

## HS 498

SHS&W Experiential Learning  
Fall 2020 (Sem I 2020-21) & Spring 2021 (Sem II 2020-21)  
6~12 crdt hours

Internship Facilitator: Jodi Olmsted, RDH, Ph.D, FAADH  
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Class Meeting: As per experiential mentor partner requirements

Office Hours: As posted, or schedule an appointment.

**6 crdt~20 hrs/wk**

**9 crdt~30 hrs/wk**

**12 crdt~ 40 hrs/wk**

### Course Description:

Applying skills in administrative aspects for today's health care systems. This experiential course provides a means for tracking field learning experiences & internships within the Health Science major.

### Pre~ or Corequisite Courses:

HS 385 JR/SR Standing; Immunization Records, including Blood Titers & 2~Step TB Skin Test;  
Complete Wisconsin Criminal and/or Caregiver Background Check as required of placement location

### Core abilities:

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

### Course Goals:

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

- 1) Demonstrate ethical, moral, and professional behaviors.
- 2) Develop & apply HC management skills.
- 3) Communicate effectively with professionals across the health care spectrum.
- 4) Apply Quality Management (QM) and Continuous Quality Improvement (CQI) processes within diverse HC settings.
- 5) Develop Career Skills for Employment.

### Course Competencies:

By the conclusion of this course, learner participants will:

- 1) Explore varying roles in HC management.
- 2) Apply organizational leadership theories & management processes.
- 3) Develop & apply management skills.
- 4) Apply Quality Management (QM), Continuous Quality Improvement (CQI) & Total Quality Improvement (TQM) principles within diverse HC settings.
- 5) Demonstrate cooperation, confidentiality, conflict resolution, active listening, appreciative inquiry & appropriate non~ verbal communication skills.
- 6) Apply time & stress management skills while achieving assigned tasks.
- 7) Demonstrate culturally sensitive, ethical & professional behavior as future professionals.
- 8) Positively resolve ethical dilemmas.
- 9) Respect professional codes of conduct.
- 10) Take responsibility for legal considerations relating to all realms of HC practice.
- 11) Reflect on experiences gained through experiential learning placement (internship).

### SHS&W Program Graduate Outcomes:

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

\*Critical Thinking      \*Communication      \*Collaboration/Teamwork      \*Professionalism

In preparation for the internship experience, you might consider reviewing your strengths, skills and abilities in each of the following areas:

- **Organizational skills.** *Do you possess the ability to multitask, 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 and 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 wellbeing of the overall community?*
- **Non-bias.** *Can your 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 you demonstrate a good work ethic? Day-to-day job skills including good attendance, punctuality, reliability, no use of cell phones, texting, social media, including Facebook, Instagram, snapchat, 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, multiple formats and technology platforms?*

**Final Course Outcome/Artifacts: Online Discussion, Class presentation, Reflection paper (Documentation addresses the following SHS&W Program Outcomes: 1~4).**

**Course Grades & Developmental Artifacts:**

Weekly Journaling	5%
Presentation	5%
Punctual Attendance & Completion of All Assigned Internship Tasks	85%
Reflective, Final Paper	5%
	<b>100%</b>

### **Attendance & Internship Performance Evaluations (85% Internship Grade):**

It is expected you are punctual, and in attendance for each shift scheduled by the internship partner. If you are required to be out ill, please provide your immediate supervisor with advance notice as per the facilities guidelines. Consider yourself an "employee" and follow protocols as provided you. Online discussion should include weekly news concerning the work environment, tasks, expectations, etc. Guidelines for active class discussion are provided in the syllabus. Actively participating in course discussions is expected and requires your "attendance" online several times each week you are working in the internship. Absence is *only excused* with written documentation (doctor's excuse, printed obituaries). Please respect your internship colleagues, supervisors, & faculty by letting them know if you are unable to attend. Completion of a mid-term & final onsite mentor observation/evaluation form & areas for your professional growth & improvement provides documentation of this component of the Internship. **Not completing your Internship obligation will earn a FAILING grade, so consider carefully your candidacy.**

### **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.

<b>Proficient</b>		
<b>A 94-100%</b>	<b>A- 92-93%</b>	
<b>Emerging</b>		
<b>B+ 89-91%</b>	<b>B 86-88%</b>	<b>B- 83-85%</b>
<b>Basic</b>		
<b>C+ 81-82%</b>	<b>C 75-80%</b>	<b>C- 70-74%</b>
<b>Undeveloped</b>		
<b>D 65-70%</b>	<b>F below 64%</b>	

### **Guidelines for Your Personal Course Success**

#### **Presentation Guidelines~ (5% course grade)**

You will develop a brief presentation (7~10 minutes) about your placement & experience to share with a small group, or for Sigma Mu Tau, the SHS&W Service Group. If a visual Prezi is used, it is expected slide transitions are formatted correctly and free from spelling & grammatical errors.

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

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

**Weekly Journaling: (5% course grade)** This *informal* writing forum is strictly confidential, between YOU, the participant, and ME, the course facilitator. Journals are to be kept either electronically in ONE MS Office word document, OR in a separate composition notebook that will be submitted at the midpoint, and one week prior to the conclusion of your Internship experience. It is expected there will be weekly journal entries made for each week of your Internship, ***including over holiday breaks if you are working.*** It is expected the entries address events/topics or occurrences during the work week and work experience. The reflective journaling process is one of exploration and professional growth. Journal topics should be primarily professional, rather than personal, in nature, relating to organizational behavior, communication, team work & team development, tasks/ balance, along with the various other topics addressed in the pre-requisite HS 385~ Professionalism & Leadership course (Culture Change, S&O Planning, Leader as Manager, Personnel & Project Mgmt, & Quality Improvement). Each entry should be clearly labeled and dated both by WEEK, day & entry number for week.

**Final Reflective Paper: (5% course grade).** This *formal* written reflection about what you learned during your internship experience is due at the conclusion of the experience. Content may consider plans for ongoing professional growth & development. Guidelines for what to address include the following:

Content should include:

- Scope of work
- What goals did you meet?
- What goals were unmet?
- What did you learn about the Institution, health care and the health professions you worked in you were not aware of beforehand?
- What do you perceive is the biggest challenge facing the company or organization you worked for?
- What did you learn about yourself?
- What was your biggest challenge?
- Of what accomplishment were you most proud?
- What types of learning at UWSP helped you most in this experience?
- If you had any negative experiences, if you could, what would you do to change them?
- Please also reflect upon, and include a response to this question as well: " how have you gained further understanding of your university education and how it has enhanced your sense of personal responsibility as a member of a larger community?"

incorporating assessment information required to be addressed are provided prior to end of Internship experience. General Education Prompts for assessment will also be provided.

### **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 or information to complete an assessment without permission from

your instructor

4. Collaborating on an assessment (graded assignment or test) without permission from the instructor

6. 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. 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 pass course.

### **Cellular Phones**

As a courtesy to others, cellular phones are to be shut off and stored during all scheduled 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.

### **Additional Course Resources & Reference Texts:**

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 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 course management system frequently for course announcements.**