

**Course Syllabus**  
**DRSC 3331**  
**Fall 2022**  
**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

**Class Location:** Health Sciences and Nursing Building, Room 135

**Instructor:** Carolina Valencia, PhD

**E-mail:** [cvalencia4@utep.edu](mailto:cvalencia4@utep.edu)

**Instructor Office:** HSSN #488

**Office Hours:** Monday and Wednesday from 10:00-11:00am at HSSN 488

**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. 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
<b>Projects # 1-</b> Understanding of Community based-research and Service –Learning (INDIVIDUAL PROJECT DUE <b>SEPT 4</b> ) <b>Project # 2-</b> Understanding of Pillars (INDIVIDUAL PROJECT DUE <b>SEPT 11</b> )	<b>5%</b> <b>5%</b>
CITI training (INDIVIDUAL PROJECT DUE <b>SEPT 18</b> )	<b>2%</b>
Identify and assess needs- Literature Review (GROUP PROJECT DUE <b>OCT 2</b> )	<b>13%</b>
Develop a plan of action (GROUP PROJECT DUE <b>OCT 16</b> )	<b>5%</b>
Design and develop a program through The \$100 Solution™ Main Execution (GROUP PROJECT DUE <b>OCT 30</b> )	<b>15%</b>
Impact evaluation of the project (GROUP PROJECT DUE <b>NOV 13</b> )	<b>15%</b>
Final Paper of service learning project (GROUP PROJECT DUE <b>DEC 5</b> )	<b>15%</b>
Presentation (virtual poster exhibit) applying selected course content (potentially due Date TBD)	<b>20%</b>
<b>Quiz #1</b> – Syllabus (week 1) 1% <b>Quiz#2</b> - Pillars (week 4) 2% <b>Quiz#3</b> – Methods section (week 5) 2%	<b>5%</b>
<b>Total</b>	<b>100%</b>

## 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 4th**.

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 11th**.

## **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 or RefWorks 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](http://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". Print your certificate of completion in PDF and submit through Blackboard. Due September 18.

## **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/background, 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. Poster Presentation (poster exhibit)**

Prepare a Professional Poster Presentation for December 2022. 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 program. All the posters will be printed.

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	8/23 8/25	<p>Introduction Introduce The \$100 solution. Team work</p> <p>Discuss both clinical and research models for implementing EBP- research model vs. service-learning model (defining and conceptualizing Service Learning)</p>	<p>Read Syllabus Promotional videos Expectations/Grades</p> <p>Service-Learning through The \$100solutions</p> <p><a href="https://the100dollarsolution.org/">https://the100dollarsolution.org/</a></p> <p><a href="https://www.givepulse.com/covid">https://www.givepulse.com/covid</a></p> <p><b>Quiz # 1-Syllabus</b> (Due Sunday 8/28)</p>
<b>Identification of needs- Planning, Design, Prepare documentation, feasibility study</b>			
Module 2	8/30 9/1	<p>Understanding of basic Concepts Underlying Community based-research and Service –Learning</p> <p>BA Assessing Local Needs and Resources</p> <p>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</p> <p>History of The \$100 Solution™ In depth Pillars Partnership- identification</p>	<p>Learning teams will be decided Teams will develop a</p> <p><a href="https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/develop-a-plan/main">https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/develop-a-plan/main</a></p> <p><b>Establishing teams</b></p> <p><b>Project # 1- Deadline Sept 4</b></p>
Module 3	9/6 9/8	<p>Sustainability-Capacity Building Partnership- identification</p>	<p><b>Completion of Full Value Commitment</b></p>

		Reciprocity Partnership- identification	(FVC)/ Petition to Fire a Team Member Form Chapter 4, 5  Chapter 6 <b>Project # 2- Deadline Sept 11</b> <a href="https://the100dollarsolution.org/">https://the100dollarsol ution.org/</a>
Module 4	9/13 9/15	Review status of identification of needs and Resources- Formulating and clarifying the research topic  Moving toward <b>implementation phase</b> Pillars in your own project-Identification	Chapter 7,10 <b>CITI training- Deadline Sept 18</b>  <b>Quiz #2- Pillars (Due Sunday 9/18)</b>
Module 5 (Online Week)	9/20 9/22	The Methods Section	<a href="https://pubmed.ncbi.nlm.nih.gov/15447808/">https://pubmed.ncbi.nl m.nih.gov/15447808/</a> <b>Quiz #3- Methods Section (Due Sunday 9/25)</b>
<b>Implementation of creative solution- Delivery</b>			
Module 6	9/27 9/29	Program Assessment-Impact evaluation- assessment template-matrix-outcome measures	Chapter 6.7  Chapter 8,9  <b>Lit.Review-Deadline Oct 2</b>
Module 7	10/4 10/6	Ethics and Managing the creative solution Outcomes evaluation/Assessment/data collection  Understanding the IRB Process	Chapter 13,16 Chapter 11
Module 8	10/11 10/13	Implementation	Chapter 12 <b>Plan of action- Deadline Oct 16</b>
Module 9	10/18 10/20	Implementation - Lecture Dissemination Review status of projects	Chapter 17
Module 10	10/25 10/27	Implementation Areas of concerns	<b>Main Execution- Methods-Deadline Oct 30</b>
<b>Evaluation of Impact in the community- Evaluation, Reflection, and Monitoring</b>			
Module 11	11/1 11/3	Assessment continues Poster Presentation/Workshop	
	11/8		



Module 12	11/10	Dissemination- Written paper	<b>Impact evaluation-Deadline Nov 13</b>
Module 13	11/15 11/17	Poster Preparation continues <b>Poster review session</b>	Please submit your poster in Power Point to Dr. Valencia
Module 14	11/22	11/24 <b>Thanksgiving Day</b>	
Module 15	11/29 12/1	Last day of classes	<b>Final Paper-Deadline Dec 5</b>
Module 16	TBD	Final Presentation (Poster presentation)	<b>TBD</b>

\*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](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](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. Quizzes are due by 11:59pm (MST) on Sunday of the assigned week.

## General Guidelines

**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

## COVID-19 Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

**(classes with on-campus meetings)** Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact [Center for Accommodations and Support Services](#) (CASS) to discuss temporary accommodations for on-campus courses and activities. Apply at [cassportal.utep.edu](http://cassportal.utep.edu) and fill out a three-question application. You will be scheduled to meet with disability coordinator to discuss your unique situation.

## CLASS RECORDINGS

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in

accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

### **COPYRIGHT STATEMENT FOR COURSE MATERIALS**

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

### **PLAGIARISM DETECTING SOFTWARE**

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

### **ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES**

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk.

### **MAKE-UP WORK**

Make-up work will be given only in the case of a documented emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

### **EXCUSED ABSENCES AND/OR COURSE DROP POLICY**

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” See academic regulations in the UTEP Undergraduate Catalog for a list of excused absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

### **INCOMPLETE GRADE POLICY**

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

### **COVID-19 PRECAUTIONS**

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at [screening.utep.edu](https://screening.utep.edu). If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to [COVIDaction@utep.edu](mailto:COVIDaction@utep.edu).

Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms.

Please follow UTEP guidelines: <https://www.utep.edu/ehs/covid/>

### **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.

**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

**Course Resources:** Where you can go for assistance  
UTEP provides a variety of student services and support:

### **Technology Resources**

- **Help Desk:** Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.  
<https://www.utep.edu/technologysupport/>

### **Academic Resources**

- **UTEP Library:** Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students <https://www.utep.edu/library/>
- **University Writing Center (UWC):** Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.  
<https://www.utep.edu/uwc/>
- **Math Tutoring Center (MaRCS):** Ask a tutor for help and explore other available math resources. <https://www.utep.edu/science/math/marcs/>
- **History Tutoring Center (HTC):** Receive assistance with writing history papers, get help from a tutor and explore other history resources.  
<https://www.utep.edu/liberalarts/history/resources/student-resource/history-tutoring-center.html>
- **RefWorks:** A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide. <https://libguides.utep.edu/RefWorks>

### **Individual Resources**

- **Center for Accommodations and Support Services:** Assists students with ADA-related accommodations for coursework, housing, and internships.  
<https://www.utep.edu/student-affairs/cass/>
- **Counseling and Psychological Services:** Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments. <https://www.utep.edu/student-affairs/counsel/counseling-services/>
- **Food Pantry:** At UTEP, we recognize that food insecurity is an obstacle to student success and think it's crucial that students' basic needs are being met. As a UTEP student you are eligible to use the Food Pantry, please visit <https://www.utep.edu/student-affairs/foodpantry/>  
**El Pasoans Fighting Hunger Food Bank**  
9541 Plaza Cir. El Paso Texas 79927. 915-298-0353.  
<http://www.elpasoansfightinghunger.org/>  
**Kelly Center for Hunger Relief.** 915 N Florence St, El Paso, TX 79902. 915-261-7499  
<https://www.facebook.com/915kmfp/>
- **Military Student Success Center:** Assists personnel in any branch of service to reach their educational goals. <https://www.utep.edu/student-affairs/mssc/>

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.

<b>Expected Behaviors</b>
1.
2.
3.
4.
5.
6.
7.
8.

<b>Consequences of Team Members not Living up to Expected Behaviors</b>
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](mailto: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.

### Projects from Fall 2019

**Impact of Recreational Activities and Tutoring on Youth Quality of Life (Center Against Sexual and Family Violence).** Children between the ages of 7 and 17 living at the El Paso Center for Sexual and Family Violence facility participate in weekly team sports activities coordinated by the UTEP student team. Center staff have identified a need among the children for positive interactions with adults, particularly males.

#### **A Study of Mindfulness Techniques on Displaced Families at the Willie Sanchez Rosalez Family Center-**

UTEP students work with young children to deliver scheduled mindfulness activities to improve stress management.

**The Effectiveness of a Gross and Fine Motor Program for Elderly Women- La Casa de las Abuelitas (permanent residential facility for homeless women)-** Residents of La Casa de Las Abuelitas homeless shelter participate in activities designed to address mobility in walking and fine motor coordination, in an effort to improve perceived quality of life.

**The Impact of “Coffee Cart Friday “ on Special Education Elementary Students** (teacher perspective)- Children in the special education program at the school will be tasked with pushing the cart around campus on a weekly basis to deliver coffee to teachers, in an effort to build social and life skills.

**DANCE IT OUT-Polly Harris Senior Center-** Senior citizens visiting the Polly Harris Senior Citizen Center will participate in weekly free dance classes organized on site by the student team. Participating seniors identify music and dance styles of interest. The team seeks to understand if increasing physical activity improve stability among the seniors.

**Seniors Move- Tai Chi Program-SunRidge at Cambria Senior Center-** Residents of the Sunridge Cambria Senior Living Facility participate in video exercise programs in an effort to enhance physical (flexibility and balance) and cognitive function, as well as confidence and independence

**The Effects of a Calming Corner (CC) on the Health-Related Quality of Life of a Special Education Teacher- El Dorado High School-** The UTEP student team will build a “calming corner” complete with supplies within a Special Education classroom at El Dorado High School. Calming Corners provide a comforting space for students when they feel overwhelmed during class, with an aim to improve classroom environments and increase perceived health-related quality of life of the students who use them.

### Online Projects from Fall 2020

**Seniors+Seniors:** Nursing home residents at Vista Hills Health Care Center were paired with Montwood High School NHS officers in an online communication program, conducted via Zoom and aimed at alleviating feelings of loneliness among senior citizens. All of the high school student participants expressed their belief that communication with seniors was an important way to help alleviate seniors’ feelings of isolation during the pandemic.

**Physical and Occupational Therapy Awareness:** Students designed and placed brochures in five Project Vida clinic locations to raise awareness about the OT and PT professions among historically underserved populations, including references to low-cost providers for rehabilitation services.

**Impact of Personal Sanitation Projects Among the Homeless Population:** Noting research that indicated homeless individuals had significantly higher risk of contracting and dying from COVID-19, students decided to purchase sanitary supplies including gloves, hand sanitizer and personal wipes, for homeless individuals served by the El Paso Alliance for Border Collaboratives (**ABC**), delivered bi-weekly. Employees at ABC then distributed these to their clients.

**Postural Awareness during Online Learning:** Students designed educational brochures with tips for elementary students to maintain proper posture while attending online school during the COVID-19 pandemic. Proper posture improves educational outcomes in these settings. Brochures were distributed by school principals to parents and children at three local elementary schools.

**Impact on Health and Wellness for La Casa de Las Abuelitas at the Opportunity Center for the Homeless:** Students worked with local health food preparation company Phit Phuel to provide meals for one year for 18 residents of La Casa de las Abuelitas homeless shelter for fragile women. Phit Pheul provided the meals for free. Funding for the project was used to purchase jackets to encourage the residents to exercise outside. The students also completed a grocery drive to raise food donations for the shelter.

**Senior Mental Health Art Exhibition:** Studies show art can help provide better mental health outcomes among elderly residents experiencing isolation during the COVID-19 pandemic. Based on these studies, students worked with seven VibraLife Senior Facility residents in a weekly art project. Students sent examples of their work to residents, encouraging seniors to create their own pieces. The art was placed in an online gallery in Vibralife's Facebook platform to help continue raising funds for the program.

**Benefits of Written Communication between the Elderly and Youth:** Sixty senior citizens in the Legacy at Cimarron assisted care facility were paired with students from two fifth-grade classrooms at Putnam Elementary school in a pen-pal project aimed at alleviating feelings of isolation among the seniors. Prompts were provided and letters were read by teachers to ensure appropriateness for exchange.

**Positive Impact on Children through Bracelet and Penpal Activity at the Center Against Family and Sexual Violence:** Children aged 4-16 years at the Center were paired with one another and had weekly pen pal letter exchanges. The children also created bracelets with positive messages to exchange with one another.

### Projects from Fall 2021

**The Importance of Physical and Social Skills for Students with Learning Disabilities:** The purpose of our project was to implement an activity that created social interactions and physical activity for students who were enrolled in the special education program at Carrol T. Welch Elementary School.

**Impact of Mindfulness Interventions on High School Students:** The purpose of this study is to promote mindfulness in high school students, while also empowering them with the abilities to develop sustainable coping skills for stress, anxiety, and other mental health struggles that they are currently facing or may face in the future.

**The Efficacy of Vermicomposting Programs on Children's Social, Emotional, and Behavioral Health:** Encourage independence, teamwork, and a sense of community through community gardening and composting, a skill that demonstrates the practice of responsibility, commitment, and self-empowerment

**Impacts of Technology in the Senior Population** To increase the understanding of technology through a workshop for the senior citizen community (ages 50+).

**Efficacy of Physical Activity in Children’s Behavior at Center Against Sexual and Family Violence:**

The purpose of our project was to evaluate the impact of physical activity on children’s behavior.

**Improvement of Quality of Life through Storytelling-Related Activities with Seniors** The purpose of this project was to make a positive impact on seniors' quality of life by implementing social and critical thinking activities.

**The Effectiveness of Social Intervention Protocols in After-School Programs** The purpose of this study was to examine social behavior and interaction of elementary to middle school aged children, in order to develop a sustainable after school program. The activities provided to the children would allow for improvement in social interactions, which would not only be beneficial to the children in the academic setting, but also in their community.