

Cover Sheet: Request 11187

VEM 5008 - Changing grading scale

Info

Process	Course Modify Ugrad/Pro
Status	Pending
Submitter	Dupont,Barbara dupontb@ufl.edu
Created	10/19/2016 4:20:20 PM
Updated	11/9/2016 11:47:13 AM
Description of request	Only change to this course is the grading scale to S/U

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	VM - Small Animal Clinical Sciences 312809000	MILNER, ROWAN JAMES		10/19/2016
No document changes					
College	Approved	VM - College of Veterinary Medicine	Thomas Vickroy		10/20/2016
No document changes					
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Case, Brandon	Added to the November agenda.	10/25/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/25/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Modify for request 11187

Info

Request: VEM 5008 - Changing grading scale

Description of request: Only change to this course is the grading scale to S/U

Submitter: Dupont,Barbara dupontb@ufl.edu

Created: 10/19/2016 4:20:21 PM

Form version: 1

Responses

Current PrefixVEM

Course Level5

Number 008

Lab Code None

Course Title Personal/Professional Development

Effective Term Earliest Available

Effective Year 2016

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix?No

Change Course Level?No

Change Course Number?No

Change Lab Code?No

Change Course Title?No

Change Transcript Title?No

Change Credit Hours?No

Change Variable Credit?No

Change S/U Only?Yes

S/U Only StatusChange to S/U Only

Change Contact Type?No

Change Rotating Topic Designation?No

Change Repeatable Credit?No

Change Course Description?No

Change Prerequisites?No

Change Co-requisites?No

RationaleCoordinator prefers S/U option over letter grade. Course is attendance based.

University of Florida College of Veterinary Medicine Syllabus

I. Course information

Number: VEM 5008

Course Title: Putting Families First – Interdisciplinary Family Health

Semester: Fall 2016 and Spring 2017

Year: 2016

Course credit: 1

II. General information

Course director: Amara Estrada

Office location & office hours:

Office phone number: 352-294-4438

Email: estradaa@ufl.edu

III. Course description

This course is designed to initiate an interprofessional learning practicum for health professions, pharmacy, nursing, veterinary, dental, and medical students. The central theme of the course is learning as a team about the impact of resources and environment on health status. Students will learn to conceptualize family health beliefs and behavior from a biopsychosocial framework, and they will learn to assess family health care needs and health care access through a multidisciplinary lens.

Interdisciplinary Family Health Competencies

(A list of assignments that evaluate each competency follows the competency. The legend of assignments are found below)

Patient Oriented Competencies

Health professionals must be able to conduct compassionate, appropriate, and effective interactions. Our students are expected to:

- Respect the dignity and privacy of patients while maintaining confidentiality during team-based interactions. ^{1,2,6,7} *
- Communicate effectively and demonstrate caring and respectful behaviors when interacting with volunteers and their families ^{1,2,6,7}
- Gather essential and accurate information about their assigned families ^{2,3,4,5}
- Gather genetic family history information. ^{1,3}
- Evaluate health behavior and develop a family health presentation for one of the family members in the volunteer family. ^{1,2,4,5,6,7}
- Counsel and educate volunteers and their families ^{1,7}
- Provide health care information aimed at preventing health problems or maintaining health ^{1,7}

- Develop a basic understanding of the features of the community in which the volunteer family resides as they relate to support structures, resources, and access to health care. ^{1,4,5,6,7,8,9}
- Learn and understand key patient safety concepts, core theories and terminology, such as adverse events, close calls, and a culture of safety. ^{6, 11, 12}
- Understand the impact of patient errors on the family and the provider. ^{6,11,12}
- Recognize and respond appropriately to potential and actual unsafe clinical situations. ^{2,6,8,11,12}

Interpersonal and Communication Skills Competencies

IFH students must be able to demonstrate interpersonal and communication skills that result in effective information exchange and teaming with volunteers, their families, and professional associates. Students are expected to:

- Communicate and collaborate professionally and therapeutically with assigned families and with students from different health care professions. ^{1,3,5,6,10 *}
- Develop a trusting relationship with patients, families, and other team members. ^{1,3,5,6,10 *}
- Develop skills in eliciting perceptions of health from family members. ^{1,3,5}
- Demonstrate ability to collect a culturally sensitive and comprehensive health history including mood, medication and nutritional assessment. ^{1,3,5}
- Use effective listening skills and elicit and provide information using effective nonverbal, explanatory, questioning, and writing skills. ^{1,3,5,6,7,8,9}
- Demonstrate understanding of teams and why they are valuable. ^{1,6,7}
- Communicate with team members to clarify each member's responsibility in executing components of a treatment plan or public health intervention. ^{1,5,6,7,10 *}
- Engage other health professionals—appropriate to the specific care situation—in shared patient-centered problem-solving. ^{1,5,6,7,10 *}
- **Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions.** ^{1,6,10 *}
- Perform effectively on teams and in different team roles in a variety of settings. ^{1,3,5,6 *}
- Present synthesized information related to the health of the volunteer in a small group setting. ^{6,8}

Professional Competencies

Students must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population. IFH students are expected to:

- Place the interests of patients and populations at the center of interprofessional health care delivery. ^{1,2,6,7,8 *}
- Demonstrate respect, compassion, and integrity; accountability to patients, society, and the profession; and a commitment to excellence and on-going professional development ^{1,6,8,9}
- Reflect on individual and team performance for individual, as well as team, performance improvement. ^{1,2,8,10, 13 *}
- Demonstrate professional conduct during interprofessional encounters. ^{1,2,6,8,10}
- Meet the responsibilities of the IFH course, including attending all small group sessions and completing each assigned home visit by the required date ¹⁻¹²

- Act with honesty and integrity in relationships with patients, families, and other team members. ^{1,2,6 *}
- Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities ^{2,6,8}
- Demonstrate a willingness for self- and external evaluation and feedback ^{2,6,8,10}
- Demonstrate a commitment to patient safety as a key professional value and an essential component of daily practice. ^{11,12}

* aligned with specific competencies from the Interprofessional Education Collaborative

Legend of Assignments:

1. *Family Home Visit*
2. *Home Visit Reports*
3. *Family Health Survey*
4. *Small Group Discussion*
5. *Family Health Outline and Presentation*
6. *Reflection Report and Presentation*
7. *Social Service Consult*
8. *Web-based learning in patient safety*
9. *Attendance at Patient Safety Small Group discussion*
10. *Peer Evaluation (Fall and Spring)*

Course Outline & schedule:

Date	Day	Time	Location	Topic	Participants
9/19/16	Monday	11:30-12:20	Hall A	Introduction to Interdisciplinary Family Health	Amara Estrada
Sometime between 9/16/16-10/18/16	Online:	Orientation Video, Assigned Reading and Quiz			Team members
10/18/16	Tuesday	10:40 -12:30	Small Group Meeting Rooms	Small Group Meeting #1	Small Group Instructors
Sometime between 10/18/16-11/15/16			Family Home	First family home visit completed	Team members
10/18/16	Tuesday	10:40 -12:30	Small Group Meeting Rooms	Small Group Meeting #2	Small Group Instructors
Sometime between 10/18/16-11/15/16			Family Home	Second family home visit completed	Team members
11/15/16	Tuesday	10:40 -12:30	Small Group Meeting Rooms	Small Group Meeting #3	Small Group Instructors
Sometime between 11/15/16-1/17/17			Online	Patient Safety Modules and Quizzes	Team members
1/17/17	Tuesday	10:40-11:20	Small Group Meeting Rooms	Small Group Meeting #4	Small Group Instructors
Sometime between 1/17/17-2/21/17			Family Home	Third family home visit completed	Team members
2/21/17	Tuesday	10:40-12:30	Small Group	Small Group Meeting #5	Small Group

			Meeting Rooms		Instructors
Sometime between 2/21/17-4/4/17			Family Home	Final family home visit completed	Team members
4/4/17	Tuesday	10:40-12:30	Small Group Meeting Rooms	Final Small Group Meeting Family Health Presentations/Project	Small Group Instructors

Introduction to Interdisciplinary Family Health

Amara Estrada, DVM, ACVIM (Cardiology) and Gina Murray, LMHC

Orientation and objective of the course will be discussed with an emphasis on talking about why we think it is important for veterinary medicine to participate with the other health science center colleges.

Key words: interprofessional learning, multidisciplinary teamwork, family health status

Small Group Discussions

IFH includes small group discussions and home visits with volunteer families in the community. IFH includes students and faculty from the Colleges of Public Health and Health Professions, Pharmacy, Nursing, Dentistry, IFAS, Medicine and Veterinary Medicine. Students will work in interprofessional teams of four making a total of four home visits with volunteer families residing in the community.

Student Home Visit Teams

Students in each discussion group will be sub-divided into teams of 4 students (each team including students from four different colleges). At the first small group meetings, each team will be assigned a family in the community to visit two times in the first semester and two times in the second semester. **Each of the four-team members MUST participate in each home visit, and the visits MUST be completed by the assigned date.** Individual teams will be responsible for finding a mutual time to make the required home visits that are acceptable to both the student team and the family. There are specific assignments for each home visit; these should rotate among team members for each visit. One of the student members will take the role of leader for each home visit. The leader will be responsible for scheduling the visit with the family, for organizing the task order during the home visit, and for presenting the family in the small group setting, although comments from all members are suggested. The leader for each visit will also be responsible for notifying our office about the scheduling of the next visit by contacting DJ Brunson, IFH Office Assistant at 352-273-5322 or by email at dbrunson@ufl.edu. One team member will be responsible for taking notes about the visit. Team members that have been trained to do so will take vital signs on any or all of the family or pets that are interested. Make sure the assigned tasks rotate on subsequent meetings so that all members get a chance to be team leader. Team members will be jointly responsible for completion of home visit assignments. Each home visit will be debriefed in the small group discussion. The student leader for each home visit will lead the discussion, but all four members must participate in the debriefing.

Doing Home Visits. A unique and important aspect of this course is the opportunity for students to visit community families who volunteered for this program. These families were carefully chosen by our faculty and staff for participation in the program, and they are eager to assist you in developing your skills in interviewing and assessment. They will help you learn how the home,

family and community environment affect health and quality of life of persons through the lifespan. In some cases, student teams will find all family members or other significant support persons present during their home visit, and sometimes only one or two members will be present. It is vital to consider that these people have many social and other roles to fulfill, and the IFH program will not always take priority. It is important that you treat these families and their lives with respect, include all who are present in the interviewing process, and be always flexible. You should also know that we contact families throughout the course to make sure that the home visits are doing well and that you are on task. **It is important to remember that your involvement in IFH is not meant to provide direct health care to the families or to any pets within the family as they have other providers.**

Family Health Presentation. There are many reasons why we think you will learn from working with these families. This course is described as service-learning, which means that both the family and the students can benefit from their involvement. Throughout two semesters of the course, one student goal should be to develop a family health presentation which will be presented at the last small group meeting in April 2016. Included in the presentation should be a discussion about the health status of your family, and for many families, ways in which your team has proposed to improve that health status, using a broad definition of “health” (i.e. weight loss, smoking cessation, diet, exercise programs, pet health care etc). Improving health status may include aspects of health education (i.e. teach families about ways they might improve their health); access to resources; emphasize prevention for many “healthy” families such as fall prevention, childproofing homes, or hurricane preparedness. We consider your presentation to be an important educational tool for your small group; it can teach other students about your families, their health status and their illnesses, and you will learn a great deal as well. The topics you choose for your presentation should be determined by your team, based on discussions with the families and your small group leaders. One of the important learning objectives for the course is to have you develop this presentation as a team.

V. Evaluation/ Grading/ Testing:

Evaluation of Professionalism

IFH can be a challenging course in many ways just like clinical practice. All of the colleges feel that professional behavior is extremely important to your future career. Your small group faculty will be specifically asked to evaluate your professional behavior in the course. Many students are unclear how professionalism is assessed; for a sample list of important professional behaviors that you may be evaluated for, go to the link on the course website under “Course Information: entitled “Evaluation of Professionalism.” Additionally, at the end of each semester we contact the families to get feedback from them regarding the home visits. If you are judged to be exhibiting non-professional behavior, **REGARDLESS** of your meeting other course requirements, you may be asked to remediate the course, whether taking it for a grade or not. To reinforce the above comments, you **MUST**:

1. Schedule appointments with your family to occur well in advance of the small group meeting.
2. Contact our office when your appointment is confirmed.
3. Contact our office **IMMEDIATELY** when you have any problems contacting your family or scheduling a visit that may interfere with you completing your home visit prior to the small group session. Contacting our office during the last 3 or 4 days before the small group meeting is discouraged. Your visits should be completed by then.

4. The IFH office and staff will assist you in completing your visit on time if we are aware of problems. Our office, in conjunction with your small group leaders, will determine if you have tried in good faith to complete your visit on time and if you are to be excused.
5. If you do not complete a visit on time, you will be asked to complete the visit after the small group session. Every home visit must be completed except in extreme circumstances that must be discussed with your small group faculty AND with the IFH staff.
6. Carrying your load within your team is a very important measure of your professionalism. We expect you to participate equally with the other members of your team, regardless of how you are being graded.

We want you to enjoy your opportunity to represent the university as a health professional. It is essential that you represent us well. Please contact us with any problems as early as possible.

The course will be Pass/Fail and based on attendance and class participation.

VI. Administrative Policies: see Student Handbook @

<http://www.vetmed.ufl.edu/education/documents/studentHandbook.pdf>

- Remediation

The CVM Academic Advancement Committee reviews the academic performance of all students who receive a failing grade in a course, GPA falls below 2.0, receive “unsatisfactory” grade in criteria (including “readiness to practice”) or who is currently on probation. The committee will meet with the student and their advisor and decide on appropriate action for the student (including, but not limited to, probation or continuation of probation, repeat of semester or full year, dismissal). Full description of these policies can be in Student Services section of Student Handbook.

- Attendance

Remember to include excused absences for religious holidays and family/personal emergencies (but these must be reported to OSI/instructor).

- Academic Honesty

All students registered at the University of Florida have agreed to comply with the following statement: “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.” In addition, on all work submitted for credit the following pledge is either required or implied: “On my honor I have neither given nor received unauthorized aid in doing this assignment.” To review the student honor code please visit:

<http://www.dso.ufl.edu/judicial/honorcodes/honorcode.php>

Plagiarism includes any attempt to take credit for another person’s work. This includes quoting directly from a paper, book, or website, without crediting the source. Sources should be noted, a link to the website added, or quotation marks placed around the material and attributed, even during online discussions. However, the instructor expects more than simply cutting and pasting in this graduate-level course. Students are expected to review, evaluate and comment on material they research, rather than simply copying relevant material. Work will be graded accordingly.

- Professional Behavior

The College of Veterinary Medicine expects all students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during

patient contacts and in other relevant settings by both faculty and peers. Behavior of a veterinary student reflects on a student's qualification and potential to become a competent veterinarian. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at clients, patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason) substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for dismissal.

- **Deadline/Due dates**
- **Student Evaluation of Instruction**
Instructor evaluations should be completed at the end of each semester and are a vital part of the University! Evaluations take only a few minutes and can be completed online at <https://evaluations.ufl.edu/evals/>
- **Accommodations for Students with Disabilities**
Students requesting accommodations must first register with the Dean of Students Office, Disability Resource Center at 352-392-8565. Students may also apply on-line for accommodations. For more information, see the Disability Resource Center website at: <http://www.dso.ufl.edu/drc/>
The Disability Resource Center will provide a letter to the student who must then meet with the course instructor to discuss the required accommodations. Once notification is complete, the instructor can work with the Disability Resource Center to provide the requested accommodations. To ensure that necessary accommodations are provided in a timely manner, it would expedite this process if any student who might need an accommodation would notify the course coordinator during registration.
- **Student Safety**
Contact information for Safety & Security Department: 352-294-4444 (immediate assistance 24/7)
For assistance with on-site counseling services, contact Dr. Ron Del Moro at 352-283-0028 (rondel@ufl.edu) or Dr. Barbara Welsch at psychvet@ufl.edu
Staff members in OSI are also readily available for those who need immediate assistance.