DRSC 4311 The Science of Collaboration through Neuroscience in Rehabilitation
The University of Texas at El Paso

CRN: 23096
Semester: Spring 2025
Meeting time/location: Hybrid (Mondays 9-10:20am; Wednesdays 9-10:20am)
Meeting location: HSN 206
Unless otherwise specified

Instructor: Beatrice Lee, Ph.D.
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Office location: HSN Room 487
Office hours: By appointment

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COURSE DESCRIPTION

Interpretation and application of principles of group dynamics and effective team communication, models of interdisciplinary collaborative research and clinical practice through Neuroscience in Rehabilitation. Development of skills in identifying different aspects of rehabilitation including advancements of neuroscience, sociocultural context, opportunities for collaborative leadership, professional issues, and strategies for conflict management within interdisciplinary teams.

COURSE OBJECTIVES

- Discuss concepts of interprofessional education (IPE) as well as recognize core competencies for interprofessional collaboration.
- Use team characteristics to develop interprofessional team goals that meet patient/client/family and community goals with ethical considerations.
- Recognize team dynamics and group processes enabling effective interprofessional collaboration in clinical practice and research.
- Contrast characteristics of leadership in a traditional and collaborative practice model and implement accurate model regarding team dynamics, goals, and situational factors.
- Discuss community engagement and global health in the context of rehabilitation disciplines' agenda.
- Design the interprofessional collaborative team project that addresses local community health problems and includes a partnership with external partners inequities.

READING MATERIALS

Reading materials will be assigned to provide updates on current trends and issues on Blackboard. Readings should be completed by the time class sessions begin.

COURSE STRUCTURE AND METHODS OF INSTRUCTION

Instruction will be facilitated with slides, readings, discussions, and assignments. Students are expected to read assigned materials and participate actively in discussions.

COURSE ASSIGNMENTS AND GRADING

Assignments

	Total Points
Quizzes (10 quizzes)	20
Discussions (10 discussions)	10
Team assignments (10 team assignments)	20
Plagiarism training	1
Team mini presentation	9
Reflection paper	10
Team final presentation	20
Class participation	10
Total	**100**

Grading Scale

You are responsible for your own grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90 - 100 points = A
80 - 89 points = B
70 - 79 points = C*
60 - 69 points = D*
59 and below = F*

*Students performing at this level should have contact with the instructor to determine a plan for improvement. Note: Decimal points are **not** rounded at the end of the semester. A score of 89.9 receives an B while a score of 90.0 receives an A.

DESCRIPTIONS OF ASSIGNMENTS

Quizzes: To monitor acquiring of knowledge on teamwork and interprofessional collaboration students will be asked to complete weekly quizzes which cover assigned readings from the current weekly module.

Discussions: Students will be required to participate in weekly discussion boards – both an initial post (due on Fridays at 11:59pm) and responses to your peers (due on Sundays at 11:59pm) to advance critical thinking and communication skills. Each post should be at least 100 words.

Team assignments: There are 10 teams in total. To promote understanding of the course's material and practice teamwork skills, students will be required to participate in weekly team activities that include small team assignments (e.g., search for evidence supporting a particular opinion, arguing with other teams, analyzing data and generating conclusions, generating own examples for the concepts discussed in the current weekly module).

Reflection paper: To broaden understanding of the course's material and practice analytical skills, students will be required to submit (individually) an essay. The students will analyze and reflect on how the global health problems which reshape societies and economies may also affect the student's life, and their future career as rehabilitation professionals, clinicians.

Disease Prevention/Health Education Team Presentations: To deepen understanding of interprofessional collaboration in the rehabilitation as well as develop teamwork skills and practice tools that facilitate effective collaboration, students will design and present an intervention project on a self-selected by teams' members disease or health problem which is important in the community (either local or national or global). The design will include description of a health problem based on literature review and or epidemiologic data evidence, targeted population, proposed intervention activities and evidence supporting their choice, and expected results as well as reflections on their experiences on working in a team over the semester.

Class participation: Your participation in the course is important not only for your learning and success but also to create a community of learners. There will be pop quizzes during classes.

POLICIES

Late Assignments
Late assignments will receive an automatic 10% grade deduction for each day of the first two days an assignment is overdue and a 5% grade deduction for each day that it is late thereafter. Extenuating circumstances (e.g., death in family, hospitalization, etc.) with documentation may serve to reduce this deduction.

Alternative Means of Submitting Work in Case of Technical Issues
It is strongly suggested 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. It is also recommended that you save all your work 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. You can email me your back-up document as a last resort.

TECHNOLOGY REQUIREMENTS
Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop. You will need to download or update the following software: Microsoft Office and Adobe Acrobat Reader. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

TEST PROCTORING SOFTWARE

The course assessments – Quizzes – will make use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first quiz. Please review the information here.

COURSE COMMUNICATION
- Office hours: I am here to support your learning. Please feel free to email me and schedule an appointment with me.
- Email: UTEP e-mail is the best way to contact me. Please do not hesitate to reach out when you have any questions or concerns.
- Announcements: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

NETIQUETTE

As we know, sometimes communication online can be challenging. It is possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.
- Always consider audience. All communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

GUIDANCE ON ARTIFICIAL INTELLIGENCE

You may not use AI tools to complete the following activities in this course: Discussions, Team Assignments, Team Project Presentations, and Essay. Students must cite any borrowed content sources to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution.

ACCOMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide

them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

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.

COURSE RESOURCES

UTEP provides a variety of student services and support:
- 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.
- 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.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
- Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships.
- Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

- [The Miner Learning Center](#): Join peer-led study sessions in person or online to review content and discover study strategies in core curriculum courses.
- [UTEP Edge](#): UTEP's cross-campus framework for student success and empowerment – develops students' assets through high-impact experiences made possible by the expertise and dedication of faculty, staff, alumni, and community partners.
  - [Student Success Help Desk (SSHD)](#): Students experiencing challenges or obstacles to academic success including registration, financial, food, housing, and transposition resources my submit a ticket request assistance to studentsuccess@utep.edu
  - [UTEP Food Pantry](#): Non-perishable food items are available to students who are currently enrolled in classes. Bring a Miner Gold Card to Memorial Gym, Room 105, Monday through Friday, 10 a.m. to 2 p.m.

COURSE SCHEDULE

Week/Date	Assigned Readings	Topics & Discussion	Activities & Assignments Due
1: 1/22/2025 (In-Person)		– Course introduction – Syllabus	– Weekly discussion 1 initial post (due on 1/24/2025 at 11:59pm) – Weekly discussion 1 response post (due on 1/26/2025 at 11:59pm) – Quiz 1 (due on 1/26/2025 at 11:59pm)
2: 1/27/2025 (Online asynchronous) & 1/29/2025 (In-Person)	– Articles on BlackBoard	– Interdisciplinary collaboration – Interprofessional education – Start working on the team project – Complete plagiarism training	– Team assignment 1 (due on 1/29/2025 at 11:59pm) – Plagiarism training assignment (due on 2/2/2025 at 11:59pm)
3: 2/3/2025 (Online asynchronous) & 2/5/2025 (In-Person)	– Articles on BlackBoard	– Describe errors that occur in healthcare – Explain how IPE can prevent and decrease the errors that occur in healthcare – Ethics – Discuss aspects of small group behavior – Describe teamwork basics	– Team assignment 2 (due on 2/5/2025 at 11:59pm) – Weekly discussion 2 initial post (due on 2/7/2025 at 11:59pm) – Weekly discussion 2 response post (due

			on 2/9/2025 at 11:59pm) – Quiz 2 (due on 2/9/2025 at 11:59pm)
4: 2/10/2025 (Online asynchronous) & 2/12/2025 (Online asynchronous)	– Articles on BlackBoard	– Small group behavior – Team norms	– Team assignment 3 (due on 2/12/2025 at 11:59pm) – Weekly discussion 3 initial post (due on 2/14/2025 at 11:59pm) – Weekly discussion 3 response post (due on 2/16/2025 at 11:59pm) – Quiz 3 (due on 2/16/2025 at 11:59pm)
5: 2/17/2025 (Online asynchronous) & 2/19/2025 (In-Person)	– Articles on BlackBoard	– Team building – Team through lifespan	– Team assignment 4 (due on 2/19/2025 at 11:59pm) – Weekly discussion 4 initial post (due on 2/21/2025 at 11:59pm) – Weekly discussion 4 response post (due on 2/23/2025 at 11:59pm) – Quiz 4 (due on 2/23/2025 at 11:59pm)
6: 2/24/2025 (In-Person) & 2/26/2025 (In-Person)	– Articles on BlackBoard	– Team mini-presentations – 2/24: Groups 1 to 5 – 2/26: Groups 6 to 9	– Submit slides by the day before your presentations
7: 3/3/2025 (Online asynchronous) & 3/5/2025 (Online asynchronous)	– Articles on BlackBoard	– SMART goals – Team goals setting	– Team assignment 5 (due on 3/5/2025 at 11:59pm) – Weekly discussion 5 initial post (due on 3/7/2025 at 11:59pm)

			– Weekly discussion 5 response post (due on 3/9/2025 at 11:59pm) – Quiz 5 (due on 3/9/2025 at 11:59pm)
8: 3/10/2025 & 3/12/2025 (No class)		– Spring Break	
9: 3/17/2025 (Online asynchronous) & 3/19/2025 (In-Person)	– Articles on BlackBoard	– Team development	– Team assignment 6 (due on 3/19/2025 at 11:59pm) – Weekly discussion 6 initial post (due on 3/21/2025 at 11:59pm) – Weekly discussion 6 response post (due on 3/23/2025 at 11:59pm) – Quiz 6 (due on 3/23/2025 at 11:59pm)
10: 3/24/2025 (Online asynchronous) & 3/26/2025 (In-Person)	– Articles on BlackBoard	– Explore how communication affects team processes and outcomes – Define effective communication – Identify communication challenges	– Team assignment 7 (due on 3/26/2025 at 11:59pm) – Weekly discussion 7 initial post (due on 3/28/2025 at 11:59pm) – Weekly discussion 7 response post (due on 3/30/2025 at 11:59pm) – Quiz 7 (due on 3/30/2025 at 11:59pm)
11: 3/31/2025 (Online asynchronous) & 4/2/2025 (In-Person)	– Articles on BlackBoard	– Identify TeamSTEPPS tools and strategies that can improve a team's communication – Practice selected TeamSTEPPS tools and strategies	– Team assignment 8 (due on 4/2/2025 at 11:59pm) – Weekly discussion 8 initial post (due on

			4/4/2025 at 11:59pm) – Weekly discussion 8 response post (due on 4/6/2025 at 11:59pm) – Quiz 8 (due on 4/6/2025 at 11:59pm)
12: 4/7/2025 (Online asynchronous) & 4/9/2025 (In-Person)	– Articles on BlackBoard	– Leadership – Conflict management	– Team assignment 9 (due on 4/9/2025 at 11:59pm) – Weekly discussion 9 initial post (due on 4/11/2025 at 11:59pm) – Weekly discussion 9 response post (due on 4/13/2025 at 11:59pm) – Quiz 9 (due on 4/13/2025 at 11:59pm)
13: 4/14/2025 (Online asynchronous) & 4/16/2025 (In-Person)	– Articles on BlackBoard	– Professional conflicts – Effective teamwork	– Weekly discussion initial post 10 (due on 4/18/2025 at 11:59pm) – Weekly discussion response post 10 (due on 4/20/2025 at 11:59pm) – Quiz 10 (due on 4/20/2025 at 11:59pm)
14: 4/21/2025 (In-Person) & 4/23/2025 (In-Person)	– Articles on BlackBoard	– Team final presentations – 4/21: Group 1 & 2 – 4/23: Group 3 & 4	– Submit final presentation slides by the day before your presentation
15: 4/28/2025 (In-Person) & 4/30/2025 (In-Person)	– Articles on BlackBoard	– Team final presentations – 4/28: Group 5 & 6 – 4/30: Group 7 & 8	– Submit final presentation slides by the day before your presentation

16: 5/5/2025 (In-Person) & 5/7/2025 (Online asynchronous)		– Team final presentation – 5/5: Group 9 – Course wrap up	– Submit final presentation slides by the day before your presentation – Team assignment 10 (due on 5/7/2025 at 11:59pm)
Final Week: 5/12/2025-5.16/2025			– Reflection paper (due on 5/12/2025 at 11:59pm)
Syllabus is subject to change <u>with</u> notice			