**Course Description**

Course Catalog: Explore the theory & dynamics of interprofessional & team practice in health within the context of service learning projects undertaken in community settings involved in population health issues. Work may involve all phases of project development.

**Course Learning Objectives**

The table below outlines the Course Learning Outcomes (CLOs), Student Learning Outcomes (SLOs are areas you are expected to be proficient in by the end of the course) and assignments designed to assess these outcomes.

You will notice that many assignments are designed to assess several CLOs adn SLOs and are listed multiple times.  This means that you should develop, demonstrate, and utilize multiple skills to complete your course assignments.

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| **Course Learning Outcomes (CLO)** | **Student Learning Outcomes (SLO)** |  | **Course Assignments** |
| Work collaboratively in diverse teams (skill) | * Analyze complex health care situations from an interdisciplinary team perspective. * Compare and contrast merits of individual ideas. * Develop group problem solving skills * Design efficient project workflow |  | * Determine group issue to address * Project management outline * Final project written summary * Group presentation of the defined issue.  (Rubric) * Peer Evaluation |
| Apply effective communication techniques both verbally & in writing. | * Propose thoughts and ideas clearly, both orally and in writing. * Organize written and oral arguments to justify ideas |  | * Elevator Speech (Rubric) * Discussion Post reviewing RWJ CoH material * Discussion post on wellness concepts and professional career goals * Identify and Interview Stakeholder(s) * Individual Project Proposal * Project management outline * Group Final Project Summary * Group Presentation |
| Explain/describe how the dimensions of wellness/wellbeing impact community health | * Examine influences on wellbeing and health such as:   + Social Determinants of health   + Policy   + Culture   + Environment * Evaluate wellness/wellbeing concepts that support a community culture of health * Assess the impact of wellness/wellbeing on professional goals |  | * Discussion Post reviewing RWJ CoH material * Identify and Interview Stakeholder(s) * Discussion post on wellness concepts and professional career goals |
| Develop a critical issue plan for a community partner. | * Identify and coordinate with a community partner for service learning.   + Determine critical issues   + Analyze community partner needs   + Identify stakeholders   + Critically consider and apply available evidence,   + Apply interdisciplinary practice to develop solutions,   + Communicate outcomes   + Evaluation of project, peers, service learning |  | * Complete Experiential Learning forms * Identify and Interview Stakeholder(s) * Individual Project Proposal * Project management outline * Group Final Project Summary * Final Group Presentation * Service Learning Evaluation * Peer Evaluation |

# Course Components

#### **Course Format**

This course is a combination of online classroom learning, independent and group work, and service learning (SL) components.

#### **Technology Requirements**

This course uses video technologies to complete some project components. Make sure that you have access to a webcam, microphone, and speakers and/or headset.

#### **Prerequisite Course**

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

#### **Text Rental**

Hoffman, A. (2017). Scientific Writing & Communication. 3rd Ed. Oxford University Press: NY

ISBN: 978-0-19-027854-0 (helpful but not required)

**Assignments**

#### **Service Learning**

 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 around 35 - 45 hours ( about 3 hrs. per week for 14 weeks) completing experiential learning work with a community partner.  This work is the experiential & applied learning component meeting General Education Program (GEP) requirements.  Hour requirement represents time on site and at various community locations as necessary for completion of set objectives.  This does not include research time for the individual or group project.  Scheduling on-site hours will be determined between students & their community service partner(s).  Find due dates and further details under assignments.

* Complete Service Learning documents pre and post
* Log and Complete required hours

#### **Individual Work**

Individual work is linked to skills of a professional in the health care field, along with working within the community identifying and assessing needs of an organization.  Each individual assignment is linked to a CLO and SLO outlined in the  [Course Objectives page](https://uwstp.instructure.com/courses/438860/pages/course-learning-objectives). Individual assignments are outlined in the assignment section of Canvas.

As a capstone, experiential course, this 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.  Detailed guidelines & rubrics for individual projects are provided in the assignment section on Canvas.

* Icebreaker
* Elevator Speech
* Culture of Health (CoH) and wellness/wellbeing concepts: Discussion posts
* Interviews of Stakeholder(s)
* Identify critical need of community partner
* Written Proposal

#### **Group Work**

Health care professions always requires teamwork and cooperation to support community, client, and organizational needs. Throughout the semester, you will be required to act as a team to research and present on a specified integrative topic chosen from team member's individual project proposals.  Guidelines will be provided for the team project outlined in the assignment section of Canvas.

* Determine group issue to address (from individual project proposals)
* Develop project management outline
* Research
* Final project written summary
* Group presentation of the defined issue
* Peer Evaluation of Team members

**Evaluation and Grading**

**Grading 350 total points**

**Individual assignments (180 Points Total)**

Introduce yourself 5 points

Elevator speech 25 points

Incorporating Wellness and Wellbeing into Practice

Discussion Posts (2) 30 Points Total

Culture of Health and Wellness 15 points

Wellness Concepts and Career Growth 15 points

Service learning 80 Points Total

Secure placement and complete forms 20 points

Log hours 20 points

Reflection 15 points

Supervisor Evaluation 25 points (Supervisors can award points in these ranges)

A rating 23- 25 points

B rating 20 - 22.5 points

C rating 17.5 - 19 points

<17.5 is failing

Critical issue proposal 40 Points Total

Interview Stakeholders 20points

Identify critical issue (presentation) 20points

**Group Assignments (170 Points Total)**

Choose critical issue from individual proposals 10 points

Project Management outline 20 points

Research posts/updates/integration of culture of health 20 points

Executive Summary 50 points

Group Presentation 50 points

Peer/team evaluation 20 points

**Grading Scale Based on Total Points Earned (no curve)**

326 – 350 A

315 - 325.9 A-

308 - 314.9 B+

291 – 307.9 B

280 - 290.9 B-

273 – 279.9 C+

256 – 272.9 C

245 – 255.9 C-

210 – 244.9 D

<210 F

# Course Policies

#### **Course Assignment Policies** Learning experts from Carnegie Mellon Foundation, The Ohio State University, and other educational experts agree that for every hour spent in class, students should be spending 2 hours out of class reading and working on assignments.  I feel a 1:1 is more appropriate with students.  You will have time in class throughout the semester to read, discuss, or work on assignments.  However expectations should not be that all assignments will be completed in class.  You are expected to read, prepare for learning/ teaching assignments, and work as a team on projects or individual aspects of assignments outside of class.

Format: All written, online, or presentation assignments as outlined Canvas should be written in APA format unless otherwise indicated.  APA format is summarized in the Publication Manual of the American Psychological Association (Links to an external site.). Under Student Resources, there are areas for you to use to help with APA format.

#### **Assignment Feedback**

Feedback for assignments is provided using the associated rubric in Canvas along with comments in papers, and/or in Canvas.  These are to help you understand how and why you received a particular grade, what areas needed improving to get a higher grade, and if part of a project, to assist you in learning how to adapt for the next step of the assignment.  These are not provided for you to have a "do over" so put your best product out the very first time.

Bonus: Written assignments – receive a one-point additional credit for attending the tutoring center for assistance in writing.

Assignments uploaded into Canvas or added to discussion boards should be typed. These should always be formatted in Word (not in Adobe or other word processing programs)  and if presenting, must use PowerPoint. Each assignment does not have to spell this out as it is a standard course policy.

Using other formats beyond Word or PowerPoint  will result in a delay of grades and result in reduction of points.

Late Work:  Assignments are considered late if uploaded past 11:59 p.m. on the due date (not sent by email).  I will not accept any late work unless notification is received 24 hours before the assignment is due and students received written approval. I will permit extensions for valid reasons that should be documented (illness, injury, family issues, bereavement, etc.).

If work is late you are still subject to a reduced score.  Each day late, points are reduced by 10%. - For example a ten point assignment that is one day late will be reduced by 1 point.  A twenty five point assignment will be reduced by 2.5 points.

Participation in Discussions: Your instructor strives to foster an inclusive, comfortable environment where students are encouraged to participate, whether this comes in the form of class discussions, small group activities or simply personal engagement with the material. Students bring with them a rich diversity of experiences and perspectives. Sharing your views and ideas is encouraged as it often adds to the richness of the learning environment and in some cases may spark thoughtful discussion or debate. Differences of opinion are to be expected but students must be respectful of their fellow students (and instructor) regardless of how you may view their opinions.

NOTE:  All assignments have an associated rubric. Rubrics are included in each assignment.  To view the rubric from a discussion, you will need to click the three dots from the upper right corner.

#### **Incompletes**

If you are unable to complete your work in a course due to extenuating circumstances, you will need to request an incomplete from your instructor. There is no obligation to allow you one. There needs to be a reasonable probability, determined by the instructor, that you can complete the course successfully without needing extensive instructor supervision. You will need to make arrangements with the instructor on a schedule of when you will complete assignments. Your campus determines how long you have to complete the work and earn a grade for the course.

Campus Policy on incompletes can be found [here (Links to an external site.)](https://www3.uwsp.edu/dos/Pages/Incompletes.aspx).

#### **Instructional Modification**

If you have a disability or condition that may require assistance or accommodation or you have questions related to any accommodations for testing, note takers, readers, etc. please speak with the course instructor as soon as possible.  Student may also contact the [Office of Disability Services  (Links to an external site.)](https://www3.uwsp.edu/datc/Pages/default.aspx)with questions about such services.

#### **Academic Integrity**

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.

This includes: Plagiarism, Fabrication, Cheating, or Academic misconduct.   If you are unfamiliar with these terms, you may review the full policy in regards to Academic Integrity at UW Stevens Point [here (Links to an external site.)](https://www3.uwsp.edu/dos/Documents/UWS%2014-1.pdf).