

Course Syllabus
DRSC 3331
Fall 2020
Evidence Based Practice in Rehabilitation Sciences
The University of Texas at El Paso

Course Number: DRSC 3331

Course Title: Evidence-Based Practice in Rehabilitation Sciences

Catalog Course Description: Evidence-Based Practice is the integration of clinical expertise, patient values, and the best research evidence into the decision making process for patient care. The nature of evidence-based practice in the rehabilitation sciences will be identified, described and integrated to advance the understanding and application of the evidence to rehabilitation services

Course Prerequisites: Admission to the Bachelor of Science in Rehabilitation program or department approval; PSYC 1303, DRSC 1301

Semester Credit Hours: 3

Class Schedule: Tuesday and Thursday from 12:00pm to 1:20 pm through Blackboard Collaborate Ultra (sessions will be recorded for those students who cannot attend the session live- however, attendance is highly encouraged to engage with the instructor and participate in class)

Class Location: Blackboard Collaborate Ultra (Go to your Blackboard page and click onto your "Web_Lecture" tab)

Instructor: Carolina Valencia, PhD

E-mail: cvalencia4@utep.edu

Instructor Office: HSSN #488

Virtual Office Hours: Monday and Wednesday from 10:30-11:30 though Blackboard Collaborate Ultra

Course Text:

Title: Service Learning Through The \$100 Solution™

Author: Amanda English

Publisher: THDS Press Year: 2014

ISBN: 978-0-09911397-2-9 Student Edition, softcover

To order the text, go to <http://www.blurb.com/user/THDSPress>

Dr. Valencia will provide the book for each student on this course

Suggested Readings:

Hoffmann, Bennett, Del Mar; Evidence-Base Practice Across the Health Professions. 3rd edition. Churchil Livngstone, NY.

Dawes, M., Davies, P., & Gray, A. (2005). *Evidence-Based practice: A primer for health care professionals, 2nd Edition.* Edinburgh, Scotland: Churchill Livingstone.

Readings will be provided to students electronically or in hard copy. Weekly articles, monographs, reports and web-based presentations will be assigned. Students are required to read these and be

prepared to discuss them during class. Students are expected to research and find resources required for assignments.

Course Goals:

1. To develop students who are capable of providing an overview of the research process, including literature review, research design, instrumentation, and interpretation.
2. To develop students who are capable of Identify, describe and interpret the multicultural variables that may impact the efficacy of rehabilitation services.
3. To develop students who are capable of Identifying and assessing needs related to rehabilitation science in the community,
4. To develop students who understand the philosophy underlying The \$100 Solution™ and are capable of designing a program through The \$100 Solution™ Implement creative solutions to rehabilitation issues, and evaluate the impact on the community.
5. To develop students who are capable of designing, managing, and evaluating a service-learning program that is sustainable and fosters both civic engagement and social responsibility.
6. To develop students who can demonstrate the ability to produce and present research results.

Format: The course is interactive format where faculty will provide a structure and format for class sessions and students are expected to come prepared, make an active, significant contribution to the discussions. This course challenges students to implement change in their communities with projects that cost \$100. As part of this course, the students will work in teams to **identify and assess needs** related to rehabilitation science in the community, will **implement creative solutions** that cost around \$100 and **evaluate the impact** of the project. These student-developed projects will thus combine research experiences with community engagement thus immersing students in community-based research. Students have the responsibility for demonstrating their knowledge of assigned readings which are expected to be completed PRIOR to the session assigned. The course also includes several student presentations and in-class activities.

A key element of your experience in this course will be collaboration with other students. You will be a member of a team, and all of your team-based work will take place in class.

Synchronous teaching: We will meet in the same virtual space at the same time through Blackboard Collaborate session (Tuesday and Thursday from 12:00 to 1:20pm). However, the sessions will be recorded as a video so you can watch the recorded session at any time. **Thursday sessions will be group/team sessions, assistance will be tracked.**

Why Teams?

In this course, it's not the lectures that matter so much, but rather your own interpretation and analysis of the readings that count. The team assignments are designed to give you a chance to compare your ideas with those of other students, and to refine your own thinking. This "discussion and debate" approach to the ideas of this course will serve you very well—much better than simply listening to lectures.

Please refer to the "**Full Value Commitment/ Petition to Fire a Team Member**"

Blackboard: The electronic platform for this course will be Blackboard. Students are responsible for checking Blackboard and your UTEP email daily for course announcements and updates through the **my.utep.edu portal**. Blackboard is the main source of communication between faculty and students. Students are encouraged to access this site daily. Course syllabus, calendar, topical outline of scheduled lectures, and assigned readings are posted on this site. Grades will be made available

ONLY through this site. Important announcements for this class will be send through “Blackboard announcement” and will go directly to your email. **Please check your email every day for any communication.**

Your role in the course

To be ready for this type of experience, it will be important for you to read and prepare outside of class. Your preliminary knowledge and understanding of the readings will be essential for success with in-class activities and assignments, many of which will take place in collaboration with your team

Class Participation. Active participation in this course is very important. Students should be prepared to come to class to discuss, answer questions, and participate in all class activities. **Thursday sessions will be group/teams sessions, assistance will be tracked.**

Attendance at all class meetings and field component activities are a requirement for this course. In-class assignments constitute a large part of the course grade, and keeping a passing average on these is not possible without consistent attendance. Missing class means earning no credit for the assignment or assignments missed. For team assignments, you have to be present to earn credit (***missing group meeting will result in bad peer-evaluation and potential dismissal from the group***)

More importantly, missing assignments may also affect your relationship with your teammates, who will evaluate your participation at the end of the course. Participation will be assessed by the instructor through personal reflections, peer review and observation.

Total Grade Points.

A (>90 %),
B (80-89%),
C (70-79%),
D (60-69%) and
F (< 60%).

Letter grades based on this distribution will then be assigned each student.

Notes:

- Grades will not be adjusted for individuals.
- If you need help with class, come to the professor as soon as possible.
- Remember: Grades are earned by the student, not given by the professor
- All assignments should be typed and handed in on time.
- Academic integrity policies apply to each assignment.
- If confused of when collaboration is allowed and not allowed, clarify first!

Assignments.

Please see table below for the required assignments. Course grades will be calculated using the following weights:

Assignment	Weight of Assignment
Projects # 1- Understanding of Community based-research and Service –Learning (INDIVIDUAL PROJECT DUE SEPT 3)	5%
Project # 2- Understanding of Pillars (INDIVIDUAL PROJECT DUE SEPT 10)	5%
CITI training (INDIVIDUAL PROJECT DUE SEPT 17)	2%
Identify and assess needs- Literature Review (GROUP PROJECT DUE OCT 1)	13%
Develop a plan of action (GROUP PROJECT DUE OCT 15)	5%
Design and develop a program through The \$100 Solution™ Main Execution (GROUP PROJECT DUE OCT 29)	15%
Impact evaluation of the project (GROUP PROJECT DUE NOV 12)	15%
Final Paper of service learning project (GROUP PROJECT DUE DEC 3)	15%
Presentation (virtual poster exhibit) applying selected course content (potentially due Dec 8-TBD)	20%
Quiz #1 – Syllabus (week 1) 1%	5%
Quiz#2 - Pillars (week 4) 2%	
Quiz#3 – Methods section (week 5) 2%	
Total	100%

Course Assignment Descriptions:

A. Understanding basic concepts

Project # 1 involves the understanding of basic Concepts Underlying Community based-research and Service –Learning. This is an INDIVIDUAL PROJECT not a group project, Project #1 will be **due on September 3rd**.

Project # 2 The Teaching and Learning Methodology of The \$100 Solution™

- 1.Partnership
- 2.Reciprocity
- 3.Sustainability
- 4.Capacity building
- 5.Reflection

6.Components of the Supplemental Curriculum

This is an INDIVIDUAL PROJECT not a group project, Project #2 will be due on **September 10**.

B. Identify and assess needs

- Literature Review

Students will create a Literature Review (3-5 pages) (Literature Review- foundation and support for the research project). Your Literature Review should show a natural progression of topics and encompass the background and support for the selected research project (Introduction, the main idea of the review, the point you are trying to establish in your manuscript, develop one or more supporting points or details that provide evidence for this idea, develop supporting details, and finish with a concluding section linked to the research question). Literature Review should include information found from preliminary literature searches. At least 10 references need to be included and cited within your writing and cited at the end. EndNote is mandatory for citations.

<http://libguides.utep.edu/c.php?g=430457&p=2937156>

<http://libguides.utep.edu/endnoteweb>

It is expected that this literature review will be 5 pages in length. Please format in a professional manner (AMA, APA) and cite your sources accordingly. Originality reports generated by www.turnitin.com that are above 40% will be marked down by 50%. Students will have 20% discount if the paper is submitted one day after the deadline, 40% after 2 days, etc. **GROUP PROJECT**

C. CITI training

<https://research.utep.edu/Portals/99/Doc/policies/rcr/CITI%20Instructions%2008-08-13%20v1.pdf>

Select "Responsible Conduct in Research (RCR), then select Social and Behavioral Responsible Conduct of Research Course".

D. Develop a plan (Plan of action) (1 pages)

- Description, goals, and objectives
- Site selection
- Partnership development
- Incorporate academic pillars into project

GROUP PROJECT

E. Design and develop a program through The \$100 Solution™ (Main Execution-Methods)

The students will work in teams to identify and assess needs related to rehabilitation science in the community, will implement creative solutions through The \$100 Solution™ and evaluate the impact of the project. *The topic may address a theoretical or practical issue related to rehabilitation and must be approved by the instructor.* Students must work in small groups (ideally 5 students per group)

Grade will be assigned to the main execution of the project (did you have meetings with community members? How did you establish the connection? How did you implemented the solution? Which materials did you use? In how many days/weeks months did you finish the project?

GROUP PROJECT

F. Impact evaluation of the project (Results)

- Evaluation plan and results (Which outcomes did you measure? How your project influenced the community? Pre-post assessment, which are the main results?)
- Sustainability plan
- Ethical consideration in development of project
- Lessons learned

G. Paper of service learning project. A max of 10 pages group paper which uses established criteria to reflect on a service learning experience and the impact on the community (Paper should contain **Introduction, methods** (partnership development, academic pillars, plan of action, execution plan,), results (including impact on students and impact on the community), ethical considerations in development of project, discussion, and reflection (lesson learned)

Tips: KEEP ALL NOTES, EMAILS, ETC. Always write at least a paragraph of a reflection and save it. You should incorporate your reflections at the end of the paper. Keep track of group meetings. i.e. "minutes"

H. Virtual Poster Presentation (poster exhibit)

Prepare a Professional Poster Presentation for December 2020. The dimensions for a poster presentation are ordinarily 36 x 56 inches to 40 x 60 inches. In most cases, students will work with their instructor to prepare and print the final poster presentation. The costs of these posters will be covered by the CHS Fellowship (Dr.Valencia). THIS SEMESTER WE WILL NOT PRINT THE POSTERS.

Students will work in groups and each member of the group will receive the same grade. The instructor will be available for consultation on poster preparation outside of class time. The goal is to create a student initiated presentation, not an instructor-dictated presentation.

GROUP PROJECT

Tentative Course Schedule:

Course Outline	Date	Topic/ Class Activity	Reading Assignment (subject to revisions)
Module 1	Live Session 8/25 8/27	Introduction Introduce The \$100 solution. Team work Discuss both clinical and research models for implementing EBP- research model vs. service-learning model (defining and conceptualizing Service Learning)	Read Syllabus Promotional videos Expectations/Grades Service-Learning through The \$100solutions https://the100dollarsolution.org/ https://www.givepulse.com/covid Quiz # 1-Syllabus
Identification of needs- Planning, Design, Prepare documentation, feasibility study			
Module 2	Live Session 9/1 9/3	Understanding of basic Concepts Underlying Community based-research and Service –Learning BA Assessing Local Needs and Resources Emphasis will be placed on the development of group learning skills, the establishment of group goals and the fostering of accountability for students working in cooperative groups History of The \$100 Solution™ In depth Pillars Partnership- identification	Learning teams will be decided Teams will develop a https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/develop-a-plan/main Establishing teams Project # 1- Deadline Sept 3
Module 3	Live Session 9/8	Sustainability-Capacity Building Partnership- identification	Completion of Full Value Commitment (FVC)/ Petition to Fire

	9/10	Reciprocity Partnership- identification	a Team Member Form Chapter 4, 5 Chapter 6 Project # 2- Deadline Sept 10 https://the100dollarsolution.org/
Module 4	Live Session 9/15 9/17	Review status of identification of needs and Resources- Formulating and clarifying the research topic Moving toward implementation phase Pillars in your own project-Identification	Chapter 7,10 CITI training- Deadline Sept 17 Quiz #2- Pillars
Module 5	Live Session 9/22 9/24	The Methods Section	https://pubmed.ncbi.nlm.nih.gov/15447808/ Quiz #3- Methods Section
Implementation of creative solution- Delivery			
Module 6	Live Session 9/29 10/1	Program Assessment-Impact evaluation- assessment template-matrix-outcome measures	Chapter 6.7 Chapter 8,9 Lit.Review-Deadline Oct 1
Module 7	Live Session 10/6 10/8	Ethics and Managing the creative solution Outcomes evaluation/Assessment/data collection Understanding the IRB Process	Chapter 13,16 Chapter 11
Module 8	Live Session 10/13 10/15	Implementation	Chapter 12 Plan of action- Deadline Oct 15
Module 9	Live Session 10/20 10/22	Implementation - Lecture Dissemination Review status of projects	Chapter 17
Module 10	Live Session 10/27 10/29	Implementation Areas of concerns	Main Execution- Methods-Deadline Oct 29
Evaluation of Impact in the community- Evaluation, Reflection, and Monitoring			
Module 11	Live Session 11/3 11/5	Assessment continues Poster Presentation/Workshop	

Module 12	Live Session 11/10 11/12	Dissemination- Written paper	Impact evaluation- Deadline Nov 12
Module 13	Live Session 11/17 11/19	Poster Preparation continues Poster review session	Please submit your poster in Power Point to Dr. Valencia
Module 14	Live Session 11/24	11/26 Thanksgiving Day	
Module 15	Live Session 12/1 12/3	Last day of classes	Final Paper-Deadline Dec 3
Module 16	Live Session 12/8	Final Presentation (Poster presentation)	TBD

*Course schedule is subject to change as the professor deems necessary

Conduct of Examinations:

- All examinations are “closed book”.
- All exams are computer-based exams. Please have your computer updated and with Lock Down Browser installed.

This course requires the use of LockDown Browser for online exams. Watch this [short video](#) to get a basic understanding of LockDown Browser and the optional webcam feature (which may be required for some exams).

Then download and install LockDown Browser from this link:

https://www.utep.edu/technologysupport/ServiceCatalog/BB_Tool_RespondusLockdown.html

To take an online test, start LockDown Browser and navigate to the exam. (You won't be able to access the exam with a standard web browser.) For additional details on using LockDown Browser, review this Student Quick Start Guide (PDF)

https://www.utep.edu/technologysupport/Files/docs/MM_Respondus-Student.pdf

Finally, when taking an online exam, follow these guidelines:

- Select a location where you won't be interrupted
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it
- Turn off all mobile devices, phones, etc. and don't have them within reach
- Clear your area of all external materials — books, papers, other computers, or devices
- Remain at your desk or workstation for the duration of the test

- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted
- All examinations and test-related materials are copy-righted and remain the property of the UTEP/Course Director and must be returned to the proctors at the conclusion of the examination.
- **Lateness to examinations without a legitimate reason in advance will not be accepted and will result in a grade of 0 (Zero).**
- Make-up examinations are not given. If you miss an examination for a legitimate reason (such as illness, death in the family, participation in a college sponsored activity), then your comprehensive final examination will be counted extra to compensate for the missed work. If you miss an examination without a legitimate reason, a grade of 0 will be recorded for that examination. If you know you will be missing an exam date due to a college-sponsored activity, you may arrange to take the exam in advance.
- Students are not allowed any electronic devices such as mobile phones, Blackberries, iPhones etc. during an examination.

Assignments

Assignments are due by 11:59pm (MST) on the due date calendar/course schedule unless is instructed differently. Assignments will not be accepted after the due date. **Assignments submitted in a different way than submission platform (Blackboard) will not be accepted** (DO NOT SEND ATTACHEMENT TO THE INSTRUCTOR). The only exception is with extenuating circumstances or events that have been discussed with the instructor **PRIOR** to the deadline.

Quizzes

Quizzes will be available for a specific timeframe (as indicated by the instructor through Blackboard announcements). Late quizzes will not be accepted, If you miss a quiz, a grade of 0 will be recorded for that quiz. Please note—in order to ensure the integrity of the quizzes, there will not be any “question specific” feedback given. The feedback will be given as an overall discussion. If you would like specific feedback based on your quiz responses, please contact the course faculty for an appointment to review your quiz.

NETIQUETTE GUIDE FOR THIS ONLINE COURSE

When communicating online, you should always:

- Treat instructor with respect, even in email or in any other online communication
- Always use your professors' proper title: Dr. or Prof., or if you in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to them by first name.
- Use clear and concise language

- Remember that all college level communication should have correct spelling and grammar
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you”
- Use standard fonts such as Times New Roman and use a size 12 or 14 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING
- Limit and possibly avoid the use of emoticons like :) or ☐
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive
- Be careful with personal information (both yours and other’s)
- Do not send confidential patient information via e-mail

Email Netiquette

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line
- Be brief
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, “reply all”
- Be sure that the message author intended for the information to be passed along before you click the “forward” button

Message Board Netiquette and Guidelines

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Don’t repeat someone else’s post without adding something of your own to it
- Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point
- Always be respectful of others’ opinions even when they differ from your own
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way
- Do not make personal or insulting remarks
- Be open-minded

Class Policies

Attendance Policy: It is university policy that all students attend ALL scheduled classes and the final class session. Attendance will be taken at each class. Students are advised that pets, family, work and early vacation plans are not excuses for continual lateness, absences or missed exams and assignments. When a student registers for a course, it is assumed that she/he has made arrangements to avoid such conflicts.

Policy on Electronic Devices In Class. Use of personal laptops, cell phones, and other wireless devices (PDAs, MP3 players, SmartPhones etc.) is not permitted during this course. The necessity of classroom discussion and other interaction in this course negates the usefulness of laptops as a note-taking device. The use of personal laptops and other electronic devices is also distracting to your classmates and instructor so do not bring these to class or turn them off before coming to class.

Notice of Policy on Cheating. Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. **“Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts”.**

All suspected violations of academic integrity at The University of Texas at El Paso will be reported to the Office of Student Conduct and Conflict Resolution (OSCCR)

Regent’s Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

From the UTEP Dean of Student Affairs

(<http://studentaffairs.utep.edu/Default.aspx?tabid=4386>). It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. “Cheating” includes:

1. Copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test;

2. Possession and/or use during a test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed “crib notes”;
3. Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
4. Collaborating with or seeking aid from another student for an assignment without authority;
5. Substituting for another person, or permitting another person to substitute for one's self, to take a test; and
6. Falsifying research data, laboratory reports, and/or other records or academic work offered for credit;

Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

Collusion means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per UTEP catalog policy. Refer to <http://www.utep.edu/dos/acadintg.htm> for further information

Special Accommodations: I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see me personally before or after class in the first two weeks or make an appointment, to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Center for Accommodations and Support Services in the East Union Bldg., Room 106 within the first two weeks of classes. The Center for Accommodations and Support Services can also be reached in the following ways:

Web: <http://sa.utep.edu/cass/>

Phone: (915) 747-5148 voice or TTY

Fax: (915) 747-8712

Any errors in the above syllabus are subject to correction and all course requirements are subject to revision. Students will be notified in writing of all changes made to this syllabus.

DRSC 3331 Full Value Commitment

Working in teams is only effective and enjoyable when everyone contributes equally, consistently, with quality, and fully commits to working together. A Full Value Commitment (FVC) is an agreement among team members. Its purpose is to set the tone and foundation for interaction between the team members for the entire semester. It is your task to develop a FVC for your team. You must also create the consequences if someone does not adhere to the agreement. Show that everyone in the team agrees with the rules and the consequences of not adhering to the rules by signing at the bottom of the document.

Here are some example rules and consequences your colleagues from Kinesiology created in previous semesters to help you get started.

Full Value Commitment

1. Be punctual, always give 100% and attend all class sessions
2. Let group know ahead of time when you will be absent or if a problem arises
3. Work hard, cooperate, and do your part of the work as best you can
4. If you can't get it done contact your team and ask for help
5. Stay focused on the subject in class, don't daydream
6. Be prepared and pro-active
7. Be open to receive and provide constructive criticism to everyone
8. Be open minded to the other team members ideas and value their contribution
9. Be reliable and make sure you are well prepared
10. Respect all team members and value each other's ideas and opinions without judging them
11. Be honest
12. Try to create consensus and agreement among team members. Criticizes ideas, not the person, integrates members' ideas with what is known, Asks for rationale and justification, probes and asks complex questions
13. Never interrupt a person when s/he is giving an idea or thought
14. No put downs through humiliating remarks or body language; show respect for others' ideas and opinions
15. Set team goals and pursue them
16. If you are assigned to do something, do it and don't procrastinate
17. If you have a problem with a group member, bring it up and have a group discussion; Describe positive and negative feelings; don't make assumptions
18. Turn off beepers and cell phones
19. Contribute ideas frequently
20. Encourage and ask for participation from others
21. Summarize and integrate different ideas from team members
22. Check for understanding with other team members
23. Relate new info to what has been learned or was known
24. Give direction to the team's work and keep members on task

Consequences of not adhering to your commitment

1. If a team member did not provide substantively to an assignment s/he won't receive credit for assignment.
2. If a team member breaks any of the parts in the FVC s/he given a verbal feedback.
3. After one excused incident, the team member will again receive feedback and encouragement to change the negative behavior
4. Upon the third incident, the professor will be informed and requested to intervene.
5. If one cannot contribute as expected one should remove oneself from the team and drop the class.
6. If a team member's behavior is completely unacceptable in the opinion of the rest of the team s/he can be removed from the group.
7. The team member will receive only partial credit if s/he only contributed partially to an assignment. This is to be determined by the rest of the team.
8. If a team member comes unprepared to a meeting, she or he will have to bring a healthy snack for the entire team for the next meeting.
9. If a team member did not complete a task he was supposed to have completed, he will have to come up with the punishment and the entire team must agree with them.

TEAM CONTRACT

Team Name: _____

1. Create what you believe to be the *most important behaviors* an excellent team member should display. Write these in “Expected Behavior”. You may create fewer than 8 expected behaviors if the entire team agrees.
2. Then discuss what the consequences will be if a team member does not adhere to the expected behaviors. Write these in next table.
3. All team members must sign the form and a copy will stay in your Team Folder.

Expected Behaviors
1.
2.
3.
4.
5.
6.
7.
8.

Consequences of Team Members not Living up to Expected Behaviors
1.
2.
3.
4.

Team Members Signatures

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____

Petition to Fire a Team Member

As a team you can use this petition to request that a member be fired from your team for clearly stated reasons concerning the behavior of that person. Unanimous agreement among all other members is required before the process can be started. If all remaining members agree unanimously that one member should be fired, the following actions will need to be taken.

- 1) The team will present the petition in person to the rest of the class. They will give clear evidence and logical reasons as to why the member should be removed from their team, including a complete and accurate list of violations of their FVC.
- 2) Following the team's presentation, the member whose removal is being petitioned will have an opportunity to respond to the petition.
- 3) Following these presentations each member of the rest of the class will vote anonymously to accept or reject the petition. A majority of 66% is needed to approve the petition. Any percentage less than 66% leads to rejection of the team's petition.
- 4) If the petition is rejected, the member in question has to remain on the team and the team will have to develop a written agreement that will function as a contract and will be signed by all members.
- 5) If the petition is accepted by the class, the member in question loses his or her membership on the team.
- 6) The removed member can request to be adopted by another team. S/he may select the team s/he wants to join. The team must unanimously accept the request. One dissenting voice leads to rejection of the request.
- 7) If none of the remaining teams will unanimously accept the member, this person will not receive the Team grade scores and will have to complete the class outside any team, or may drop the class.

On this date _____ we,

_____, _____
_____, _____
_____, _____

petition that _____ be removed from our team for the
(name of student)

following reasons:

Attached are the violations of our Team FVC.

Dear Community Agency:

As partial fulfillment for the requirements of DRSC 3331_Evidence-based Practice in Rehabilitation at The University of Texas at El Paso (UTEP), this student will complete conduct a service project at your agency. This course challenges students to implement change in their communities with projects that cost \$100. As part of this course, the students will work in teams to identify and assess needs related to rehabilitation science in the community, will implement creative solutions that cost around \$100 and evaluate the impact of the project. These student-developed projects will thus combine research experiences with community engagement thus immersing students in community-based research. The student then write a 10 page paper about his/her experiences, and will present the results in a virtual poster presentation at our College, where you will be formally invited.

Please attach a business card or letterhead for agency verification. If you have any questions about this project please feel free to contact me at cvalencia4@utep.edu

Sincerely,
Carolina Valencia, Ph.D.
Clinical Assistant Professor
Department of Rehabilitation Sciences

UTEP

Student's name:
Name of the agency:
Address of the agency:
Contact person at the agency:
Contact person's phone number:
Specific population with which the student will be working:
Duties/tasks/activities with which the student will be involved at the agency:
Date that the student will start:
Signature of agency contact person:
Date:

<https://solve.mit.edu/how-challenges-work>

Student Poster- Evaluation Criteria

Poster Number _____

Scoring	Poor	Fair	Average	Good	Excellent
Scale	2	4	6	8	10

Originality and significance of research (60%)

1. Demonstration of problem or challenge **SCORE:** _____

How well was the problem/challenge outlined and/or illustrated in the background and illustrated on the poster? To what degree did the problem/challenge impact the field? This poster presented background and summary information that helped me to quickly understand issues that were pertinent to this case

2. Relevance / Interest **SCORE:** _____

This poster suggested future research direction that was specific, meaningful, and appropriate. Does the proposal reflect relevance of the topic?

3. Results / outcomes **SCORE:** _____

Does the proposal demonstrate results or outcomes?

If no outcomes are available yet, does the initiative demonstrate potential and link itself to an overall potential contribution to the field?

4. Overall significance and quality **SCORE:** _____

Was the research of good quality? Was the poster and presentation clear and understandable? Was the research topic significant and useful?

5. Clinical case

This case presented background and summary information that helped me to quickly understand issues pertinent to this case

6. Future direction **SCORE:** _____

This poster suggested future research direction that was specific, meaningful, and appropriate.

Online Projects Ideas

- 1- "Dealing with COVID-19 from the eyes of Rehab Sciences students" personal experience, family experience, your community experience, etc.
- 2- Contact University Historians-write about COVID-19 from a perspective of a college students
- 3- Pen Pal Seniors- help Seniors Combat Loneliness
- 4- "To mask or not to mask"- photo voice project
- 5- Dating through the pandemic
- 6- Senior Center Postcard Project (healthy snacks, basic exercise recommendations, cook book, recipe)
- 7- Senior living projects (art project, postcards, exercise recommendations, virtual exercise classes)
- 8- Contact partners in the community to check on needs
- 9- "Viviendo en tiempos de COVID-19"
- 10- Connecting with High School students "what college life is about"