Rosalind Franklin University of Medicine and Science

Interprofessional Healthcare Teams
HMTD 500

Syllabus
2010

Course Description:

HMTD 500 is the first component, extending through the fall, winter and spring quarters, of the Interprofessional First Year Experience for all incoming students at Rosalind Franklin University. The course is an experiential learning opportunity for students to interact in interprofessional health care teams focusing on the collaborative approach to patient centered care, with emphasis on team interaction, communication, service learning, evidence based practice and quality improvement. Interprofessional teams of students develop and participate in significant community based service learning projects. These projects focus on Prevention Education. There is also an opportunity for a small cohort of interprofessional students to collaborate in a patient centered clinical experience.

Course Credit: 1 quarter hour

Course Directors:

Susan K. Tappert PT, DPT
Assistant Professor
Department of Interprofessional Studies

Judith Stoecker PT, PhD
Associate Professor
Department of Physical Therapy

Diane Bridges MSN, RN, CCM
Assistant Professor
Department of Interprofessional Studies

Course Coordinators:

Mayra Quintana MD

Robert Swanson
Purpose:

The purpose of the course is to educate students to work together in collaborative Interprofessional teams while understanding the concepts of Social Responsibility, Current Health Care Issues, Patient Centered Care and Advocacy.

Course Objectives:

Following completion of this class, the student should be able to:
1. Demonstrate collaborative interprofessional team characteristics and behavior
2. Analyze a health care interaction for qualities of patient centered care
3. Reflect on service learning as a way to demonstrate social responsibility
4. Identify other healthcare providers that may be of benefit to a particular patient.
5. Analyze a medical error situation to formulate a suggestion for solution of the problem
6. Identify situations in which individual, institution or government advocacy may be appropriate
7. Discuss current issues that impact all health care professions

Class Schedule:

Class will meet on specified Wednesdays from 1:00 to 2:30

Room Assignment:

Class will begin in Rhoades Auditorium on September 8th and September 22nd. On all other dates class will meet in the assigned small group room.

Topic Schedule:

<table>
<thead>
<tr>
<th>September 8th</th>
<th>Session 1</th>
<th>Introduction to interprofessional healthcare teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 15th</td>
<td>Session 2</td>
<td>Collaborative team interaction, patient centered care</td>
</tr>
<tr>
<td>September 22nd</td>
<td>Session 3</td>
<td>Service learning and Lake County Illinois Assessment discussion</td>
</tr>
<tr>
<td>September 29th</td>
<td>Session 4</td>
<td>Health care professions</td>
</tr>
<tr>
<td>October 6th</td>
<td>Session 5</td>
<td>Error cases and advocacy</td>
</tr>
<tr>
<td>October 20th</td>
<td>Session 6</td>
<td>Service project and Lake County Illinois Assessment discussion planning</td>
</tr>
<tr>
<td>October 27th</td>
<td>Session 7</td>
<td>Lake County Illinois Assessment presentations</td>
</tr>
<tr>
<td>February 2nd</td>
<td>Session 8</td>
<td>Service project poster preparation</td>
</tr>
<tr>
<td>March 9th</td>
<td>Session 9</td>
<td>Poster day</td>
</tr>
</tbody>
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**Learning Management System (LMS) (Online):**

D2L will be the LMS. Students will be required to use D2L to access information during the course. Session grades will also be available via D2L. (Final course grades will be only available on transcripts.)

**Student Class Session Leader Responsibilities:**

In interprofessional groups of 2, students will be responsible for leading the weekly discussions. Materials will be posted on D2L for reference and the leaders are to prepare as a team prior to class. This preparation may include referencing material on their own. Student leaders may adapt the class activities as long as the material is covered and **mentor approves prior** to class. Student responsibilities:

a. Prior to class the student leaders should:
   i. Review the “Tips for leading a discussion” that are posted on D2L
   ii. Review the class session plan that is posted on D2L
   iii. Read all assigned readings and review assigned and suggested web sites
   iv. Review relevant “student leader” topic materials given to you by your mentor or posted on D2L
   v. Reference other material as needed
   vi. Meet with co-leaders to plan strategies for the class session

vii. **Briefly meet with mentor to review plan**

b. During class the student leaders should:
   i. Introduce the topic to be discussed
   ii. Following the session outline, give instructions to students for the class activities
   iii. Ask questions to stimulate discussion and clarify points of discussion as necessary

**Leading a Discussion – Some Practical Suggestions:**

1. Read the three page document “Tips For Leading Discussions” by Felisa Tibbits found at [http://www.hrea.org/pubs/tips-discussion.html](http://www.hrea.org/pubs/tips-discussion.html)
2. Make sure that the HMTD 500 group members are facing each other and there is no back row. In conference rooms or small classrooms, put the chairs in a circle, spreading out from the table. In lecture halls, use the first row of seats and the folding chairs to make a circle.
3. The basic rule is that everyone should listen and be respectful of each other. This means that participants are not speaking at the same time as someone else, that ideas are taken seriously and that participants disagree with the idea not the individual.
4. Keep the team focused on the agenda items. Act as timekeeper to assure that all content and activities are completed within the allowed class time.
5. Attend to “process” as well as to “task”. Encourage all members to participate. Make sure everyone receives fair treatment and has equal opportunity to voice their opinions.

6. Manage disagreements and conflicts by suggesting Win-Win solutions. Model behavior that shows positive results of differing ideas.

7. The leader of a discussion acts as the “neutral servant” of the team. She/he is a helper, a protector, one who guides, has great patience. All of this is done only by asking questions and making suggestions. Facilitating is not lecturing, directing, criticizing, telling, being impatient or dominating.

8. Ask questions that are open ended (exploratory) rather than closed ended (yes-no). For example ask:
   a. What are your experiences with healthcare providers, rather than, have you had good experiences with healthcare providers?
   b. What do you think about the healthcare team approach, rather than, do you like the healthcare team approach?

9. Try not to ask questions that start with why, they can put people on the defensive. For example ask: What circumstances caused you to dislike hospitals, rather than, why do you dislike hospitals?

10. Be sure that your questions are clear, open, indirect, encourage reflection, and non-defensive in nature.

11. Some more sample questions are:
   “Does anyone have a suggestion?”
   “What do you think John?”
   “Have you thought of a possible solution, Sue?”
   “George, how would you answer Jim’s question?”
   “I would like to hear from someone from ________ profession.”

Grading System: Pass/Fail, Course grades will not be assigned until after the 3rd week of spring quarter.

Student Evaluation:

The student will be graded by the mentor with a P/F grade based on the following criteria. Points will be accrued at each class.

a) Attendance
   - **Required. More than 2 absences will result in failure.**
   - Any absence must be approved by the mentor.
   - Email, in advance, to the mentor is required for any absence.
   - Attendance will be taken at all sessions.

b) Class Assignments
   - **Required.**
   - The student will accrue points for submission of assignments.
c) Participation in the small group sessions
   - **Required**
   - Students must participate in order to receive credit for being present at a class session
   - Will be assessed and graded on the following criteria:
     - Professionalism
     - Substantive nature
     - Ability to listen well

d) Class Session Leadership
   - **Required**
   - Will be assessed on the following criteria
     - Preparedness
     - Professionalism
     - Organization
     - Ability to conduct class

e) Make-up for Missed Classes
   - **Required** for ALL missed classes
   - 2 page, single spaced, referenced paper on the missed topic. See D2L for details.

**Course Evaluation:**

The student is **required** to do a course evaluation of HMTD 500.