Course: Biomedical Sciences 4590, Service Learning in Health Care

On Campus Meetings:
♦ Friday, January 13: noon to 3 pm
♦ **Saturday, January 14:** 10 am to 5 pm; UC Legacy Hall
♦ Friday, January 20: noon to 3 pm
♦ Friday, February 3: noon to 3 pm
♦ Friday, February 17: noon to 3 pm

Off Campus Meetings:
♦ A minimum of five hours/week, the day/time based on student’s schedule and that of the South Texas Colonia Initiative.

Faculty: Suzzette F. Chopin, Ph.D., M.B.A.
ST 314C; 825-6022
suzzette.chopin@tamucc.edu

Course Description:
This course is a service learning experience under the guidance of community professionals who serve as the student’s mentor and under the guidance of Dr. Chopin. A student will work under the direction of a community professional at a local colonia.

In all cases, students are expected to dress and act professionally and to treat patients with respect. You are representing yourself and the university. You will be certified in health care CPR, trained to take histories and to perform physicals and screening tests. You will also be trained to deliver health interventions.

Student Outcomes: At the conclusion of the practicum, the student will have:
1. Been certified in health care CPR;
2. Trained to take histories and perform physicals, including vital signs;
3. Learned to perform health screenings;
4. Instructed families in healthy living practices;
5. Practiced professional behavior;
6. Improved communication skills; and
7. Provided health information for families living in colonias.

Immunizations: You are **strongly** advised to be current in your immunizations, including flu, pneumonia, DPT, Hepatitis B. You can get your immunizations at TAMUCC Health Center in the Sandpiper Building (call 825-2601 for an appointment; cost is $30/shot). Or you can visit the health department at 1702 Horne Rd and get immunized for $10/shot (call 826-7238 for information; clinic hours are M for walk-in, 8-11:30 am and 1-6:30; T and W for appointments, 8-11:30 am and 1-4:30 pm; R for appointments, 8-11:30 am; F for appointments, 8 am – 1 pm)
**Evaluation:** Your grade is calculated on **500 points**

<table>
<thead>
<tr>
<th>Category</th>
<th>Activity</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Delivering Health Care</td>
<td>Five hr/wk, two points/hr for 13 weeks</td>
<td>130</td>
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<td><strong>THERE IS NO MAKE-UP FOR MISSED WORK</strong></td>
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<tr>
<td>Group Meetings</td>
<td>Three meetings</td>
<td>5</td>
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<td>♦ Friday, January 13</td>
<td>5</td>
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<td>♦ Friday, February 3</td>
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<td>♦ Friday, February 17</td>
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<td></td>
<td><strong>THERE IS NO MAKE-UP FOR MISSED MEETINGS</strong></td>
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<tr>
<td>Trainings</td>
<td>Health Care CPR Certification: Cindy Casares, 884-4925</td>
<td>20</td>
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<td></td>
<td>♦ Saturday, January 14: 10 am to 5 pm</td>
<td>20</td>
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<tr>
<td></td>
<td>Learning to take histories and perform physicals, including vital signs</td>
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<td>Performing screening tests</td>
<td>20</td>
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<tr>
<td>Mentor’s Evaluation</td>
<td>Two evaluations from the mentor, due on March 2 (Mid-term evaluation) and April 27 (Final)</td>
<td>110</td>
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<td>Your Written Assignments</td>
<td>February 3: Intervention Plan for Your Families</td>
<td>30</td>
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<td>February 17: First Progress Report on Your Families</td>
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<td>March 23: Second Progress Report on Your Families</td>
<td>30</td>
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<td>April 27: Paper</td>
<td>100</td>
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<td>TOTAL</td>
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<td><strong>500</strong></td>
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**Delivering Health Care:**
We are working with Lionel and Janie Lopez of the South Texas Colonia Initiative, Bel Flores of the South Coastal Area Health Education Center, attending physicians and residents from Spohn Memorial Hospital and medical students from UTHSC,SA. Mr. or Mrs Lopez or Ms Flores or I will accompany the students to the colonia and on the family visits. Each student will be assigned two colonia families to assess and monitor during the semester. Each family will be visited at least twice/month.

The first visit will gather health information for each family member; this information includes taking the history and performing a physical, including taking vital signs. In addition, screenings for glucose and cholesterol will be done for each family member. The student will explain the results to the family member and discuss interventions to achieve a healthier life.

Second and subsequent visits will focus on monitoring patient outcomes, instructing patients on healthy behaviors and devising strategies to maintain health.

**Trainings:**
Cindy Casares will train and certify you in **health care CPR prior to January 13.** Arrange your training by calling her at 884-4925; training will be at 1433 Elizabeth St. The cost is $45, but $25 will be subsidized, so you pay $20 directly to her. If you are currently certified in **health care CPR,** bring your certification to Dr. Chopin. Students will also be trained to take histories, perform physicals and do basic screening tests, such as glucose and cholesterol; nurses, medical students and physicians will instruct the students.

**Mentor Evaluation:**
Mr. and Mrs Lopez will submit evaluations of your performance on March 2 and April 27.
Written Assignments:

Intervention Plan for Your Families: You will submit one intervention plan for each family. The plan should include the information you learned from the history and physical and, based on this information, your plan to help the family become healthier.

First Progress Report on Your Families: You will submit one progress report for each family. Your report should detail your activities with the family and outcome measures of success.

Second Progress Report on Your Families: You will submit one progress report for each family. Your report should detail your activities with the family and outcome measures of success.

Paper: You will submit a 10-page paper on your experiences. Your paper should discuss your general findings related to the types of morbidity observed, health interventions discussed with the families and patient outcomes. You should include a discussion of the types of health disparities encountered and suggest ways to address these disparities.

Some info about formatting your papers:
- Double spaced
- One-inch margins
- 12 point
- Spelling and grammar count
- Do NOT put your essay in a folder or plastic holder. Just staple the pages. Be sure to include your name

Computation:
- $500 – 450 = A$
- $449 - 400 = B$
- $399 - 350 = C$
- $349 - 300 = D$
- $299 – 0 = F$

Practicum Standards:
- It is imperative that once you commit to the days and times of your service learning experience that you will be at the colonia on those days and times. It is not possible to arrange make-up sessions for you. You are now in the real world with practicing professionals. You will be interacting with patients who expect compassionate, professional behavior. You must dress neatly and act professionally. You are in a professional situation and are expected to treat patients with respect and maintain patient confidentiality.

The student has several opportunities to demonstrate competency in the course. Assessment and computation are performed by the instructors according to objective criteria. If a student experiences difficulty in the course, Dr. Chopin is available for consultation. However, it is the responsibility of the student to seek help, preferably when the investment made by the student can still be salvaged.

Academic integrity is expected. All students are expected to conform to University standards of ethics, academic integrity, grammar and spelling; review the 2011-2012 A&M-CC catalog for more information.

Cell Phone/Electronic Device Usage: No cell phone conversations or Internet usage during class.
**Academic Integrity/Plagiarism**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of 0 for the work.

**Dropping a Class**
Events can sometimes occur that make dropping a course necessary. Consult with me before you drop the course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation will not automatically result in your being dropped from the class.

**Classroom/Professional Behavior**
Some general considerations include:
- Arrive on time at your family’s house;
- Be respectful of all patients, professionals and other students;
- Dress neatly;
- Plan to be engaged in your learning experience;
- Consider the opinions of everyone involved in patient treatment; and
- Respect patient privacy.

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Grade Appeals**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

AGENDA

The course consists of five hours weekly under the guidance of a community member, trainings and on campus meetings.

Prior to January 13 Schedule health care CPR training with Cindy Casares, 884-4925, 1433 Elizabeth St; cost is $45, but $25 will be subsidized, so you pay $20 directly to her

F, January 13 Course Introduction
Professional Performance Expectations
Patient Privacy

Sa, January 14 10 am to 5 pm in UC Legacy Hall
Trainings: Histories, physicals, vital signs, screening tests

F, February 3 Family interventions plans due by noon via email

F, February 17 Oral and written Progress Report due

F, March 2 Mentor Evaluation due

F, March 23 Second written Progress Report due

F, April 27 Paper due

F, April 27 Mentor Evaluation Due
Scoring Activities

1. Written Assignments
   February 3: Intervention Plan for Your Families: 30 points
   • For each family, give a concise review of the history, the findings of the physical, including blood work.
   • For each family, describe the interventions you propose.

   February 17: First Progress Report on Your Families: 30 points
   • For each family, describe the health interventions you have suggested
   • For each family, describe the progress the family has made to incorporate the interventions into their lives

   March 23: Second Progress Report on Your Families: 30 points
   • For each family, describe the health interventions you have suggested
   • For each family, describe the progress the family has made to incorporate the interventions into their lives

   April 27: Paper: 100 points
   • Findings related to the types of morbidity observed (15 points)
   • Health interventions discussed with the families (15 points)
   • Patient outcomes (20 points)
   • Health disparities encountered (20 points)
   • Ways to address observed disparities (25 points)
   • English mechanics (5 points)

2. Evaluation to be completed by the community mentor

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<tr>
<th>Category</th>
<th>Comment</th>
<th>Score (5 points maximum)</th>
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<tbody>
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<td>Integrity</td>
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<td>Work Habits</td>
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<td>Ability to Follow Instructions</td>
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<td>Imagination/Creativity</td>
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<td>Initiative</td>
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<td>Ability to Work with Others</td>
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<td>Communication Skills</td>
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<td>Professional Demeanor And Behavior</td>
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<td>Attendance (2 points/hr)</td>
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