

JAMES MADISON UNIVERSITY
SOCIAL WORK DEPARTMENT
SOWK/NSG/IPE 314-0001 – Rural Health an Interprofessional Approach
Summer 2018 June 4 – June 29*, virtual hybrid

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COURSE SYLLABUS

Course Description

Students study, observe and participate in interdisciplinary assessment, planning and delivery of community-based primary health care in partnership with residents and agencies of a host rural county. Learning activities will emphasize rural culture, rural health care and interdisciplinary practice. Co-requisite: service learning experience.

Course Objectives:

This course is designed to:

- Develop understanding of the professional competencies and skills required to work in interprofessional teams
- Understand and appreciate own and others' professional role in addressing the holistic healthcare needs of individuals, families, groups and communities
- Develop knowledge and skills to excel in a variety of settings in medically underserved areas
- Understand the common and differential characteristics of rural health practice and the role of specific health and human service professionals in addressing rural health needs

Learning Objectives:

Upon successful completion of this course, the student will be able to:

- Understand and effectively use team skills in interprofessional experiences
- Describe the roles of various health care professionals in rural underserved areas
- Apply knowledge through inter-disciplinary collaboration to the coordination, management and deliver of comprehensive health care to individuals, families, groups and communities in collaboration with Remote Area Medical
- Examine the structure, function, and impact of political, cultural, social, and economic trends upon the rural health care delivery system.
- Demonstrate understanding of the social determinants of health, ethics and cultural factors that influence health values, health behaviors, and the utilization of health services within a rural community
- Apply and present evidence-based practice in rural communities
- Demonstrate enhanced competence in working with diverse populations

Competence in meeting the above objectives will be measured by classroom participation, written assignments, testing and, and in some cases, a semester project.

Teaching Methods

Teaching and Learning Methods Include: Face to face classroom lectures and activities, class participation, community-based out of class activities, mandatory weekend field trip with Remote Area Medical clinic, and online learning modules. There may be a course fee to cover the cost of the weekend field trip. The course instructor may systematically investigate teaching efforts and student learning to include lecture, class discussions & presentations, exercises, readings, directed activities and field trips.

Course Reading and Support Materials

All students must join the Virginia Rural Health Association as a student member \$15. The weekly informative email from the VRHA will serve as your textbook, as well as readings posted to CANVAS.

Course Expectations

ATTENDANCE, PARTICIPATION, AND PREPARATION:

Attendance at, participation in and preparations for class lectures, exercises, and discussions are a normal part of course requirements. If you have a reason to be absent, you must notify me in **advance** via email or text. Problems in attendance may require a problem-solving conference and development of an attendance contract. Where such standards are not met, the professor may administer a ten percent (10%) grade reduction.

There is **Mandatory Attendance** to the RAM Clinic in Wise, VA July 19-22, 2018. Participation in this event is *critical* and every effort should be made to attend. More details to follow on this assignment. In addition, students are responsible for all materials and assignments covered during class periods. It is the responsibility of each student to determine what material/assignments were missed if they are unable to attend class.

* All students will receive an incomplete in the course, which will be revised to a letter grade following the completion of the RAM trip and assignment.

MAKE-UP POLICY:

All assignments will be due on the date announced in class, at the beginning of the class period. Assignments turned in late will be penalized **5% per day** (24 hour period). Email requests for late assignments will be reviewed if submitted prior to the due date. I am flexible **beforehand**, not after. Tests are to be taken at the assigned time.

TECHNOLOGY:

Turn all electronic devices/phones on silent/vibrate before entering the classroom. Failure to comply will result in a deduction in your participation grade. Most classrooms are wireless which will be a benefit many times in class. Unauthorized use of the internet during class time is unprofessional behavior and will impact your participation grade. The use of your laptop for note taking is acceptable. You will need a computer with internet access, speakers and a microphone for home use in the event of a closure or delay for weather-related or other reasons. Class may take place virtually during the same timeframe in the event of a JMU closing.

PROFESSIONAL COMMUNICATION:

Professional practice requires well developed communication skills. Professional dress is expected for all presentations and field trips. All assignments written or verbal are to be

presented in appropriate form (APA Format). *If you need help developing your writing skills, please take advantage of the Writing Resources available on campus.*

STUDENT CONFERENCES:

Student conferences with the professor are encouraged for professional and personal assessment of class performance as well as for informal discussions of the course material, related topics, and concerns. Please feel free to either make an appointment or just drop by for a visit.

University Closing and Class Cancellations

If the university closes, classes are cancelled and decisions on how to make up the time will be made by the instructor. Options include a) holding class on the official university make up day, b) holding class at another time acceptable to students, c) holding class electronically, d) assigning additional work commensurate with course time missed or e) making up materials in remaining class sessions. If class is cancelled by the instructor for other reasons, specific directions will be provided by the instructor and could include holding class electronically or through additional assignments commensurate with the course time missed.

Professionalism, Classroom Etiquette and Participation

Social work classes are predicated on preparing professionals. As such, in the social work program--distinct from academic programs that consider only scholastic performance--faculty also monitor students to determine if you are engaging in behaviors appropriate to professional conduct. Therefore, demonstration of standards appropriate to the social work profession is considered to be a normal part of the course requirements. In addition to fulfilling academic expectations, students are expected to cultivate the following habits and characteristics. Consistent deficits in any of these areas may impact the final grade.

Punctuality	Assumption of responsibility for actions
Attendance	Acceptance of written feedback (200 level course)
Follow Through/Dependability	Effective use of written feedback (3-400 level course)
Handling stress	Meeting of Deadlines
Using humor appropriately	
Flexibility	Work organization

In keeping with positive classroom etiquette, please be aware that you should not engage in unauthorized use of Internet, email access and texting during class. You will also want to be sure that your cell phone ringer is off during the class session.

Professional Behaviors Chart:

Professional Behaviors Charts are explained in class. Students may receive charts as indication of areas that need to be strengthened in regards to behaviors that support student's professional development. The charts are extensive and generally reviewed with the professor. A student is required to develop strategies to address behaviors of concern. A copy of the behavioral concern is forwarded to a student's academic advisor for review and may be considered for admissions and later field placement decisions.

Teaching Note for Declared Social Work Majors:

Professionalism, classroom etiquette and participation are standards in this course and all social work courses. This instructor may discuss with you particular behavioral challenges exhibited with the expected outcome being your positive response and diligent efforts of correction. Such conversations or identified areas of challenge are documented through a departmental form given to the student and retained in their departmental record. Accumulation of such forms across courses may result in a departmental response.

Departmental Grading Scale

The following scale is used for all course final grades in the Department of Social Work (Grades will NOT be rounded up). Grading Scale and G.P.A. Equivalent [Revised May 2005]

A	100-	97	4.0	A-	94	3.7
		96	3.9		93	3.6
		95	3.8		92	3.5

B+	91	3.4	B	88	3.1	B-	85	2.8
	90	3.3		87	3.0		84	2.7
	89	3.2		86	2.9		83	2.6

C+	82	2.5	C	79	2.2	C-	76	1.9
	81	2.4		78	2.1		75	1.8
	80	2.3		77	2.0		74	1.7

D+	73	1.6	D	69	1.2
	72	1.5		68	1.1
	71	1.4		67	1.0
	70	1.3		66	.9
				65	.8

A - Excellent mastery of material; outstanding scholarship; excellence in self-assessment.

B - Good mastery of material; you're able to look at the question from different perspectives; above average in self-assessment.

C - Basic understanding of the content; not much depth in your answer; average in self-assessment.

D - Borderline understanding of the material and/or answers are incomplete; below average in self-assessment.

F - Failure to understand the material; unsatisfactory skill performance.

Grades in required Social Work Courses:

Incompletes will be granted only when a student is unable to complete course work because of illness or another equally compelling reason. Coursework must be completed by the end of the next regular semester, or the grade is recorded permanent as "F". A student seeking a grade of "I" must make that request to the relevant faculty member before the end of the semester in which that course is taking place. To make a request for "I", the student must complete the Request for Incomplete form available in the Student Handbook.

Written Work Back-Up

Keep a second copy of any written work submitted. If for any reason work submitted is lost/misplaced/not available, faculty cannot assume that work was submitted and was of acceptable merit. Likewise, keep exams and papers returned with a grade or comments should grade lists be lost or inadvertently deleted from a faculty computer. In the event of the above, it would be your responsibility to submit the material in question.

Accommodation for Students with Special Needs:

If you have a disability protected under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, students with special needs who require accommodations in the class room based on his /her documented disability condition must contact the instructor immediately to discuss their specific needs. Students also need to contact Office of Disability Services <http://www.jmu.edu/ods> before any appropriate accommodations can be made. JMU does not discriminate on the basis of race, color, creed, national of origin, sex, age, sexual orientation or disability in admission or access to, or treatment in, its educational programs or activities.

See <http://www.jmu.edu/syllabus> for information on the following course policies

- Attendance Policy
- Academic Honesty/Honor Council Statement
- Adding/Dropping Courses Policy
- Disability Accommodations
- Religious Observation Accommodations

Course Requirements

Each student will be required to complete:

<u>Assignment</u>	<u>Point Value</u>	<u>Due Date</u>
VRHA Membership	5%	6/3
Article Review	5%	6/7; 6/8
E-Poster and Handout	10%	6/15; 6/19
Ethics Reflection	15%	6/22; 6/28
Inter-professional Integration Paper	15%	7/13
Remote Area Medical Clinic Experience	25%	7/19 – 7/22; 7/28
Class Participation, attendance, DB posts	15%	ongoing
<u>Quizzes</u>	<u>10%</u>	<u>ongoing</u>
TOTAL	100%	

Scholarly Research on Pedagogy: The course instructor may choose to systematically investigate teaching efforts and student learning in this course. To this end student may be asked to provide feedback about various course experiences including those related to learning about experience of poverty. Those responses may be used in scholarly efforts without any identifying information of the student. Should you object, please notify the professor.

Week	Date	Assignments to work on this week with due dates
0	6/3/18	<p>Meet 6-7PM, Syllabus Review</p> <p>Register for student membership in Virginia Rural Health Association – www.vrha.org</p> <p>Register for RAM www.ramusa.org</p> <p>Complete blood borne pathogen training http://www.jmu.edu/bbp/</p> <p>Assign articles, Choose topics for e-poster</p>
1	6/4 – 6/8 Introduction	<p>Read Rural article (assigned) and post to discussion board one paragraph summary by 6/7/18. Comment on at least two classmates posts by 6/8/18.</p> <p>What is rural? https://www.ruralhealthinfo.org/topics/what-is-rural</p> <p>Am I rural? https://www.ruralhealthinfo.org/am-i-rural</p> <p>What is public health? https://www.youtube.com/watch?v=t_eWESXTnic</p> <p>History of Public Health. http://sphweb.bumc.bu.edu/otlt/MPH-Modules/PH/PublicHealthHistory/PublicHealthHistory_print.html</p> <p><i>Quiz 1 DUE by 11:59PM 6/8/18</i></p>
2	6/11 – 6/15 SDOH	<p>Social Determinants of Health https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health</p> <p>SDOH for Rural People https://www.ruralhealthinfo.org/topics/social-determinants-of-health</p> <p>CDC on the SDOH https://www.cdc.gov/socialdeterminants/</p> <p><i>DUE: 9AM 6/15/18 E-Poster via canvas</i></p> <p><i>Quiz 2 DUE by 11:59PM 6/15/18</i></p>
	6/17	Meet 6 – 7 PM
3	6/18 – 6/22 Remote Area Medical	<p>Complete E-poster DB comments by Monday 6/19 at 11:59PM.</p> <p>Watch RAM Documentary (2012 – Remote Area Medical – on Netflix or Amazon Prime) and complete DB by Wednesday 6/20 at 11:59PM. Comment on at least two classmates post by Friday 6/22.</p>

		<p>https://g.co/kgs/ZXM34r</p> <p><i>DUE: 9AM 6/22/18 Ethics Reflection</i></p> <p><i>Quiz 3 DUE by 11:59PM 6/22/18</i></p>
4	6/25 – 6/29 Evidence Based Practice and Promising Models	<p>Complete peer review of Ethics Reflection via canvas by Wednesday 6/28 at 11:59PM</p> <p>Best practices in Rural: Head Start - https://www.americanprogress.org/issues/early-childhood/reports/2018/04/10/448741/a-compass-for-families/#.WtjrvXzy35E.email</p> <p>Provide 2 paragraph explanation of one of the Evidence Based Models here https://www.ruralhealthinfo.org/community-health/project-examples/evidence-levels on DB by Monday 6/25 at 11:59PM Complete DB comment on 2 classmates Evidence Based Practice model by Wednesday 6/27 at 11:59PM</p> <p><i>Quiz 4 DUE by 11:59PM 6/29/18</i></p>
	7/1 Telehealth	<p>Meet 6 – 7PM</p> <p>Review this resource prior to class https://www.ruralhealthinfo.org/topics/telehealth</p>
5	7/2 – 7/6 Partnership and Collaboration	<p>Read Unit 3 Health Partnerships from Rural Populations and Health: Determinants, Disparities, and Solutions by Crosby, Wendel, Vanderpool, and Casey.</p> <p>Webinars: https://www.ruralhealthinfo.org/webinars Attend the webinar of your choice and post a 1-2 page reflection to canvas by 7/3/18 11:59PM. Follow the DEAL model of reflections.</p> <p>Review care coordination explanation/resources: https://www.ruralhealthinfo.org/topics/care-coordination</p> <p>Review human services to support rural health: https://www.ruralhealthinfo.org/topics/rural-human-services</p> <p><i>DUE: 9AM 7/6/18 IPE Paper</i></p> <p><i>Quiz 5 DUE by 11:59PM 7/6/18</i></p>
	7/15	Meeting 6 – 7 PM
	7/19 – 7/22	<p>7/19 9AM Meet at Festival Horseshoe Drive Travel to RAM clinic in Wise, VA Volunteer at Wise Clinic 7/20, 7/21 and until approximately Noon on 7/22. Return to campus approximately 6PM. 7/28 upload RAM assignment to canvas for grading by 11:59PM</p>

Course Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6/3 Class meets Register VRHA, RAM, BBP	6/4	6/5	6/6	6/7 Rural article DB post	6/8 Rural article DB comments Quiz 1 due	6/9
6/10	6/11	6/12	6/13	6/14	6/15 E-poster due Quiz 2 due	6/16
6/17 Class meets	6/18	6/19 E-poster comments to DB	6/20 Post to DB re: RAM Docu.	6/21	6/22 RAM Docu. Comments to DB Ethics Reflection due Quiz 3 due	6/23
6/24	6/25 Evidence Based Models post to DB	6/26	6/27 Evidence Based Models comments to DB	6/28 Ethics Reflection Peer Review due	6/29 Quiz 4 due	6/30
7/1 Class meets	7/2	7/3 Upload webinar reflection to canvas	7/4	7/5	7/6 Quiz 5 due	7/7
7/8	7/9	7/10	7/11	7/12	7/13 IPE Paper due	7/14
7/15 Class meets	7/16	7/17	7/18	7/19 9AM Meet for RAM Clinic	7/20 RAM Clinic	7/21 RAM Clinic
7/22 RAM Clinic	7/23	7/24	7/25	7/26	7/27	7/28 RAM Clinic Reflection due on CANVAS