

## HS 490~Interdisciplinary Perspectives in Health Care Spring, 2020

Instructor: Jodi Olmsted, RDH, Ph.D; FAADH  
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Class Meeting: Section 1 JO T 5:00~7:30 pm as per course calendar CPS 233  
LABS: PER ARRANGED WITH TEAMMATES & COMMUNITY PARTNERS

**Course Calendar:** The course calendar has assignment deadlines & classroom activities.

Office Hours: As posted on office door. Open door policy: no appointments necessary  
Days posted as in Wausau I am available via office or cellular phone numbers.

**Course Description (per UWSP catalogue):** Explore the theory & dynamics of interprofessional & team practice in health practice within the context of service-learning projects undertaken in community settings involved in population health issues. Work may involve all phases of project development.

Translation: Many health care situations, particularly the complex, require expertise & contributions of collaborative interprofessional teams of health care professionals. Through community involvement in self-identified service projects, learners will engage in, & critically analyze, health care situations from physical, psychological, socioeconomic, legal, & political perspectives, while relating them to the roles fulfilled by various health care providers.

**Course Format:** This course is a combination of classroom & service learning (SL) components.

Classroom component: Consists of face-to-face class meetings as per schedule. Students are required to use their UWSP e-mail address for ALL professional correspondence. GMAIL accounts will be used for Google Cloud work.

Service learning (SL)/experiential capstone component: Occurs in a variety of settings within local communities & surrounding central & northern Wisconsin area. Students will self-identify, schedule and commute to service experience sites. This requires your own means of transportation. Students will spend 30~45 hours (2~3 hrs per week for 15 weeks) completing the experiential component of the course. Hour requirement represents time on site and at various community locations as necessary for completion of required commitment, and/or time spent researching & compiling any requested deliverables. Scheduling on-site hours will be determined between students & their community service partner(s).

**Pre~requisite Course:**

HS 385 (HS 350/CLS 385); JR/SR Standing

**Text Rental:**

Hoffman, A. (2017). *Scientific Writing & Communication*. 3<sup>rd</sup> Ed. Oxford University Press: NY  
ISBN: 978-0-19-027854-0

**Core abilities:**

- Communicate Effectively ~verbally & in writing
- Think Critically
- Exercise Problem-Solving & Time Management Skills
- Work Collaboratively in Diverse Teams
- Respect Cultural Diversity & Pluralism

**Course Goals:**

When this course ends, learner participants will be able to:

- 1) Demonstrate critical thinking, problem solving, ethical, moral, & professional behaviors.
- 2) Apply HC project management skills.
- 3) Communicate effectively with classmates & professionals across the health care spectrum.
- 4) Apply Quality Management (QM) processes within diverse HC settings.
- 5) Actively engage in experiential, community service learning & group learning activities.
- 6) Perform experiential service while developing career skills for future employment.
- 7) Analyze complex health care situations from an interdisciplinary perspective.

**Course Competencies:**

By the conclusion of this course, learner participants will:

- 1) Apply organizational management theories & processes within the context of interprofessional community service, successful collaboration & completion of service learning projects.
- 2) Apply interprofessional managerial/teamwork skills.
- 3) Apply Quality Management (QM) principles to diverse HC service learning projects.
- 4) Demonstrate cooperation, confidentiality, conflict resolution, active listening, appreciative inquiry & appropriate non~ verbal communication skills.
- 5) As a member of a collaborative team, demonstrate the ability to systematically assess, plan, synthesize data, & make organized recommendations forwarding potential solutions to health-related problems.
- 6) Apply time & stress management skills while achieving assigned tasks/project outcomes.
- 7) Develop awareness of HC barriers and policies affecting delivery (related policy analysis).
- 8) Demonstrate ethical & professional behavior as future HC professionals.
- 9) Positively resolve ethical dilemmas & conflicts.
- 10) Respect and demonstrate professional codes of conduct.
- 11) Reflect upon personal philosophies & biases relative to sociopolitical & societal forces influencing health care.
- 12) Consider impacts of diverse health beliefs & practices on health outcomes involving individuals, families & groups.
- 13) Take responsibility for legal considerations relating to all realms of HC practice.
- 14) Reflect on experiences gained through service learning capstone experience.
- 15) Appreciate health care delivery beyond your individual perspective regarding the interrelatedness of multiple disciplines working collaboratively together while achieving health outcomes for individuals, families, & groups.

**SHCP Program Graduate Outcomes:**

By the conclusion of the academic program in the SHCP, graduates clearly demonstrate the following skills, knowledge, attitudes & behaviours: (\* Indicates Outcomes addressed in this course).

\*Critical Thinking      \*Communication      \*Collaboration      \*Professionalism

As the experiential capstone, service learning course within the School of Health Care Professions (SHCP) for Health Science (HS) concentration majors, it is expected learners are synthesizing while applying what they have learned thru their entire academic program of study while acting professionally as a member of a service team and achieving defined outcomes as established by Community Service Partners. ALL SHCP Program Graduate Outcomes are expected to be demonstrated in this course. In preparation for the Service Learning Community Partnership experience, you might consider reviewing your strengths, skills & abilities in the following areas:

Skills & abilities:

- **Organizational skills.** *Do you possess the ability to multi~ task, complete multiple projects under pressure and tight deadlines, stay organized and focused?*
- **Writing skills.** *Can you accurately describe projects, using writing skills to perform job functions including dictation, filling out materials lists, etc.?*

- **Neatness.** Do you demonstrate concern for neatness and quality workmanship?
- **Communication.** Can you demonstrate your ability to communicate your thoughts and ideas clearly, both in writing, orally, and non-verbally? Are you “emotionally intelligent”~ having the ability to “read” others’ needs?
- **Conflict Resolution.** Do you demonstrate the ability to resolve conflict in healthy and productive ways?
- **Critical thinking & problem solving.** Can you document your ability to not only following instructions, but think critically about problems, tasks and assignments, analyze them, and resolve them appropriately?
- **Teamwork.** Can you work as part of a **team**?
- **Community service.** Do you demonstrate a concern for the well~ being of the overall community?
- **Non-bias.** Can you indicate you are capable working in a non-biased atmosphere, including others from all races, members of the opposite sex, etc.?
- **Day-to-day job skills.** Can/do you demonstrate a good work ethic? Day-to-day job skills including good attendance, punctuality, reliability, no use of cell phones, texting, facebook or other social media use while in a work environment, etc.?
- **Research skills.** Do you have the ability to acquire and apply information from a variety of sources such as technical and reference manuals, libraries, and the internet?
- **Technology skills.** Do you demonstrate adaptability & comfort working in a world of rapidly changing technologies, and computer literacy, including file management, word processing, data manipulation & management while using multiple formats and technology platforms?
- **Final Course & SHCP Program Outcomes/Artifacts: Community Service (Experience); Individual Experiential Learning Project, Presentation, Project Management, Cloud Computing use; & team integrative paper (Documentation addresses synthesis of ALL SHCP Program Outcomes).**

#### **Communication in Major & as part of requirements of the School of Health Care Professions (SHCP):**

You will identify and work closely with a peer~ writing partner(s). It is expected you will review & offer feedback & suggestions for writing improvements to each other, along with using the TLC. You will incorporate this feedback into your work PRIOR to submitting for facilitator evaluation & feedback. Incorporating feedback is a part of the writing process. You will also then revise & resubmit selected papers/projects once you have received facilitator feedback.

**Writing is a means of learning. When written assignments have deductions, you will revise specified work as part of the writing process, however, additional point value may not be earned. You are only evaluated against yourself for your written coursework. Your ongoing progress & improvement in your writing skills is one focus of this course.**

The Tutoring & Learning Center is located in the Library. TLC is on the lower level, room 018. You may be able to see a tutor without an appointment, but it’s best to call ahead for help with specific courses. Once you review & reflect on provided course example papers, if you recognize you DO NOT write to the level of these samples, it is **STRONGLY ADVISED** you seek immediate assistance in the writing center!! TLC Regular hours:9:00 - 4:00 Monday – Thursday 9:00 - 12:00 Fridays [http://www.uwsp.edu/tlc/writing\\_reading\\_tutorials.shtm#Writing](http://www.uwsp.edu/tlc/writing_reading_tutorials.shtm#Writing)

#### **Course Grading:**

Service (Experiential) Learning Involvement	(30~45 total hrs.)	20%	
Individual Project Choices:		30%	
➤ Case Documentation			
➤ Case Study Analysis: Published Cases within Discipline			
➤ Critical Issue related to _____ (your discipline/field)			
➤ Research Paper/Field Study			
➤ Other: approval by course facilitator			
Teamwork			
Project Team: Community Integrative Presentation		25%	
Final Team Integrative Synthesis Paper		<u>25%</u>	<b>100%</b>

**Service (Experiential) Learning Performance****(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. If you are out ill, please provide your immediate supervisor (course facilitator AND CS partner) with appropriate notice as per the facilities guidelines. Consider yourself an “employee” as you work on behalf of the community partner and follow all protocols as provided. Guidelines for active class participation are provided in the syllabus. Absence is only excused with written documentation (doctor’s excuse, printed immediate family member obituaries). Please respect your service learning colleague mentor~ supervisors, & faculty by letting them know if you are unable to attend any scheduled meeting. Scheduling EMPLOYMENT shifts are NOT an excused absence for the purposes of missing ANY work related to this experiential, capstone course including obligations to your CWG team. 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. **Not completing your experiential capstone obligations at acceptable levels will automatically result in a FAILING course grade, so carefully consider your active engagement & involvement.**

**Individual Project Choices: related to HS concentration major****(30% course grade):**

As a capstone, experiential course, this written project is expected to encompass the learning that has occurred throughout & across your program of study, including general degree completion/ general education program coursework. This is an opportunity to focus on a specific area of interest, while demonstrating your abilities as evidence based, scientific future scholars. Choice of project needs to be confirmed with course instructor. Guidelines for the various options for individual project choices are provided within syllabus addendum.

- Case Documentation
- Case Study Analysis: Published Cases within Discipline
- Critical Issue related to \_\_\_\_\_ (your discipline/field)
- Research Paper
- Primary Research Project
- Other: approval by course facilitator

**Teamwork**

Health care professions require teamwork and cooperation at all times to support community, client, and organizational needs. Throughout the semester, you will be required to act as a team with various cooperative workgroup (CWG) members. Individuals will research and present a about a specified integrative HC topic, potentially incorporating case studies, juried peer reviewed evidence, “best practices” and/or other supporting the concepts included within the defined topical area. Guidelines will be provided for group & teamwork. You will complete both a self & peer evaluation performance of all group members. Groups will develop and offer one major presentation, to class at the conclusion of the course. Student groups will choose topics applicable to your major within a larger, global, perspective. Lack of participation will result in a deduction of points, up to 100% of grade earned by the group members.

**Presentation Guidelines****(25% course grade):**

You will develop a brief presentation (10~15 minutes) about your experiential learning experience to share with classmates, community partners, SHCP faculty, staff & the public. It is expected a PREZI or PowerPoint slides, if used, are formatted correctly and free from spelling & grammatical errors. Content information provided on syllabus addendum.

**Final Team Integration Synthesis****(25% course grade):**

This **formal** written synthesis (integration) paper needs to be developed as a team, and should contain reflection about what you learned as a collective group during your capstone service experience. Content of this integrative synthesis paper should address course goals/competencies as provided in the syllabus; your overall program of study in relation to your growth/development as a future HC servant, global constructs of diversity, sensitivity, evidence based practice, legal, political, and social justice issues. Additionally, it should include directions for future growth of HC along with how the experience has impacted you both personally & professionally.

**Grading Scale:**

Total point value places participants into grading categories listed below. Grades are based on actual achievement, and are **NOT rounded**: Percentages provided are of total possible course points earned.

**Proficient**

**A 94-100%**      **A- 92-93%**

**Emerging**

**B+ 89-91%**      **B 86-88%**      **B- 83-85%**

**Basic**

**C+ 81-82%**      **C 75-80%**      **C- 70-74%**

**Undeveloped**

**D 65-70%**      **F 64 or below%**

**Academic Honesty & Misconduct**

Academic honesty is a core principle of learning and scholarship. When you violate this principle, you cheat yourself of the confidence that comes from knowing you have mastered the targeted skills and knowledge. You also hurt all members of the learning community by falsely presenting yourself as having command of competencies with which you are credited, thus degrading the credibility of the college, the program, and your fellow learners who hold the same credential. All members of the learning community share an interest in protecting the value, integrity, and credibility of the outcomes of this learning experience. We also have the responsibility to censor behaviors that interfere with this effort. The following behaviors will be subject to disciplinary action:

**Plagiarism** - presenting someone else's words, ideas, or data as your own work.

**Fabrication** - using invented information or the falsifying research or other findings.

**Cheating** - misleading others to believe you have mastered competencies or other learning outcomes that you have not mastered. Examples include, but are not limited to:

1. Copying from another learner's work
2. Allowing another learner to copy from your work
3. Using resource materials/ information to complete assessments w/out instructor permission
4. Collaborating on an assessment (graded assignment or test) w/out instructor permission
5. Taking a test for someone else or permitting someone else to take a test for you

**Academic Misconduct** - other academically dishonest acts such as tampering with grades, taking part in obtaining or distributing any part of an assessment, or selling or buying products such as papers, research, projects or other artifacts that document achievement of learning outcomes.

**Academic dishonesty is NOT ACCEPTABLE.** UWSP subscribes to the definitions of academic dishonesty provided by the National Association of Student Personnel Administrators. Academic misconduct in the University of Wisconsin System is defined by UWS Chapter 14. The complete text of the chapter is available to you from the Dean of Students or you can visit [http://www.uwsp.edu/accreditation/docs/SA\\_PU\\_250.04.pdf](http://www.uwsp.edu/accreditation/docs/SA_PU_250.04.pdf) for more information.

**Late Work**

Work not submitted by established deadlines is subject to penalty. From the score earned, penalties will be assessed as follows: 1 day=1 letter grade; 2 days=2 letter grades; 3 days beyond established deadline=***automatic failure***. **All written work MUST be submitted to earn a passing course grade.**

**Cellular Phones**

As a courtesy to others, cellular phones are to be shut off and stored during all scheduled experiential internship sessions. Follow all protocols of the facility, as if you are an employee.

**UWSP Policies**

Learners with questions regarding affirmative action, equal opportunity, harassment, or information about any other college policies may refer to the current college catalog or student handbook.

### ADA Statement

In compliance with the Americans with Disabilities Act, students are encouraged to register with UWSP Disability Services for assistance with accommodations. It is the student's responsibility to voluntarily and confidentially disclose information regarding the nature and extent of a disability. The college cannot assume responsibility for providing accommodations or services to students who have not identified themselves as having a qualifying disability. Disabilities Services is located on campus at 103 Student Services Center, 1108 Fremont Street, UW-Stevens Point, Stevens Point, WI 54481.

### Accreditation

UWSP is nationally accredited. As part of accreditation processes, your work is routinely used to illustrate achievement of performance and learning outcomes. If you do not want your course materials used for this process, please inform your course facilitator at the beginning of the semester. All information is used in aggregate, and not segregated. Work may be used as examples illustrating achievement of accreditation requirements.

**Additional Course Resources & Reference Texts:** \*\*indicated library reserve use

\*\*Bryner, A. & Markova, D. (1996). *An unused intelligence*. Berkley, CA: Conari Press.

\*\*Casto, M. & Julia, M. (1994). *Interprofessional care and collaborative practice: Commission on interprofessional education and practice*. Pacific Grove, CA: Brooks/Cole Publishing Co.

Borkowski, N. (2005) ~ *Organizational Behavior in HC* ISBN: 978-0-7637-4768-8. *Excerpted and utilized as a reference online and as practical exercises.*

Brandt & Reese (1996). *Effective Human Relations in Organizations*, 6<sup>th</sup> Ed., 1996  
ISBN: 0-395-74005-3. *Excerpted online and utilized as a reference text.*

Makely, S. (2009). *Professionalism in Health Care: a Primer for Career Success*, 3<sup>rd</sup> Ed.  
ISBN: 978-0-13-515387-1. *Excerpted and utilized as a reference and as practical exercises.*

Rosenberg, M. (2005). *We Can Work It Out: Resolving Conflicts Peacefully and Powerfully*,  
ISBN:978-1-892005-12-0. *Excerpted online as reference and lessons in conflict management.*

**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 CANVAS) 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 CANVAS frequently for course announcements.**

## HS 490 Project Guidelines~ Syllabus “Addendum”

**\*\* more detailed guidelines for assignments and refer to guidelines & rubrics\*\***

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 CANVAS. Faculty STRONGLY suggest using these tools while developing written work.

## **II. Case Study Analysis: Cases from within your discipline area (OT/PT/AT,HCA/Pre Med/Pre Dental 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 CANVAS. Faculty STRONGLY suggest using these tools while developing written work.

## **III. Critical Issue Analysis: Related to your discipline area, or more broadly, Health Care in general (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 HC OR 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 CANVAS. 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 CANVAS. 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 CANVAS. 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 CANVAS. 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 Teamwork

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

##### Collaborative Integrative Paper

**(25%):**

**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 groups (3-5) will create and post a single paper written in third person. Paper

should read as if written by one person: as “one collective voice”. *Topic & focus of paper must be cleared with facilitator.* One grade will be earned by 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 Group Presentation Guidelines**

**(25% 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, are information is formatted correctly and free from spelling & grammatical errors. Content information provided on associated assignment guidelines & grading rubrics.

- Introduction: 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 point value unearned.

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