complete & through documentation of the case;
- B) **Quality**~ diagnostic & therapeutic records should indicated changes in patients' response as treatment progresses;
- C) **Detailed**~ record keeping would facilitate ease for another clinician with follow~up care

Case documentation projects are COMPREHENSIVE; including the following:

PHASE ONE:

- A) Initial Assessment & Diagnostic Data;

PHASE TWO:

- B) Treatment goals & plan;

PHASE THREE:

- C) Details of actual treatment;

PHASE FOUR:

- D) Record of treatment outcome;
- E) Evaluative summary of therapy;
- F) Future alternative approaches to treatment

Further details to developing a Case documentation including the benefit for patients are that involvement creates understanding about health issue, commitment to improving, motivation to achieving success, or the desire to maintain or improve their quality of life. Benefits for future clinicians include an opportunity to observe or practice developing skills in various areas, developing an appreciation of evaluation & implementation of holistic patient care; developing and enhancing accuracy of record keeping; comparing actual patient cases/resultant outcomes with other clinicians resulting in professional sharing; and being helpful for other clinicians.

The types of patients for consideration of this project include individuals that will dramatically improve with therapy, are difficult to motivate, can use a particular modality of therapy, are resistant to potential surgery, or potentially expect an outcome that cannot reasonably be achieved.

This project requires informed consent provided both by a collaborative practitioner you are shadowing; AND the informed consent of the patient whose treatment you are documenting PRIOR to undertaking this project. Additional project guidelines & rubric are available for use. Written drafts of the process are required throughout the semester. Due dates included on course calendar. Additional Project Requirement Details & Grading Rubric can be found in D2L. Faculty STRONGLY suggest using these tools while developing written work.

II. Case Study Analysis: Cases from within your discipline area (OT/PT/AT, etc)

The purpose of a case study analysis is consideration of the various data associated with actual patient cases, including the various phases of treatment; appropriateness of treatment plans, completeness of documentation; analysis of either barriers to achieving projected outcomes or impetus for patient successes.

Analysis will include a comprehensive analysis of a minimum of TWO patient cases with a variety of Medical History considerations, patients of various backgrounds, and ages. Report will include analysis of a selected treatment modality, alternative treatment choices, resultant outcomes, alternative care plans and modalities that could lead to achievement of short and long term care goals; along with scientific, evidentiary support from peer reviewed publications. The TWO cases analyzed will be compared & contrasted patient case similarities, differences, and general potential outcomes based on patient engagement in treatment & care. This paper can be developed in sections, and course facilitator will offer feedback & guidance during formative development of the work. Due dates included on course calendar.

Additional Project Requirement Details & Grading Rubric can be found in D2L. Faculty STRONGLY suggest using these tools while developing written work.

III. Critical Issue Analysis: Related to your discipline area or more broadly, Health Care (OT/PT/AT, etc)

The purpose of a critical analysis is recognizing the various multidimensional issues effecting healthcare: political, socioeconomic, access to care, environmental, cultural, communication barriers, etc. As a future healthcare provider, all these issues result in diagnostic, therapeutic and office team members' application of ethical practice considerations. **Identification of a critical issue within your chosen discipline area, followed by a careful and comprehensive analysis of multiple perspectives, appropriate potential courses of action, and ethical considerations will be expected.** This paper can be developed in sections, and course facilitator will offer feedback & guidance during formative development of the work. Support from a variety of scientific, peer reviewed publications and materials are expected to be used supporting the paper. Due dates included on course calendar.

Additional Project Requirement Details & Grading Rubric can be found in D2L. Faculty STRONGLY suggest using these tools while developing written work.

IV. Research Paper

The research paper option will be a culminating effort tying together, and using the ideas developed by consideration of an issue or question identified & raised by YOU. A research papers development is incremental, and evolves following the defined "Research Paper Guidelines". This paper can be developed in sections, and course facilitator will offer feedback & guidance during formative development from draft papers. The final paper will result from adding more depth, additional juried resources and more depth to the content while specifically addressing the specific research paper guidelines as provided. You may choose

ANY topic of personal interest to you while developing your work~ as long as the topic can clearly be connected to a health & interdisciplinary issues: connecting ideas associated with social justice, ethics, politics, history, global perspectives & technology. The research paper will follow specific guidelines during development, highlighting various perspectives. The nine-point guideline is available for review & use in D2L. It is also expected the papers' content is developed using a variety of resources, including a MINIMUM of 12~15 juried, peer reviewed journal publications, as well as various resources including the internet, popular press materials, texts, videos, etc which are current, relevant & factual, and support the idea presented in the thesis. This paper is NOT to be a "reporting" of resource content, rather, a synthesis developed based on thoughtful, consideration of the topic chosen from various, scientific references & resources while incorporating a variety of perspectives. Incorporation of current events, if appropriate, related to your topic is also expected in your final paper. Due dates included on course calendar. Additional Project Requirement Details & Grading Rubric can be found in D2L. Faculty STRONGLY suggest using these tools while developing written work.

V. Primary Research Study

The primary research project is an option where a student can actually design, request Institutional Review Board (IRB) clearance to conduct, implement, analyze and disseminate an actual research project. Course facilitator will assist guiding students in both appropriateness of depth, scope, limitations, and ability to conduct a primary research study. Students selecting this option are expected to produce a manuscript that would follow author guidelines for publication in a peer reviewed, scientific journal associated with the appropriate associated discipline. This paper can be developed in sections, and course facilitator will offer feedback & guidance during formative development of the work. Due dates included on course calendar. Additional Project Requirement Details & Grading Rubric can be found in D2L. Faculty STRONGLY suggest using these tools while developing written work.

VI. Other project: requires approval of course facilitator

If you have another idea for a final, culminating academic program project demonstrating sufficient academic rigor incorporating research, while demonstrating critical thinking, synthesis, analysis, recognition of a variety of global, cultural, ethical, socioeconomic, social justice, political, historical & economic considerations plan to discuss it early on with course facilitator for consideration & approval. Plan to have a clear scope of the project, what it entails, potential barriers, outcomes, and how results will be disseminated to a professional audience.

Service Learning

(20% course grade):

You will need to self-identify, meet all standards/requirements of the organization, and complete between 30~45 hours of volunteer service for a recognized community organization. (Time requirement equates to 2~3 hours week/15 weeks). It is expected you are punctual, and in attendance for every meeting as mutually scheduled for your Community Service Partner. Completion of timesheets by the community mentor AND signatures confirming the amount of time spent for the partner provides the required documentation for this component of the course. The purpose of this experience is exposing you to various needs, issues, pride in involvement, potential exposure to interdisciplinary professionals in your chosen area of individual interest or profession. The associated experience is connected to both your individual & group project work, while recognizing your future role in a larger community of health care recipients, providers, or associated interest groups. **Not completing your experiential capstone obligations at acceptable levels will automatically result in a FAILING course grade, so carefully consider your active engagement & involvement.**

GROUP PROJECT TEAMWORK & PRESENTATIONS:

Interprofessional Group Presentation Guidelines

(20% course grade):

You will develop a brief presentation (20~30 minutes per team) about your integrative, experiential learning experience to share with classmates, community members, mentors, SHCP faculty, staff & the public. It is expected a PREZI is used, all information is formatted correctly and free from spelling & grammatical errors. Content information provided on associated assignment guidelines & grading rubrics.

- Introduction: Including scope of work
- Perspectives, Challenges & Opportunities
- Approaches & Evaluation of Outcomes
- Implications
- Summary & Discussion
- Issues & Interprofessional Team Collaboration

Professionalism in the presentation is evaluated. This includes the following:

- Speaking & presentation ability (NO note reading~ practice beforehand)
- Dressing appropriately (professionally attired: minimally business casual)
- Timeliness
- Acting courteously with others
- Staying within your allotted time

Failing to cover required content areas or meet the professionalism requirement will result in a grade reduction.

Project Management using Cloud Computing

(5%):

A significant portion of HS 385 (CLS385/HS350) was focused on project management. Teams will need to use project management software to help guide timelines/deadlines for completion of portions of work, and who is responsible for particular components of the work being developed within the integrative paper & collaborative teamwork assignments. HC settings are using these software programs, and it can help teams establish working guidelines for development of deliverables, including prior research, and advanced preparation. It is expected each Collaborative Work Group (CWG) will designate a meeting leader, minute taker, and record/submit minutes for each meeting & working session. ALL deliverables and materials for class (paper, Prezi, presentation notes) are FINALIZED & COMPLETED by no later than the deadline specified, OR TWO WEEKS before the final examination period.

Integrative Paper

(20%):

Purpose: Demonstrating learners' merging of course themes & concepts together within the context of service learning experiences through a scholarly, group developed paper. This paper is NOT to be a recounting of the actual service learning experiences. Student pairs/groups (3-5) will create and post a single paper written in third person. *Topic & focus of paper must be cleared with facilitator.* One grade will be assigned all group members.

Objective: Through this assignment, students will demonstrate appreciation of how interdisciplinary practice in community health care settings works; an appreciation of health-related challenges associated with certain populations; with opportunities to work with underserved groups while recognizing certain community, group and individual health care needs.

Interprofessional Teamwork

(5%):

Refer to assignment details & grading rubrics, all of which can be found in D2L.

The course facilitators reserve the right to make changes to syllabi, or course content at their discretion anytime during the semester. Any in class announcements (either verbal, written, or posted in D2L) are considered an official addendum to the syllabus. It is the students' responsibility to know what changes have been made. It is also the students' responsibility to check official UWSP email, and/or D2L frequently for course announcements.