HS 399~Special Work in Health Care
Spring, 2018 (17-18 sem II)

Instructor: Jodi Olmsted, RDH, Ph.D; FAADH
                 CPS 130
                 jolmsted@uwsp.edu
                 715-346-2510 office
                 715-574-3975 (cell~ eves & weekends EXCEPT Wednesdays)

Class Meeting: Section 1 JO PER ARRANGED for completing specified assignments/research/projects

Course Calendar: PER ARRANGED
Office Hours: As posted, or schedule an appointment.

Course Description (per UWSP catalogue): Choose topic within your health care option and work on independent project under supervision of SHCP faculty

Translation: Many health care situations, particularly the complex, require expertise & contributions of collaborative interprofessional teams of health care professionals. Learners are required to be self-directed, self-motivated & self-guided to work collaboratively under the supervision of faculty on a specified assignment, research study or specified project related to health care occupations work. Learners will engage in, & critically analyze, various circumstances potentially requiring use of additional background from physical, psychological, socioeconomic, legal, & political perspectives, while relating them to the chosen topic & work on developing an independent project/research.

Course Format: Arranged

Pre~ or Corequisite Courses:
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

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 professionals as required across the health care spectrum.
4) Apply Quality Management (QM) & research processes within HC contextual framework.
5) Perform experiential project/research while developing career skills for future employment.
6) Analyze complex HC situations & make recommendations based on findings using interdisciplinary views.

Course Competencies:

By the conclusion of this course, learner participants will:

1) Apply interprofessional managerial/teamwork/research & project management skills.
2) Apply Quality Management (QM) principles to diverse HC service learning projects.
3) Demonstrate cooperation, confidentiality, conflict resolution, active listening, appreciative inquiry & appropriate non~ verbal communication skills.
4) Systematically assess, plan, synthesize data, & make organized recommendations forwarding potential solutions to specified projects/research.
5) Apply time & stress management skills while achieving assigned tasks/project outcomes.
6) Develop awareness of HC barriers and policies affecting HC delivery (related policy analysis).
7) Demonstrate ethical & professional behavior as future HC professionals.
8) Positively resolve ethical dilemmas & conflicts.
9) Reflect on experiences gained through project/research experience.

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 a special projects 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 team and achieving defined outcomes as established collaboratively with SHCP faculty/staff. ALL SHCP Program Graduate Learning Outcomes (PLOs) are expected to be demonstrated in this course. In preparation for the 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.** C*an 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 is a major part of requirements of the School of Health Care Professions (SHCP) & it will be expected you are working closely with, and communicating your progress on, the assigned project/research as it is in process.

Course Grading:
Individual Project: 90%
> ➢ Critical Issue Project
> ➢ Research Paper/Field Study
> ➢ Other: approval by course facilitator
Communication, Teamwork & Affect: <u>10%</u>
                                                                                 100%

Individual Project Choices: related to HS concentration major   (90% course grade):
As an independent applied 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 <u>*to be confirmed with course instructor*</u>. Guidelines for the various options for individual project choices are provided within syllabus addendum.
> ➢ Critical Issue Project
> ➢ Research Paper/Field Study
> ➢ Other: approval by course facilitator

Communication, Teamwork & Affect: (10% course grade):
Health care professions require teamwork, cooperation & a positive professional demeanor at all times to support community, client, and organizational needs. Individuals will research a specified integrative HC topic, potentially incorporating case studies, using juried peer reviewed evidence, "best practices" and/or other supporting the concepts included within the defined topical area. Guidelines will be provided for teamwork.
formatted correctly and free from spelling & grammatical errors. Content information provided on syllabus addendum.

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 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

Makely, S. (2009). Professionalism in Health Care: a Primer for Career Success, 3rd 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 the course management system frequently for course announcements.