PH TH 7910/7920-003 | Doctoral Seminar

Class Time and Location

Class times/location TBA (will accommodate current board members’ schedules)

Instructor Information

Misha Bradford (Course coordinator)
Assistant Professor (Clinical)
801-585-1620 misha.bradford@hsc.utah.edu
Office hours by appointment or walk in

Department of Physical Therapy and Athletic Training

Course Description

- In this course, students who comprise the elected board membership of the student-run pro bono clinics and the faculty advisor discuss, plan, and implement strategies to fulfill the mission of the pro bono clinics we operate and to better meet the needs of the non-profit organizations with whom we partner, our patients, and participating students and volunteer clinicians.
- This course addresses the following Essential Learning Outcomes: Creative Thinking, Written Communication, Oral Communication, Teamwork, Problem Solving, Civic Engagement, Intercultural Knowledge and Competence, and Foundations and Skills for Lifelong Learning.
- This course is also a community-engaged learning (CEL) course. CEL is a method of teaching and learning that includes:
  - engaging with the community in ways that address societal needs that are not currently being met;
  - intentional integration of learning objectives and experience with/in the community;
  - student preparation, action, ongoing reflection, and critical analysis of results;
  - reciprocal benefits for students and the community;
  - opportunities to critically examine public issues or explore one’s civic identity.
- In this course, the classroom activities are directly tied to the success of the clinics we operate and staff. This course encourages ongoing informal reflection as we implement and analyze creative solutions to problems that arise and requires formal summative reflection, which is designed to help the student better integrate their experiences in the community with the course learning objectives and activities.

Pre- or Co-Requisites

https://utah.instructure.com/courses/573978/assignments/syllabus

1/6
Enrollment is limited to members of the pro bono student board who are in good standing in the department.

In the course of their 2 year board membership, student board members may enroll in the 003 section of either PhTh 7910 (Spring of 1st year) or PhTh7920 (Fall of 2nd year), but not both.

### REQUIRED MATERIAL

Selected readings to be determined based on current needs of clinics and goals of student board.

### STUDENT LEARNING OUTCOMES

By the end of this course, you will be able to:

- **Work effectively in assigned role in the student board:**
  - Work with student board counterpart to set and achieve specific, relevant goals related to board assignment;
  - Work with student board counterpart, University and community organization partners, and remainder of student board to identify areas of clinic operation that need to be adjusted and propose potential solutions;
  - Identify appropriate resources and work with University and community partners to implement solutions to problems to optimize clinic operations;
  - Demonstrate respectful, effective, and timely written and verbal communication with board colleagues and various University and community partners;
  - Complete assigned tasks in timely manner (tasks are outlined in board manual and adjusted as needed in board meetings);
  - Provide appropriate feedback to other students in class;
  - Perform regular informal group and self-assessment and respond to feedback from peers and faculty to better function in assigned board role(s).

- **Demonstrate leadership in local community engagement:**
  - Model appropriate community engagement by participating regularly in pro bono patient care and related activities;
  - Facilitate and encourage student body, faculty, and local clinician participation in pro bono patient care and related activities;
  - Develop and sustain positive working relationships with community partners (primarily, but not limited to, Midvale Communities Building Communities and Maliheh Clinic).

- **Demonstrate sensitivity to diverse patient and community partner needs:**
  - Seek information from community partners to better understand needs and world view of target populations;
  - Consider cultural differences of target populations in problem-solving discussions and implementation of new solutions;
  - Seek to maintain and express a productive and humble attitude regarding cultural practices and beliefs that are different than one’s own;
  - Seek to optimize the administration of the pro bono clinics and, ultimately, the patient care provided in the clinics, given the unique characteristics of the populations we serve.

- **Identify and use resources relevant to pro bono physical therapy and current goals of clinic board.**
- **Formally reflect on and share with peers lessons learned about leadership, cultural awareness, or other relevant aspects of community engagement.** Options and specific expectations for fulfilling this reflection assignment are outlined in detail on Canvas.

### TEACHING AND LEARNING METHODS

- Student participation in discussion
- Student seeking and employing resources outside of class to meet needs of board and clinics
- Student working with board counterpart and University and community partners to complete assigned tasks outside of class time
- Informal and formal student reflection on community engagement experience
Additional strategies identified as needed by the faculty

LEARNING ASSESSMENTS

Attendance/Participation

Reflection assignment

GRADE SCHEME

Credit / No Credit

COURSE POLICIES AND RESPONSIBILITIES

Credit / no credit status will be determined based on completion of the following student responsibilities:

- Full participation on the board:
  - Attend 90% of board meetings, including remote/web-based meetings
  - Respond within 48 hours to related email communications
  - Respond appropriately to feedback and needs related to assigned board role
  - Complete assigned tasks in timely manner

- Fulfill minimum 24 hours (average 1.5 hours/week for semester) of service related to board role. Examples of tasks related to board role include, but are not limited to:
  - Coordinating / communicating with other board members, department, University partners, and community partners;
  - Recruiting local PT, student PT, and translator volunteers;
  - Creating and implementing volunteer training;
  - Accounting, fund-raising, and other development activities;
  - Planning, implementing, evaluating, and publishing and/or presenting clinic outcomes research;
  - Publishing and distributing quarterly newsletter and other marketing materials;
  - Developing technology resources to help meet board / clinic needs;
  - And, documentation of board activities and decisions.

- Complete formal course reflection assignment by deadline (see Canvas)

**Department of Physical Therapy and Athletic Training policy on recording (audio, video, photo) in class:**

- Recording any component of class (audio, video, or photo) is prohibited without permission from the instructor and the course coordinator.
- Recordings may only be used for personal study.
- Recordings may not be published online or elsewhere.
- In cases when recordings could be of benefit to the entire class for study / review, the instructor can make them available to students on password protected websites (e.g. Canvas).
- The consequence of violating this policy may include dismissal from the program.

THE AMERICANS WITH DISABILITIES ACT

https://utah.instructure.com/courses/573978/assignments/syllabus
The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Accommodation Policy (see Section Q): [http://regulations.utah.edu/academics/6-100.php](http://regulations.utah.edu/academics/6-100.php)

**UNIVERSITY SAFETY STATEMENT**

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message.

For more information regarding safety and to view available training resources, including helpful videos, visit [safe.utah.edu](http://safe.utah.edu).

**ADDRESSING SEXUAL MISCONDUCT**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066.

For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776.

To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

**UNDOCUMENTED STUDENT SUPPORT**

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

To learn more, please contact the Dream Center at 801-213-3697 or visit [dream.utah.edu](http://dream.utah.edu).

**DROP/WITHDRAWAL**

Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA. See the [Academic Calendar](https://registrar.utah.edu/academic-calendars/index.php) for the last day to withdraw from term, first and second session classes.

**Deadlines for courses with irregular start and end dates policy:** [https://registrar.utah.edu/handbook/miscellaneous.php](https://registrar.utah.edu/handbook/miscellaneous.php)
PLAGIARISM/CHEATING

It is assumed that all work submitted to your instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so. Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code, "includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information…It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."

For detailed definitions and possible sanctions, see the Student Code: [http://regulations.utah.edu/academics/6-400.php](http://regulations.utah.edu/academics/6-400.php)

WELLNESS STATEMENT

Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to success and thrive in this course and at the University of Utah. Please speak with the instructor or TA before issues become problems.

For helpful resources, contact the Center for Student Wellness at [www.wellness.utah.edu](http://www.wellness.utah.edu) or 801-581-7776.

VETERANS SUPPORT CENTER

The Veterans Support Center is a "one stop shop" for student veterans to find services, support, advocacy, and camaraderie. They are located in the Park Building Room 201.

You can visit their website for more information about their services and support at: [http://veteranscenter.utah.edu](http://veteranscenter.utah.edu)

LGBT RESOURCE CENTER

The University of Utah has an LGBT Resource Center on campus. They are located in Room 409 of the Olpin Union Building. Hours: M-F 8:00AM - 5:00 PM MT.

You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: [http://lgbt.utah.edu](http://lgbt.utah.edu).

LEARNERS OF ENGLISH AS AN ADDITIONAL/SECOND LANGUAGE

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development.

These resources include:

- Writing Center ([http://writingcenter.utah.edu](http://writingcenter.utah.edu))
- Writing Program ([http://writing-program.utah.edu](http://writing-program.utah.edu))
- English Language Institute ([http://continue.utah.edu/eli](http://continue.utah.edu/eli))
CANVAS INFORMATION

Canvas is the where course content, grades, and communication will reside for this course.

- Access Canvas through utah.instructure.com (http://utah.instructure.com) or through CIS (https://cis.utah.edu).
- For Canvas, Passwords, or any other computer-related technical support contact the Campus Help Desk (https://it.utah.edu/help).
  - 801 581-4000
  - http://it.utah.edu/help (https://it.utah.edu/help)
  - helpdesk@utah.edu (mailto:helpdesk@utah.edu)
- For Canvas related issues or bugs, contact the Teaching & Learning Technologies help desk
  - 801-581-6112 ext 2
  - classhelp@utah.edu (mailto:classhelp@utah.edu)

COURSE SCHEDULE

Note: Our schedule is subject to revision based on the needs of our class; any updates will be made available for students through Canvas.

[List the agenda for the semester, including when and where the final exam will be held. If you use the Calendar tool within Canvas then this portion will automatically populate.]

Course Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Time</th>
</tr>
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<tbody>
<tr>
<td>Mon Nov 4, 2019</td>
<td>Reminder: Reflection assignment due by last day of classes (<a href="https://utah.instructure.com/calendar?event_id=1577360&amp;include_contexts=course_573978">https://utah.instructure.com/calendar?event_id=1577360&amp;include_contexts=course_573978</a>)</td>
<td>8am</td>
</tr>
<tr>
<td>Thu Dec 5, 2019</td>
<td>Reflection Assignment (<a href="https://utah.instructure.com/courses/573978/assignments/6324270">https://utah.instructure.com/courses/573978/assignments/6324270</a>) due by 11:59pm</td>
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