Syllabus
BMS 434 Professional Development in the Health Professions
Spring2019

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Phone: 414-229-5992
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Text: No required text

Learning resources: Openly available sources and journal articles are your sources for information. Citations and/or links to all are provided with the course schedule and learning management system. You will also independently locate information as seeking and evaluating information is a life-long skill and is an expectation of this upper division course.

How to contact me
Please reach out to me if you have questions. I hold regular office hours and am on campus most days. Please stop in to see me!

Canvas inbox
I will strive to answer messages within 24 hours on regular business days. It is best to give your attention to the module learning and assessments in the first week since this will allow for time to answer questions that you may have. Please use the Canvas inbox for course-related messages. You will receive more timely responses if you format your email subject lines like this: BMS 434+ question subject.

Course Description – What is the purpose of this course?
You will demonstrate competency in knowledge and understanding in maintaining your professional image, opportunities for volunteerism and leadership in professional associations, efforts being taken related to legislative actions, lobbying and advocacy for health professions and healthcare, emerging trends in certification and licensure, career pathways for advanced practice, career growth and career advancement.

These learning objectives are applied throughout the course
- Identify strategies and demonstrate techniques for maintaining a credible professional image
- Describe professionalism and high ethical standards of practice in selected professions
- Demonstrate knowledge and defend the importance of legislation and regulation of health professional practice and the healthcare environment
- Demonstrate knowledge of professional organizations, membership benefits, and volunteer and leadership opportunities in the health professions.
- Describe and demonstrate commitment to continuing education and competency in health professions
- Demonstrate knowledge and understanding of the importance and challenges to emerging careers in health and pathways for advanced practice.

Course Format
This course is held exclusively on-line. The format is asynchronous following a bi-weekly module format. Students are required to participate in learning units, assignments, and group discussions as outlined in the syllabus. The online nature of this course allows you flexibility and you may self-pace through each two-week module but be aware that the work assigned requires approx. 9 hours/week and that waiting to the end of the module will result in some intense work.

Modules
New course modules are available on Monday at 8 am. Assigned activities remain open for two weeks until Sunday at 11:59 pm. Assignment’s and activities are linked on the (Desire to Learn) D2L checklist. Consult the course syllabus for a general overview of module/assignment deadlines. You can expect to complete a quiz, discussion and assignment for each module.

Participation and credit hour policy
- Successful learning in this class requires participation. You have the opportunity to pace your learning to fit your schedule, to engage in interesting resources, to dialogue with your instructors and peers, and to take responsibility for your own
This accommodation course
grading provided justifiably will

Assignments

This course requires participation in a professional development/continuing education activity related to your professional interest or credential. This is a self-directed activity and must be completed by the end of the term. Please plan ahead for this requirement.

Assignments and critical thinking exercises are assigned with each module and are posted on the module checklist.

Assessment of these activities is based on the type of activity.

Written assessments are submitted in a Word format only (using Word allows for addition of comments directly to the document. This is the best way to give you feedback on your assignments.

Course discussion: Course discussion is graded based on the posted discussion rubrics.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<th>Range</th>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
<td>A-</td>
<td>90 – 92.9</td>
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<tr>
<td>B+</td>
<td>83 – 86.9</td>
<td>B</td>
<td>80 – 82.9</td>
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<tr>
<td>B</td>
<td>73 – 76.9</td>
<td>B-</td>
<td>70 – 72.9</td>
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<tr>
<td>C+</td>
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<td>C</td>
<td>60 – 62.9</td>
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<tr>
<td>C</td>
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<td>C-</td>
<td>50 – 52.9</td>
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<tr>
<td>D+</td>
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<tr>
<td>D</td>
<td>33 – 36.9</td>
<td>D-</td>
<td>30 – 32.9</td>
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<tr>
<td>E</td>
<td>23 – 26.9</td>
<td>E-</td>
<td>20 – 22.9</td>
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<td>&lt;60</td>
<td>16 – 19.9</td>
<td>F</td>
<td>0 – 19.99</td>
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Late submissions: Please do not ask for extensions. University policy prohibits special exceptions unless the same opportunity is provided to everyone. UWM exceptions policy link. Please plan your time accordingly. This policy is not intended to exclude accommodation of verified student disability, or the completion of work missed as the result of religious observance, verified illness, or justified absence due to circumstances beyond the student's control. Please do note that vacations, shadow experiences, other course requirements don’t count as circumstances beyond your control. Given the online nature of our class, I do not anticipate that this will be a concern.

Bonus/extra credit: There is no plan for bonus or extra credit activities.

Computing requirements and technology assistance

This course requires consistent ability to access the course web page via the internet. Students must be able to navigate D2L, the UWM course management system.

All technology has been reviewed for proper function. Google Chrome is the browser of choice. Other browsers may cause content to be blocked or not function properly. Please be sure that browser security settings are not blocking or otherwise interfering with content.

The UWM campus computing center help line is available at 414-229-4040 or help@uwm.edu. The campus computing center is located in Bolton Hall, Rm 225 on the UWM campus.

CHS Honor Code
The Honor Code provides a framework for moral, ethical, and professional behavior for all members of the College of Health
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Sciences, including students, faculty, and staff. With all members of the College committed to upholding and promoting the tenets of the Honor Code, we will continue to work and learn in a supportive and stimulating environment. Commitment to this Honor Code supports the mission of the College of Health Sciences to prepare future health professionals, and conduct nationally recognized research in the health sciences.

University Policies
The Secretary of the University website lists policies that apply to all University of Wisconsin – Milwaukee classes. This link may be used to access that site: http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf . Please review this information. You are responsible for compliance with all UWM policies and procedures.

Student Accessibility
If accommodations are needed in order to meet any of the requirements of this course, please contact me as soon as possible. Documentation from the Accessibility Resource Center is required.
<table>
<thead>
<tr>
<th>Module 1</th>
<th>Wk.: 1-2</th>
<th>Strategies for maintaining a credible professional Image – Scope of practice, certification, licensure, practice standards</th>
<th>Learning resources- <strong>Topics and resources may change if course needs require this</strong></th>
<th>Discussion</th>
<th>Assessment</th>
</tr>
</thead>
</table>
3. [https://www.onetonline.org/](https://www.onetonline.org/) | Initial post due by middle Sunday  
All due on Sunday at 11:59 pm | See the Canvas modules for specific assignment directions  
All due on Sunday at 11:59 pm |
5. Quizlet: terms and concepts related to resumes, cover letters and professional documents | Scope of practice – who owns what? |
|  |  |  | Quiz 1: Course introduction  
Critical evaluation paper: 1000 words, 4 pages  
The environment for certification/licensure and scope of practice. |

Quiz 2: Terms and content related to Mod 2 reading  
Resume  
CV  
Cover letter  
References
4. National Center for Interprofessional Practice and Collaboration [https://nexusipe.org/informing/resourc-center/e-professionalism](https://nexusipe.org/informing/resourc-center/e-professionalism) | e-Professionalism case study discussion | e-Professionalism audit  
| e-Professionalism quality plan:  
• purpose  
• goals  
• strategy  
• quality improvement |
| Module 4  | Legislation and regulation in health professional practice | 1. Profession Specific Advocacy sources such as professional organizations  
2. Profession specific political action committees  
4. Quizlet: legislation and legislative terms | Who advocates for you? | Quiz 3: Legislative advocacy and terms related to legislation  
Plan and documentation of action related to legislative advocacy for health professional practice |
### Module 6
**Wk.: 11-12**

**Professional organizations:** Mission, purpose, benefits, volunteerism and leadership

<table>
<thead>
<tr>
<th>1. Profession specific organizations</th>
<th>Experience with professional organizations, good, bad, ugly</th>
<th>Comparison of professional organizations</th>
<th>Individual plan for professional organization participation</th>
</tr>
</thead>
</table>

### Module 7
**Wk.: 13-14**

**Continuing education and competency in health professions**

<table>
<thead>
<tr>
<th>1. Profession specific sources and requirements</th>
<th>CE – what’s the point?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Quizlet: Professional credentials</td>
<td>Quiz 4: Licensure/Certification/accreditation</td>
</tr>
</tbody>
</table>

### Module 8
**Wk.: 15-16**

**Pathways for advanced practice.**

<table>
<thead>
<tr>
<th>1. <a href="https://www.onetonline.org/">https://www.onetonline.org/</a></th>
<th>ROI on new positions or advanced positions. What does the future look like?</th>
</tr>
</thead>
</table>
BMS 434 discussion evaluation rubric

**Response techniques**

1. Expand on the topic.
2. Offer a different perspective
3. Provide an online resource relevant to the topic (include a hyperlink)
4. Provide a summary of the ideas posted so far (good when you come late to the conversation).
5. Ask a specific question (but avoid prompting yes or no answers).
6. Ask an open ended (on topic) question

<table>
<thead>
<tr>
<th>Discussion grading rubric</th>
<th>Advanced - 2</th>
<th>Proficient- 1.5</th>
<th>Basic - 1</th>
<th>Does not meet standards- 0.5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Post Quality</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Addresses all elements of the prompt</td>
<td>Misses one element of the prompt</td>
<td>Misses 2 or more elements of the prompt</td>
<td>Does not appear to understand the material or questions posed</td>
<td></td>
</tr>
<tr>
<td><strong>Citations should help readers find the resource</strong></td>
<td>Provides title, author, and url citation for direct quotations <em>when appropriate</em></td>
<td>Citation has missing elements</td>
<td>No citation information</td>
<td>No citation information</td>
</tr>
<tr>
<td><strong>Initial post Timeliness</strong></td>
<td>Original post by <em>11:59 of specified due date</em></td>
<td>Original posts after specified due date but made with sufficient time for peers to read and respond</td>
<td>Original post made on last day of discussion period</td>
<td>Original post absent</td>
</tr>
<tr>
<td><strong>Response Quality</strong></td>
<td>Replies to more than 1 primary post Uses stated response technique(s)</td>
<td>Replies to 1 primary post Uses stated response technique(s)</td>
<td>Replies to 1 primary post Does not use response techniques</td>
<td>Does not respond to peers Does not use response techniques</td>
</tr>
<tr>
<td><strong>Communication with peers</strong></td>
<td>Participates on more than one day (including initial post), demonstrates professional communication</td>
<td>Participates on one day (including initial post), demonstrates professional communication</td>
<td>Participates on more than one day (including initial post), communication demonstrates grammar or spelling errors, or other aspects of non-professional communication</td>
<td>Does not respond to peers</td>
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</tbody>
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