

Oakland University  
Winter 2018  
School of Health Sciences  
HS 4930 – Section# 14622 - Field Experience in Integrative Studies (4 credits)

**Meetings:** Tuesday & Thursday 3:00-4:47

**Instructor:** Scott L. Crabill

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Office Hours: Thursday's 9:00 - 11:00 AM

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**Course Description:** This course is designed to integrate previous academic coursework into a coherent understanding of how the educational experience serves to enhance individual and community well-being.

**Completion of this course will meet the General Education requirements in the Capstone Experience Area. Completion of this course will meet the General Education requirements in the Writing Intensive in the Major Area for Bachelor of Integrative Studies Majors (those with an already approved plan of study). Students admitted to the BIS program in fall 2011 or after must complete HS 4930 (and all other plan of study courses) with a grade of 2.0 or better.**

**Course Prerequisites/corequisites:** Senior standing. Complete WRT 160 (formerly known as RHT 160) with a grade of 2.0 or better.

**General Education Learning Outcomes:**

Students will demonstrate:

1. Capstone Experience
  - appropriate uses of a variety of methods of inquiry and a recognition of ethical considerations that arise
  - the ability to integrate the knowledge learned in general education and its relevance to the student's life and career
2. Writing
  - knowledge of the elements, writing processes, and organizing strategies for creating analytical and expository prose
  - effective rhetorical strategies appropriate to the topic, audience, context, and purpose

**General Education Cross-Cutting Capacities:**

1. Effective Communication - The ability to communicate effectively is met through the use of oral presentations and writing assignments. Communicating information in a meaningful way is a fundamental skill necessary to success in academe and society.
2. Social Awareness - Enhances students' understanding of society and their effectiveness as citizens. This course provides students with the ability to understand issues of social

importance, examine the ways in which these issues are handled within our society and enable students to act as effective citizens.

### **Course Content and Objectives:**

The capstone course is designed to integrate knowledge gained through the general education requirement and your individual major. We will explore knowledge integration, specifically how the knowledge fields you have encountered through your education relate to individual and community well-being, as well as broader social contexts. In this course we will examine the foundations and perspectives of several disciplines. This course will improve your ability to read closely, write and think critically, communicate clearly, research effectively and work collaboratively.

You will be working independently, in small groups, and in the full class setting. Together, we can make these assignments and exercises meaningful, rich, and interesting. You will complete the course with a better understanding of your place as a student, a scholar, and a citizen.

### **Student Learning Outcomes**

Students will demonstrate the ability to:

- Formulate an interdisciplinary lexicon in order to be able to effectively communicate, orally and in writing, the relevance of an integrative theoretical/methodological approach
- Recognize the operating logics of academic disciplines as they relate to integration within the context of your BIS plan of study (i.e. how disciplines from your BIS plan integrate with one another)
- Formulate a coherent narrative of your academic history as it relates to your future academic and professional plans
- Develop meaningful connections between your educational history and goals, applying integrative theory to complex problems/issues
- Use an appropriate variety of methods of inquiry and recognize ethical considerations that arise from integrative problems
- Write formal papers using APA style formatting

**Required Text:** Repko, A. F., Szostak, R. (2017). *Interdisciplinary Research: Process and Theory (Third Edition)*. Thousand Oaks, CA: Sage. (ISBN-13: 978-1506330488)

### **Course Assignments**

In this course, you will be responsible for completing all assigned work in this current semester. All of these assignments are designed to help you in this and the coming phases of your life and work, learning and applying the tools integrative study provides. Please note that assignment explanation files may refer to ‘bringing in a hard copy’ of assignments (for peer review) – this will not be required in any way for this online course. Alternate electronic submission arrangements will be made for each assignment.

**Electronic Submission Policy:** It is the student's responsibility to check and double check their uploaded assignment to ensure that it is correct. Whatever is submitted by the deadline is what will be graded.

*All written assignments will be evaluated for their format, organization, style, grammar and punctuation, as well as content. All written assignments should follow APA (American Psychological Association) style (6th edition). Title pages are required only for the research papers of the integrative research project/papers. Please format all assignments in proper APA format with 12 point font, 1 inch margins, and double spaced.*

- **Written Class Assignments (5)**

In order to better facilitate the comprehension, application, and analysis of your assignments, research work, and our class discussions, you will be asked to complete a series of written assignments. These assignments will help you develop and support your integrative assignments and will be supported by readings from the book and class discussions. Over the course of the semester you will be asked to complete 5 assignments (400 word minimum – which is about 1 ½ pages word-processed) on various aspects of the integrative process. These assignments will be announced in class and made available through Moodle and in class and are due as noted. Worth up to 40 points (up to 8 points each)

- **Field Experience**

The purpose of this project is to assist you in making and understanding the connections between your future goals, education, plan of study coursework, and the greater good of the community. Through this assignment you will be provided a concrete site in which to develop and apply integrative theory and practices.

Field Placement: To fulfill the requirements for this assignment, you may select one of the two options below:

In conjunction with other students from HS 402, select and participate in a group community project designed by your group's members. In this model, you are given the opportunity to work in a collaborative environment with your peers and develop an interdisciplinary perspective that addresses the needs of your selected community based organization. Once selected, you are responsible to propose a project plan and timeline which must be approved by me, including specific objectives and outcomes that will be the basis for the assessment rather than a specific number of hours. Individual grades will be given based on my observations of your individual role, feedback from the organization and your peers, and your integrative analysis of the experience.

On your own, you will select an organization that fits your academic interests and experiences. Once selected, you are responsible to complete a minimum of 20 hours of volunteer work for the community organization. Your grade for this project is determined by your ability to complete and log at least 20 hours of work for this organization, the evaluation of your service by your supervisor, and your integrative analysis of the experience.

In either case, to qualify as a field placement, you must volunteer at an agreed upon not-for-profit community based organization. What you offer the organization will be determined largely by your talents and the needs of the organization. Your approach to this project should move beyond the idea of “doing your time” for the project. This is a considerable portion of your grade and should reflect your depth of knowledge and expertise, and where applicable the unique skills and goals of the group members.

**Integrative Analysis:** For the integrative analysis portion of this assignment, you will consider the integrative influence you noted (or not) in your individual or group field work. In other words, you will need to be able to adequately address how the principles of this course were relevant within your field experience. More specific details will be provided at a later date. Worth up to 120 points

- **Electronic Portfolio**

Your electronic portfolio is a key centerpiece of your education to the extent that it is an opportunity to present a cohesive narrative of your educational and professional goals, an opportunity to employ the language of interdisciplinarity in a personal and specific way, and an ongoing and accessible collection of your achievements for both academic and professional audiences. When complete, it will include a professionally-constructed resume, a narrative highlighting your integrative education, and other artifacts relevant to your academic accomplishments. This project will be completed in two phases. Worth up to 60 points

### **Integrative Research Project/Paper (in three phases)**

Your integrative research paper will be a valuable artifact for your future. In it you are responsible to demonstrate your competence in understanding and applying interdisciplinary theory, your skill as a researcher, and your critical skills in addressing complex problems by offering solutions utilizing an integrative approach.

***Proposal (Phase One):*** In phase one, you will develop a meaningful problem based on an issue of social importance, support the problem you’ve identified with evidence, justify an integrative approach to managing this problem using the course text, and then identify two relevant disciplines involved in answering it. Ideally, you will consider the issues that are pertinent to the field experience project you have selected. For example, if you choose a field placement that serves battered women, there are a multitude of issues that can be identified within this experience (i.e. domestic violence, power/dominance in relationships, substance abuse). In this phase, you must include a preliminary reference section of **three academic** sources that contribute to your thinking about the issue or problem. These three sources will include two sources that give evidence of the problem you’ve identified and one source from the course text that supports your integrative definition. This paper should be a minimum of 750 words or about 3 pages double-spaced (12 point font with one inch margins). This paper serves as a first draft of your final research paper, so pay close attention to my comments for incorporation into the subsequent phases. Worth up to 40 points.

***Literature Review and Analysis (Phase Two):*** In this paper, you’ll start with your revised research proposal, add a disciplinary literature review that draws on what experts in the disciplines you identified say about the problem, and then concludes with your own analysis that

compares these sources for conflicts and commonalities. This is the most substantive and research-driven component of the project and a wonderful way to spotlight the good critical thinking skills you as an integrative studies student have learned. In this phase it is particularly important that you find, use, and cite scholarly research from the disciplines you have selected and parse out pertinent epistemological, methodological, and ideological commonalities and differences. You will also incorporate the feedback from phase one. This phase requires 4-6 scholarly sources (2-3 each) from the disciplines you identified. You'll include the revised research proposal and add another 7-8 pages (approximately 2500 – 3000 words total with the revised proposal) (12 point font with one inch margins). Worth up to 80 points.

*Integration (Phase Three):* In phase three, you will incorporate the feedback from phases one and two. In this phase of the project you will demonstrate your traits and skills as interdisciplinarians. You have the opportunity to synthesize the research you cited in phases one and two, offering a proposed new policy or solution to the problem. No new research is required for this portion; however you will need to clearly demonstrate how your proposed solution connects back to the research and integrative concepts from our semester's work. You must explain how the product (i.e. policy) is new, more comprehensive, or represents a cognitive advancement compared to existing policies or ideas. As part of your grade you will be required to present your research and findings to the class in a formal presentation at the end of the semester. Revising and building upon the 6-8 page phase two paper, this paper should be a minimum of about 10-14 pages of content (12 point font with one inch margins). Do not exceed 14 pages of content. Worth up to 20 points.

### **Class Participation**

Your participation in classroom discussions is vital to the success of this class, it is also essential that you identify and develop your skills as a communicator. In order to do this it is in your best interest to be attentive, alert, and respectful. There are several barriers to effective participation, such as allowing something from outside the class instruction to become more important, rudeness, sleeping, studying for another class, absences, and arrogance. Your grade for participation will be based upon my observation of your appropriate and active contribution to the class, as the course develops you should begin to understand the subtle nuances of being a “good” participant.

I've struggled to come up with a way to operationalize or 'quantify' that elusive creature called discussion quality. The fact is, informed discussion is an integral part of your degree—it affects the depth of your processing of course material & influences how your teachers perceive you. And, I really want to support the development of this skill in class by giving it some value. While no comments at all are a problem, a quantity of comments that are uninformed by either thought/reflection or the assignments also present a different problem.

So basically, know that I include this portion as a way of trying to make one of the more subjective aspects of college courses more accessible and overt for you. Regardless of the class, the basic goals you should have as integrative studies students are to a) demonstrate your understanding of course content, and b) use this interactive/collaborative medium to process new ideas.

But, how to give grades....

*If you have:*

- |         |  |
|---------|--|
| 8 pts.  | Basically, while your attendance is fine, you need to talk more  |
| 16 pts. | You're commenting 'enough' (in quantity) but need to both link to the readings and inject more theoretical/reflective commentary |
| 24 pts. | Your comments are 'enough' and thoughtful—but you need to link them more to the readings   |
| 32 pts. | You're almost there--your comments are 'enough' and thoughtful, and you occasionally link them to the readings (just not enough) |
| 40 pts. | <b>Full points!</b> You make thoughtful comments, clearly linked to readings.  |

### Grade Determination:

Class Participation	10% - 40pts
Written Class Assignments (5)	10% - 40pts
Field Experience	30% - 120pts
Portfolio	15% - 60pts
Research Paper	35% - 140pts
	Course Total - 400pts
(90-100%) 3.6-4.0 — A	(70-80%) 2.0-2.9 — C
(80-90%) 3.0-3.5 — B	(60-70%) 1.0-1.9 — D
(0-59%) 0.0 — no credit	

Grade perception:

These are the ways I view particular grades:

- ✓ When I assign a "D," I intend to communicate that the minimum standards for the assignment have been met, and also that significant deficiencies exist.
- ✓ When I assign a "C," I intend to communicate that the basic expectations of the assignment have been met; this is not a "bad" grade, nor a "punitive" grade, and it is one that I frequently assign. It's a grade that, theoretically, most work should receive. You have simply done what I have asked of you on any given assignment.
- ✓ When I assign a "B," I intend to communicate that the quality of work is distinctly above that which the assignment required. A grade of "B" does not indicate a

- deficiency—it means “above average,” that is, “more than sufficient, even for a major in the discipline.” You have done a bit more than asked on any given assignment.
- ✓ I assign an “A” to work that I consider innovative, creative, intellectually rigorous, and demanding. “A” work typically integrates your reading and almost always goes well beyond (but still includes) the basic requirements of the assignment.

## **Course Policies**

**Attendance:** Attendance and participation are central features of this course. You are required to attend class regularly. Attendance (including both your presence and engagement) is desired, valued, and expected in every class. You are allowed two absences for this course without penalty. No differentiation is made between excused and unexcused absences. Each absence beyond the second results in a 10 point deduction. Six is the maximum number of absences allowable to receive credit for the course. Late arrivals/early departures may be required to give an impromptu speech. Excessive late arrivals or early departures may count as absences. Classroom participation will be based on both your presence and engagement during class sessions. If you do need to be absent, please email or call me to let me know.

**Arrive on Time and Remain for the Entire Session:** Students are expected to arrive to class on time. I will begin and end class on time. You should drop the course if you anticipate you will consistently be late to class. Students are also expected to attend the entire class session. Students must remain for the entire class period in order for their classwork to be counted. Leaving early may also constitute an absence. Please communicate with me ahead of time if you must leave early due to a personal emergency or illness.

**Academic Conduct Policy:** Cheating on examinations, plagiarism, falsifying reports/records, and unauthorized collaboration, access, or modifying of computer programs is considered serious breaches of academic conduct. The Oakland University policy on academic conduct will be strictly followed. Any academic misconduct will be reported to the Dean of Students and you will receive a 0.0 in the course. See catalog under Academic Policies and Procedures.

**Plagiarism:** Most applicable to this course is the issue of plagiarism. I encourage you to visit the University Writing Center for assistance in constructing your papers. Realize that the Writing Center is not a place that “fixes” papers to ensure higher grades, but functions as a resource for consultation to develop the writing process. My concern for you is that you develop scholarly and ethical writing practices. To assist you in this learning process I’ve listed some resources to assist in your understanding of plagiarism and ways of avoiding unacceptable writing practices. Below are some importance resources for your use in the course:

Kresge Library's Student Plagiarism Tutorial

[https://research.library.oakland.edu/sp/subjects/tutorial.php?faq\\_id=35](https://research.library.oakland.edu/sp/subjects/tutorial.php?faq_id=35)

Oakland University Writing Center

<https://www.oakland.edu/ouwc/>

Kresge Library's Online Tutorials

<https://research.library.oakland.edu/sp/subjects/tutorials.php>

**Add/Drops:** The University add/drop policy will be explicitly followed. It is the student's responsibility to be aware of the University deadline dates for dropping the course.

**Special Considerations:** Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible.

**Active Involvement:** Active involvement in the class is important to your learning. We will be engaging in activities that will help you master and apply course concepts. Remember that attendance is not the same as participation. You should come to class having read the assignments and prepared to apply material. I will conduct class on the assumption that you have completed the reading assignment. Refer to your syllabus for the assigned readings for each day. Because we will not cover all material in class, you are responsible for learning the assigned material and asking questions about content that you do not understand.

**Student Responsibilities:** You are responsible for class material presented when you are absent. Consult your classmates (on a voluntary basis) for notes and discussion of material you missed. I will not supply you with notes from class and I cannot be responsible to remind you that you were absent or to re-present the material covered. If you are absent on a sign-up day of any kind, I will assign your duty and due date. It is your responsibility to stay informed and to keep up with class assignments. You are responsible for submitting and presenting assignments on their due dates. Moodle is a great resource for many course documents, announcements, and updates. Check it regularly.

**Student Conduct:** In order to provide class members the opportunity to do their best work, and to provide a relatively comfortable environment for giving presentations and learning, students need to conduct themselves in an appropriate manner at all times. You should review the *Undergraduate Catalog* for guidelines concerning student conduct and responsibilities. In addition, please follow these class policies: (1) avoid distracting behaviors during class (e.g., talking, texting, doing other work, etc.), (2) remain in your seat during presentations, (3) if you are late, do not enter during other students' presentations. Wait quietly outside until you hear the applause and then enter, (3) set your pagers and cellular phones to "silent" or "vibrate." Do not respond to these during class time, and (4) in general, conduct yourself in a professional manner at all times. Failure to conduct yourself according to these guidelines may result in a grade penalty for the course. Please refrain from using cellphones, laptops, or other electronic devices during class time. If you wish to use your computer to take notes during class, please sit in the first two rows closest to the front of the room. No electronic devices should be in use while listening to presentations, taking tests, or participating in group activities. Violators will be asked to leave.

**Written Assignments:** All assignments should be word-processed and a back-up copy or electronic file should be retained. Since computers and printers fail quite regularly, be sure to back-up your work and prepare printed submissions in advance of our class meeting. All assignments are expected at the beginning of class on the due date.

**Late Assignments:** You must be prepared to make presentations and submit papers on the assigned due dates. Please do not ask for an extension because of other exams, because you



were busy at work, because of extra-curricular pressures, because you have too much work to do, because you know you would do a better job with more time, and the like. If you foresee a legitimate conflict with the assigned date (*this does not include lack of preparation!*), consult me in advance of the date in order to request a change. The grading policy is designed to honor the commitment of students who are conscientious, engaged, and hard working. As such, all assignments are expected at the beginning of class on the due date. Assignments received or e-mailed after the beginning of class, or received up to one class period after the due date will be accepted for half credit. Thereafter, late work will not be accepted.

**Grade Appeals on Assignments:** If you wish to appeal a grade on an assignment, you need to follow these procedures. Individual grades will not be discussed during class time. You need to wait at least 24 hours before setting up an appointment and submitting your written grade appeal to insure that you have time to carefully read and consider the feedback. After you have read the instructor feedback, submit a word-processed written appeal which identifies the specific issue in question (e.g., outline, delivery, writing convention, etc.), and explains reasons why the grade should be changed. Please refer to any class materials which support your rationale for a change. The written appeal should be submitted at least 24 hours prior to the appointment. When you arrive for the scheduled appointment, bring in your graded copy of the item in question (e.g., written assignment, paper, etc.) and any additional evidence to support your claims and be ready to present them. After meeting with you I may wish to contemplate the matter. In any case, I will decide within two school days whether to change or uphold the grade. I will provide you with a written justification of my decision. We need to meet within one week (7 days) of the grade's issue. Grade appeals will not be considered after that "statute of limitations" has expired.

You may feel compelled to compare grades with others in the class. However, please be aware that you don't know every single circumstance surrounding how I graded the work of one of your classmates. In short, keep in mind that you are appealing *your* grade, not how you were graded compared to others. I strive to make sure grades are individual, rather than comparative, evaluations. You are always only competing with yourself in this class – not anyone else. Remember, I cannot discuss another student's grade with you, therefore any appeal that discusses another student's performance as it relates to your grade is not considered an appeal but rather a complaint. Additionally, all grades are assigned based on the grading rubrics made available for each assignment.

**University Cancellations:** In the event that classes are canceled by the university due to snow, severe weather, or other factors, students should assume that the assignments due on the day of the canceled class are due on the next class meeting. You can obtain information about closures by listening to WWJ 950 AM, WJR 760 AM or your local television station. You are expected to attend your classes as scheduled if the University is not officially closed.

**Religious Observance:** Students with exams or classes that conflict with their own significant religious observances should notify me well in advance so that mutually agreeable alternatives can be worked out.

**Waiting Policy:** I make my attendance and promptness a high priority. If for some reason I am not in class and no explanation is given, please wait 15 minutes for me. After that period of time class should be considered canceled.

**Diversity:** Please be aware that students in our program represent a wide range of ethnic, racial, political and cultural perspectives. Please listen carefully to each other, and learn from each other. This note is not to discourage vigorous debate, but rather to encourage you to be thoughtful and thorough in your contributions since you cannot assume everyone shares your background, beliefs, or vocabulary. All exchanges should be respectful and professional in tone, style, and content.

### Grading Scale

Highest	Lowest	Letter
100.00 %	98.00 %	4.0
97.99 %	96.00 %	3.9
95.99 %	94.00 %	3.8
93.99 %	92.00 %	3.7
91.99 %	90.00 %	3.6
89.99 %	89.00 %	3.5
88.99 %	88.00 %	3.4
87.99 %	86.00 %	3.3
85.99 %	84.00 %	3.2
83.99 %	82.00 %	3.1
81.99 %	80.00 %	3.0
79.99 %	79.00 %	2.9
78.99 %	78.00 %	2.8
77.99 %	77.00 %	2.7
76.99 %	76.00 %	2.6
75.99 %	75.00 %	2.5
74.99 %	74.00 %	2.4
73.99 %	73.00 %	2.3
72.99 %	72.00 %	2.2
71.99 %	71.00 %	2.1
70.99 %	70.00 %	2.0
69.99 %	69.00 %	1.9
68.99 %	68.00 %	1.8
67.99 %	67.00 %	1.7
66.99 %	66.00 %	1.6
65.99 %	65.00 %	1.5
64.99 %	64.00 %	1.4
63.99 %	63.00 %	1.3
62.99 %	62.00 %	1.2
61.99 %	61.00 %	1.1
60.99 %	60.00 %	1.0
59.99 %	0.00 %	0.0

## Important Dates

Jan. 3	Classes begin 7:30 a.m.
Jan. 3-9	First week of late registration – SAIL (Web) registration/add class(es) continues
Jan. 10-17	Second week of late registration – instructor signature required to register/add class(es) Registration waitlisting (varies by class) ends
Jan. 15	Martin Luther King, Jr. Day - No classes
Jan. 17	Last day 100% tuition refund – full semester. In-person drops of courses must be received by the Office of the Registrar by 4 p.m.  Last day late registration — full semester courses  Last day to add a class  Last day to declare audit  Last day “no–grade” drop  Financial aid credit lock: Financial aid is based on the registered courses and course credits as of 11:59 pm. Courses and credits added after that time are not considered in financial aid budgets or for disbursement of financial aid scholarships, grants, loans, and awards.
<b>Jan. 18</b>	<b>Cancellation Day</b> (students with account balances will be cancelled from current and all future semester classes with 100% tuition refund)  <b>First day 0% tuition refund – full semester</b>  First day grade of “W” assigned for drops - full semester courses
Jan. 26	Last day to Apply for Graduation for Winter 2018  Last day for Summer and Winter graduates to apply to attend Spring commencement
Feb. 15	Payment Due Date
Feb. 17	Winter recess begins 10 p.m.
Feb. 26	Classes resume 7:30 a.m.
March 14	Last day official withdrawal – full semester classes. In-person drops of courses must be received by the Office of the Registrar by 4 p.m.

	<p>Federal financial aid recipients enrolled in full semester courses: last day to return federal financial aid funds for students who stopped attending all courses.</p> <p>Last day to defend <a href="#">thesis/dissertation</a> or DScPT report</p>
March 15	Payment Due Date
March 19	Registration begins for Summer 2018, Fall 2018, Winter 2019
April 12-17	UNIVERSITY SENATE LEGISLATION PROHIBITS QUIZZES, TESTS OR EXAMINATIONS THE WEEK PRIOR TO WHEN THE FINAL EXAMINATION PERIOD BEGINS. VIOLATIONS OF THIS LEGISLATION SHOULD BE REFERRED TO THE ACADEMIC AFFAIRS OFFICE, 205 WILSON HALL, (248) 370-2190 FOR UNDERGRADUATE COURSES OR TO THE OFFICE OF GRADUATE STUDY, 520 O'DOWD HALL, (248) 370-4053 FOR GRADUATE COURSES
<b>April 17</b>	<b>Winter classes end 10 p.m.</b>
April 18	Study day
<b>April 19-25</b>	<b>Final exams end at 10 p.m April 25</b>
April 26-28	Spring Commencement
April 28	Last day to resolve "I" grades from Winter 2017
April 30	Grades due 10 a.m.