**University of Wisconsin – Stevens Point**

School of Health Science and Wellness

|  |  |
| --- | --- |
| **Course Title: HSW 385: Recognition and Prevention of Common Diseases Term: SUM 2023 Credits: 3** | |
| **Instructor: Holly Schmies, PhD, LAT, ATC** | **Phone: 715-346-2922 (Office)**  **Email:** [**hschmies@uwsp.edu**](mailto:hschmies@uwsp.edu) |
| **Time: Asynchronous**  **Classroom: Online via Canvas** | **Online Office Hours: Tuesday 9:00am – 10:00am; Monday 2:00 – 3:00pm via ZOOM**  **Will also schedule individual meeting times** |

**Course Description:** Application of ethics, values and dispositions of leaders entering health and wellness professions. Focused skill development in interpersonal and personal effectiveness, leadership impact, and management. **Prerequisites**: HSW 210; or instructor consent

**Learning Outcomes for the School of Health Science & Wellness**

1. Apply individual values associated with leadership and professionalism
2. Analyze group values associated with leadership and professionalism including collaboration, civility, and common purpose
3. Create community values of citizenship associated with leadership and professionalism

**Individual Learning Outcomes**

1. Respect professional codes of conduct.
2. Recognize personal responsibility for ethical & legal considerations relating to HC practices & environments.
3. Explore organizational leadership theories & management processes.
4. Explore developing educational materials & learning objectives.
5. Demonstrate confidentiality, conflict resolution teamwork, vulnerability & relationship development skills.
6. Investigate different management skills, cooperative & confrontational skills, conflict resolution, appreciative inquiry, active listening.
7. Consider & identify multiple solutions for interprofessional issues & ethical dilemmas.
8. Reflect on personal strengths and weaknesses as future healthcare leaders.
9. Develop leadership philosophy & ethical practice skills.
10. Demonstrate culturally sensitive, ethical & professional behavior as future professionals.

You will *practice & apply the skills you are developing* within the context of the course, while considering your role as a professional within your chosen career in as a health care professional.

**Learning Resources:**

* **Required Textbook: (available at text rental)** 
  + Professionalism in Health Care (5th ed.). Author: Makely, Sherry. (2017). Jones & Bartlett Publishing. ISBN: 978-0-13-4414567-3.
* **Canvas Course Room**: Additional required readings and videos will be provided in Canvas.

**Course Format:**

The course format is asynchronous, online. We will not have set meeting times for the course and all the information for you will be available via the Canvas course room. While the course can be self-paced, there will be weekly due dates to keep you on track and to ensure we will able to assess the overall learning outcomes associated with this course. This course uses multiple methods of learning and assessment. To assure your success in this course, several strategies are recommended:

* Stay engaged in the material. Leadership is a life skill. Get interested in your future and your abilities.
* Put thought into discussions and activities taking place in the class. Take time to read and reflect.
* Complete all assigned readings and watch all assigned videos. A class schedule is created for a purpose.
* We will do reflections in the course about your abilities and the abilities you would like to improve upon. Don’t be afraid to be vulnerable. The only way to improve is to acknowledge the need for growth and take action.
* Complete your work and be proactive. Think about what you might add to the discussion as you are reading and completing your assignments. Active preparation and participation are essential to your success.

**Course Grade:** Derived from a percentage of total points possible. All assignments, quizzes, exams will carry equal weight. It’s a simple equation of the number of points you earned divided by the total points possible for the course.

**Graded Learning Opportunities:**

All weekly assignments and final discussion posts will be due on **Mondays at 11:59pm**. If there is a change to this – it will be communicated well in the Canvas course within the specific module. If initial discussion posts require a peer response, the initial post will be due by Friday at 12:00pm at the latest and all peer responses will then be due on Monday evening.

Examples of graded learning assessments are:

* Personal leadership reflections
* Course discussions via Canvas
* Case Study Assignments
  + One of the big case studies we will do is one that involves finding a job you would be interested in applying to in the future, participating in all the communication with your prospective employer via email, writing a letter of interest and resume and preparing for a professional interview.

**Grading Scale:**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **A:**  94-100% | **B:** 83-86% | **C:** 73-76% | **D:** 60-64% |
| **A-:** 90-93% | **B-:** 80-82% | **C-:** 70-72% | **F:** 59% or below |
| **B+:** 87-89% | **C+:** 77-79% | **D+:** 65-69% |  |

**Attendance:** Since this is an online course – attendance is not formally graded. However, you are required to visit the Canvas course room and take the time to investigate and learn. As an instructor, we can see how often you visit the course room and how long you are in it. I do not pay that close attention to it since you are responsible for your own learning. However, when questions are asked or assignments are not completed and it is evident you did not visit the course materials – this is when it matters. It is your personal responsibility to view the resources for learning. We are in a professionalism and leadership course – so actions and accountability are some of the skills we all need to work on. Be accountable. Take action. Look at the material and take the time to learn.

**Late assignments:** If you are going to be late with an assignment, please be proactive and communicate prior to turning it in late. Life happens and we all need a little grace at times. I am happy to provide that and work with you but also want to make sure that communication is happening throughout the process. This communication needs to be initiated by you. I will not ask you to submit late assignments.

**WHERE CAN YOU FIND ALL THE INFORMATION YOU NEED FOR THE COURSE?**

Please utilize CANVAS for information on assignments and course information. This syllabus is an overview of course policies and a guide for expectations and learning outcomes.

**More Information on Discussions:**

Discussions for this class allow you to not only address the concepts covered, but also to interact with the other students & your instructor. Discussions aid in your application of class material while engaging in appropriate communication techniques. They can also help you generate ideas that can be applied to your review & application of current events & scientific (juried, journal findings) with current events.

A rubric will be provided for you in Canvas for assessment of discussion posts. Here are guidelines for full participation:

1. A response to the question(s) or overall concept(s)posted by the instructor. Your post must be complete by Fridays at 12:00pm and follow-up (reply posts) by Monday at 11:59pm. Your initial posts should include reasoning for your responses & must be supported by at least one valid resource from the course.
2. Read and address the overall concept of another person’s post. Read their post in its entirety and refer to the resources they use in order to better respect and interpret their reasoning. Your response must summarize what you learned from your peer’s post, including information obtained from reviewing their listed resources and any additional resources you may have found. This portion must be completed by the Monday (midnight) during the same week following initial posting for the discussion.
3. Indicate at least one key aspect from the discussion and how can incorporate it in professional practice. Always consider a variety of lenses/worldviews: social justice, economic, systems thinking, legal, political, ethical & moral viewpoints.

|  |
| --- |
| **Goal of the Course ~ It is about learning!!** Your success is the main goal of any learning experience. You need to put in the work to see the success. The assignments in this course are designed to help you learn about your leadership styles and give your tools for your leadership journey as you move into professional careers. You will get out of the course what you put into the course, and it is my hope you will give your full effort in learning information that can continue to be helpful to you personally and professionally.  **COLLEGE-LEVEL LEARNING**  This is an upper division college course. As such, it is not an exercise in memorization or quickly thumbing through the text to find the "right" answers.  All grades will be earned upon the basis of how well you are able to apply the information you are learning for completion of a series of activities along the "Pathway of Transformational Leadership".  This will require reading, viewing, listening, talking, reflecting and analyzing information in the context of growth and learning how be to an active and successful individual in the professional settings.  Take in the material and think about it – apply it to your life and current situation. As you work your way through the assigned work, be aware of the presenters' purpose.    As we move through the course, I will provide guidance about developing practical, applied professional skills for the world of employment beyond school.  There may be times you disagree with a peer or want to challenge their thoughts. Before you do so, challenging your own personal assumptions and consider viewing the issue through varying lenses. There are proper ways by which we can show respect to one another even if we strongly disagree.  Learning positive conflict resolution techniques is imperative to not only "agreeing to disagree", but also can open our minds in a professional & respectful manner.  Showing disrespect is, of course, the fastest way to lose influence with the person with whom you are speaking.  Once you have done this, your chance of convincing that person of your argument is likely lost as well.  **Time Commitment**  To be successful, you will have to work.  This begins by committing yourself to the process of learning. By university definition – a 3-credit course requires 3 hours of ‘seat’ time and 1-2 hours out of class for every credit. The math….3 hours for class + (3 credits x 1 hour) = 6 hours minimum for this class each week. Now, you may not need 6-9 hours each week to review the material and do your assignments. However, these are life skills you should be thinking about and practicing every day. So, you’re welcome that I am going to be giving you information on skills that you can apply every day (not like those algebra or physics lessons you wonder if you will ever use again 😊) but real-life skills! You will hopefully naturally put in time to this course as you work through the material. You are paying a lot for your education.  Make it a good investment.  **Course Schedule and Content:** The instructor reserves the right to make appropriate changes to the course schedule & course content at any time during the course. Often these changes are influenced by your feedback and experience and are designed to better target key skills and enhance your education. The course is scaffolded to keep students on track/target for completing the various learning activities & deliverables in a timely manner. While you can work ahead, you will find if you fall too far "behind" you run the risk of not completing the course. Additionally, there are structured group activities/experiences you need to be involved in & prepared for. In the workforce, we cannot let our teammates down, so make sure you connect with your teammates to complete assigned course work as required. |
|  |
| **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. And bottom line – you can get kicked out of UWSP. When you cheat, plagiarize, or make false claims – you are not only hurting yourself but the integrity of the college, program and fellow learners.  -You came here to learn and better yourself – so do it – don’t use someone else’s work. Examples of academic misconduct that 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.  -Academic dishonesty and misconduct will be reported to the Dean of Students Office (DOS). As the instructor of the course, I will work with you to rectify the situation but will also work with the DOS to ensure it is fair and the appropriate disciplinary actions are sanctioned. You can find more specific information at the DOS website under Academic Concerns or in the Student Handbook.  **Links:**  DOS – Academic Concerns: <https://www.uwsp.edu/dos/Pages/stu-academic.aspx>  DOS – Student Handbook: <https://www.uwsp.edu/dos/Pages/handbook.aspx>  UWS Chapter 14: <https://www.uwsp.edu/dos/Documents/UWS%2014-1.pdf> |
| **My Intent**  It is my intent that students from all backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity you as a student bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity.  It is not my intent to offend anyone nor make anyone feel uncomfortable. If I do – please let me know. We are all learning together how to be more inclusive with our language, actions, and behaviors. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.  **Online & Classroom Civility**  The University expects you to be a responsible member of this learning community by being civil in our interactions with each other & ethical in our academic conduct.  As members of this class, we are members of a larger learning community where excellence is achieved through civility. Courtesy is reciprocated and extends beyond our local setting, whether in future employment, classes, or communities. Civility is not learned individually; it is practiced as a community.  Here are some of our expectations about civil conduct in class:   * I want you to feel comfortable by assuring we refer to each other the way you prefer. Thus, please share your preferred pronouns in discussions or with classmates, me, and your groups. If you have a particular Name or NICKNAME you prefer, please let me know or I will refer to the default name as listed in the course roster. * You will be working together in various discussions & collaborative workgroups (CWGs). Collaboration is necessary in a professionalism and leadership course. If/when you are working with classmates, you are expected to conduct yourselves with candor, kindness & respect. * UWSP values an inclusive, welcoming environment. Bias incidents undermine the Universities institutional values and are defined as "something a person does, says, or otherwise expresses that is motivated by bias related to another person's social identity. Please report or learn more about bias/hate incidents through the Dean of Students webpage.   **Course Content Statement:** Our classrooms (face to face or online) provide a space for the critical and civil exchange of ideas. Some topics will include images, readings, and other content that some students may find offensive or uncomfortable based on their context. A liberal arts education is designed to inform, confront, and challenge socially accepted norms so you examine your personal value systems and views in the world around you. We will do our best to forewarn students about potentially disturbing course content and ask all students to help to create an atmosphere of mutual respect and sensitivity. Finally, we ask that you make faculty aware, via email, of any content you find especially concerning. These will be addressed on an individual basis in a strictly confidential manner.  **UWSP Policies** Learners with questions regarding affirmative action, equal opportunity, harassment, or information about any other college policies may refer to the current UWSP Course Catalog or the Dean of Students Website ([www.uwsp.edu/dos](http://www.uwsp.edu/dos)). |
| **ADA Statement** In compliance with the Americans with Disabilities Act, students are encouraged to register with UWSP Disability & Assistive Technology Center (DATC) 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. Please let me know if I can be assistance to you in contacting the DATC on campus. |