Course Title: Teaching and Mentorship for the Health Professional
Course Number: PHTH 708
Credit Hours: 2 credits
Semester: Fall 2017

COURSE INSTRUCTOR INFORMATION
Course Instructor: Angela MacCabe, PT, DPT
Email Address: Angela.MacCabe@USD.edu
Phone: (605) 658-6369
Virtual Office Hours: By appointment made via email

COURSE DESCRIPTION
Graduate Catalog Description/Expanded Course Description
This course prepares health professionals for their roles as patient, client, family member, and community educators through an introduction to the principles of education and learning theories. The course also provides a primer for students interested in teaching within academic settings. Clinician enrollees will situate themselves within the mentor-mentee relationship, seek mentorship that facilitates the achievement of professional goals, and identify opportunities to direct the growth of others through effective mentorship.

Course Teaching Methodology/Instruction Methods
As this is an online course, we will not be meeting face-to-face; the teaching methodology/instructional methods will be accomplished through the following requirements: completion of assigned readings, reading and/or viewing the supplemental materials, participating in on-line discussions, completing written assignments, and participating in a Mentor/Mentee Relationship.

REQUIRED TEXTS

Mentorship Book or Resource of the student’s choice

Other Course Resources
As assigned see Course Outline and D2L Content Section

The following is a link to the online resource guide handbook available to USD Physical Therapy (USDPT) students. You may find it helpful throughout the curriculum and in clinical practice.
http://libguides.usd.edu/pt
STUDENT LEARNING OUTCOMES

Upon completion of this course, students will:

STUDENT LEARNING OUTCOMES:

<table>
<thead>
<tr>
<th>Course Learning Objectives/Goals: Upon completion of this course, the student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advance basic knowledge of teaching and learning theory and how to incorporate into day to day practice of education of students and patients.</td>
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<tr>
<td>2. Understand the Mentor/Mentee Roles of professional development, which includes ongoing assessment, goal setting and implementation.</td>
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<tr>
<td>3. Increase knowledge of methods to assess learning needs, readiness to learn, and assessment of learning styles.</td>
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<tr>
<td>4. Utilize alternate forms of teaching technology to achieve learning.</td>
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<tr>
<td>5. Apply knowledge of behavioral objectives to identify the achievement of learning.</td>
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</tbody>
</table>

COURSE REQUIREMENTS:

Assignment 1:
Worth 10% of the total course grade
Reflect on the roles of a mentor or mentee and your own strengths and goals. Provide thoughtful answers to the questions posed in assignment one. See Rubric for details. Due to the drop box for assessment by September 3rd @ 11:59 pm CST.

Mentor and Mentee Contract:
Each Worth 2.5% of the total course grade
Once you have established an individual you will mentor and an individual who can be your mentor, you should create a contract that reflects each parties understanding of the expectations and goals of the relationship, as well as how often you will meet. You can review the contract in D2L for ideas of what aspects you may want to include in each of the two contracts. Establish the document and have both parties sign. Scan and place the document in the drop box for assessment by September 17th @ 11:59 pm CST. It is expected that you will meet regularly and work towards established goals, a progress report is due at the end of the semester.

Discussion Board Posts:
10 of 12 posts Worth 20% (2% each)
As this is a “student-centered/adult learner class,” the success of this course is dependent upon the participation of each individual enrolled in the course. Each student is expected to contribute to class discussions and activities. Participation in the discussion board is worth **20% of your overall course grade**. Each student will be expected to read weekly assignments that may include the following: text book chapters, lecture notes, journal articles assigned by your instructor and peers, or other media. On discussion board weeks your instructor will post discussion questions relevant to that week’s topics. Students are expected to answer at least one of the discussion questions and respond to at least two classmates’ posts in a thoughtful manner. In addition, each student is expected to read **ALL of the posts for that week by the post deadline of the subsequent week**. There will be **12 weeks of discussion boards (two are mandatory week 1 and week 16), students are required to post on at least 10 of the 12 weeks (the two mandatory count towards your 10 required)**. Unless noted otherwise, **each student should make initial posts before Thursday at 11:59 PM CST. Read all other...**
postings and meaningfully respond (questions, additional information and or resources) to at least 2 postings of fellow classmates by Sunday at 11:59 PM CT of the same week. All posts, whether the original post or posting to a classmate’s post, should be creative, thought provoking, and appropriately referenced. Do not use postings such as “ditto”, “good”, or “nice job.” Reference articles in AMA or APA format, as appropriate. Each student’s weekly discussion board postings and responses, unless noted otherwise by the Course Director, will be graded utilizing the rubric titled discussion board posts.

**Presentation:**
**Worth 20% of the total course grade**
Each student is required to select and read a book on Mentorship. Students will be required to create a power point presentation outlining the relevant details/highlights of their chosen book. This power point will be presented in lecture format during week 9 in a collaborate-ultra session. During week 7 the instructor will post on the course homepage a doodle poll to determine the most requested times/days for presentations. Week 8 you will each sign up for a session (3 presentations for each session) to attend and present at. You may attend as many sessions as you would like however you are required to attend all presentations in your presentation session. Each presentation should be no more than 15 min with 5 additional minutes for questions. Each student will fill out a grading rubric for 2 presentations (see peer review assignment below). The grading rubrics from the presentation including the instructors grading rubric will be averaged for the student’s presentation grade.

**Peer Review:**
**Worth 5% of the total course grade**
Each student will use the provided rubric to grade 2 presentations within their session. The scores will be averaged along with the instructors rubric score to provide the student with a grade. Students should deliver thoughtful review the presentation quality utilizing the guidance of the rubric and provide a sub-score on each of the sections and total a final score. Completed Rubrics are due to the drop box by October 22nd @ 11:59 pm CST.

**Mentor Progress Report:**
**Worth 10% of the total course grade**
Each student will complete a review of the semesters mentoring relationship progress (MENTOR). Address meetings completed, task achievement, goal progress or attainment, barriers, and overall progress made as a result of the mentoring process. Due to the drop box December 7th @ 11:59 pm CST.

**Mentee Progress Report:**
**Worth 10% of the total course grade**
Each student will complete a review of the semesters mentoring relationship progress (MENTEE). Address meetings completed, task achievement, goal progress or attainment, barriers, and overall progress made as a result of the mentoring process. Due to the drop box December 7th @ 11:59 pm CST.

**Chapter Case Study Assignment:**
**Worth 10%**
Within the Health Professional as Educator text book, each chapter ends with a case study and associated questions. Students will select and complete one of the chapter case study questions. The responses should be thoughtful with appropriate referencing (AMA or APA) of sources. See the rubric for specific requirements for grading. Responses should be thoughtful, substantive, and provide a clear correlation between the questions and the text chapter or other resources. The case study assignment
may be submitted at any time throughout the semester but is ultimately due to the drop box
December 7th at 11:59 pm CST.

**Technology Assisted Teaching Assignment:**
**Worth 10%**
In today’s age of technology there are tremendous resources for the educator beyond the traditional
power point lecture. Explore alternate means of providing information to be learned. You may choose
any of the alternate methods to “teach” the members of this course (including the instructor) anything
you wish. It can be related to your profession such as a functional test, therapy assessment or
treatment strategy or you may choose to teach something unrelated to your profession for example
how to knit, plant a garden, or fly a kite... Additionally, you must include 2 behavioral objectives. Post
your product on the discussion board and the drop box Due: December 3rd @ 11:59 pm CST.

**Summary of Evaluative Items**

<table>
<thead>
<tr>
<th>SPECIFIC ASSIGNMENTS</th>
<th>DISCUSSION POSTS</th>
<th>Due Date</th>
<th>% Grade</th>
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<tbody>
<tr>
<td>DISCUSSION BOARD POSTS</td>
<td></td>
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<tr>
<td>Introduction (REQUIRED)</td>
<td>1</td>
<td>Aug 27</td>
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<td>2</td>
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<td>3</td>
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<td>5</td>
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<td>6</td>
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<td>7</td>
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<td>9</td>
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<td>2%</td>
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<tr>
<td>Alt Tech Teaching (REQUIRED)</td>
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<td>Dec 10</td>
<td>2%</td>
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<tr>
<td>OTHER ASSIGNMENTS</td>
<td></td>
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<tr>
<td>Assignment 1</td>
<td>September 3</td>
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<td>10%</td>
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<tr>
<td>Mentor and Mentee Contracts (2.5% each)</td>
<td>September 17</td>
<td></td>
<td>5%</td>
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<tr>
<td>Presentation</td>
<td>Week of Oct 16</td>
<td></td>
<td>20%</td>
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<tr>
<td>Peer Review Rubrics (2)</td>
<td>October 22</td>
<td></td>
<td>5%</td>
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<tr>
<td>Technology Teaching Assignment</td>
<td>December 3</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Mentor Progress Report</td>
<td>December 7</td>
<td></td>
<td>10%</td>
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<tr>
<td>Mentee Progress Report</td>
<td>December 7</td>
<td></td>
<td>10%</td>
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<tr>
<td>Chapter Case Study</td>
<td>December 7</td>
<td></td>
<td>10%</td>
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</table>

**Student Assessment**

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<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td>%</td>
<td>100.00-90.00 %</td>
<td>89.99-80.00 %</td>
<td>79.99-70.00 %</td>
<td>69.99-60.00 %</td>
<td>59.99-50.00 %</td>
</tr>
</tbody>
</table>
COURSE REQUIREMENTS

Performance Standards
The student is referred to the USDPT or PhD of HS Student Handbook for all academic performance expectations and professional behavior requirements. Each student should complete all reading and writing assignments. Each assignment should be turned in by the due date and time. Late submissions will result in a 10% reduction in the assignment grade for each in-session academic calendar day the assignment is late, unless prior approval is given by the instructor.

FEEDBACK
Within the discussion board an area has been designated to post questions and comments about the course and/or content. Students should submit their discussion posts directly to the discussion board for discussion purposes. All individual assignments should be submitted to the instructors via the Dropbox option in D2L. Feedback will be provided via the feedback portion of the Dropbox, unless otherwise noted. The examinations will be submitted through the Quizzes Function on D2L. It is my goal to have all items graded within 2 weeks of due date. Grades for each graded item will be posted on D2L under the Grades function.

POLICIES
Professional Behavior
This syllabus serves as contract between the student and instructor but may be modified if deemed appropriate by the instructor. The student is referred to the Department of Physical Therapy Student Handbook, Section 2-IIC, for Physical Therapy Program expectations regarding Professional Behavior Requirements.

Students, when posting questions or statements on D2L for discussion purposes, please show courtesy and professionalism to all those in the class. When discussing a patient case (i.e. using the case as an exemplar to a point you are trying to make), please maintain patient confidentiality. Finally, please submit discussions on time, type in complete sentences, utilize proper AMA formatting (when appropriate), use appropriate grammar, and follow the discussion board guidelines.

Communication
This is an on-line program and therefore communication with the instructors is vitally important. I will do my best to respond to emails within 24-hours on business days and within 48-hours on weekends. We have the same expectation of the students. Please send all email correspondence to: Mark.Ponstein@usd.edu and not through the D2L email function.

Attendance and Make-up Policy
The student is expected to view and complete all readings/assignments. As this is an on-line environment, you are responsible for your progress in this course. If there are any conflicts with dates and times for assignments, please contact the course instructor. The student is referred to the Department of Physical Therapy Student Handbook Section II-A for further information regarding Attendance and Course of Study Preparedness.

Freedom in Learning
Students are responsible for learning the content of any course of study in which they are enrolled.
Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

**ADA Policy**

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. For information contact: Ernetta L. Fox, Director; Disability Services; Room 119 Service Center; (605) 677-6389; dservices@usd.edu.

**Inclusiveness & Diversity**

The University Senate approves and endorses the following statement: “The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.”

The University of South Dakota, School of Health Sciences is committed to an environment of inclusiveness in classroom and clinical settings that honors the richness of diverse perspectives and inter-professional practice through valuing diverse traditions, heritages, and experiences.

**Plagiarism and Academic Dishonesty**

Plagiarism is defined as using the words and/or ideas of another and representing them to be your own, without proper credit to the author or source. Whether intentional or unintentional, plagiarism will result, at a minimum, in a grade of zero for that assignment.

Academic dishonesty is defined as, but not limited to the following: copying a classmate’s work, using crib notes during a test, stealing or conveying examination questions, informing classmates of information on practical examination, maintaining library materials so that classmates cannot utilize the materials, falsely representing clinical cases, turning in written assignments that are not authentic, not referencing sources used in assignments (including websites), claiming work that you did not do, or fabrication of any sort.

The University Of South Dakota Board Of Regents has established a policy for plagiarism that is firmly upheld by the USD Physical Therapy Program. No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty, including plagiarism, may be:

- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
- Dropped from the course.
- Failed in the course.

The USD Physical Therapy Program reserve the right to expel a student, based upon the severity of the academic transgression. **Students are referred to the Department of Physical Therapy Student**
Handbook, Section 2-V, for Physical Therapy Program expectations regarding Academic Integrity.

ADDITIONAL INFORMATION

When I have a question, who should I contact?
- Course questions: Dr. Angela MacCabe via email – Angela.MacCabe@usd.edu
- E-mail/ Login/Password Issues: USD Help Desk (605) 677-5028 or helpdesk@usd.edu
- D2L Issues: USD Help Desk (605) 677-5028 or helpdesk@usd.edu
- Computer Issues: USD Help Desk (605) 677-5028 or helpdesk@usd.edu
- To answer many of your questions, please review the “On-Line Orientation Guide” @ http://www.usd.edu/continuing-and-distance-education/upload/Online-Orientation-Guide.pdf
# Discussion Board Grading Rubric

Possible Points = 15 each post

<table>
<thead>
<tr>
<th>INITIAL POSTINGS</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Level 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substance of initial postings</td>
<td>5 points Provides complete substantive posting to both questions</td>
<td>4 points Provides postings to both questions, but minor improvements could be made to breadth and/or depth of one of the postings</td>
<td>3 points Provides postings to both questions, but minor improvements could be made to breadth and/or depth of both of the postings or provides substantive posting to</td>
<td>2 points Provides posting to one of the questions, but minor improvements could be made to breadth and/or depth</td>
<td>1 point Answers a question or questions, but major improvements to breadth and/or depth needed</td>
<td>0 points Does not provide substantive posting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBSTANCE OF RESPONSE</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Level 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substances of response to peer postings</td>
<td>5 points Provides complete substantive response to two peer postings</td>
<td>4 points Provides responses to two peer postings, but minor improvements could be made to breadth and/or depth of one of the responses</td>
<td>3 points Provides responses to two peer postings, but minor improvements could be made to breadth and/or depth of both of the responses or provides substantive response</td>
<td>2 points Provides response to one of the peer postings, but minor improvements could be made to breadth and/or depth of the response</td>
<td>1 point Provides a response to at least one peer posting, but major improvements to breadth and/or depth of the response needed</td>
<td>0 points Does not provide a substantive response</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>READING OF PEER POSTINGS</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Level 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading of peer postings and responses</td>
<td>5 points Read 100% of peer postings and responses</td>
<td>4 points Read 80% of peer postings and responses</td>
<td>3 points Read 60% of peer postings and responses</td>
<td>2 points Read 40% of peer postings and responses</td>
<td>1 point Read 1 - 24% of peer postings and responses</td>
<td>0 points Did not read any peer postings and responses</td>
</tr>
</tbody>
</table>