

**NAZARETH COLLEGE**

**SCHOOLS OF HEALTH AND HUMAN SERVICES AND EDUCATION**

**CONTEMPORARY ISSUES IN INTERPROFESSIONAL TEAM PRACTICE**

**Dr. Lynda J. Dimitroff, Course Coordinator**

**Dr. Lisa Durant Jones, On-line Coordinator**

**Face-to-Face Meeting Times:**

**Friday February 20th Shults Forum (3:00- 4:30) and Friday April 10th (3:00-4:30) Shults Forum**

**On-line course access opens September 6 and closes October 30th**

<p>Dr. Lynda J. Dimitroff Nursing 389-2481 Office Hours: By appointment ldimitr9@naz.edu</p>	<p>Dr. Lisa Durant Jones Speech-Language Pathology 389-2775 Office Hours: By appointment ldurant4@naz.edu</p>	<p>Facilitators: Dr. Elizabeth Clark (PT) Dr. Susan O'Brien (PT) Dr. Dana Olzenak (PT) Dr. Liz Baltus-Hebert (OT) Dr. Paula Brown (CSD) Prof. Suzanne Johnston (CSD) Dr. Lisa Durant-Jones (CSD) Prof. Margie Meath (MSW) Prof. Ann Marie House (MSW) Jed Metzger (SW) Dr. Colleen Carmody-Payne (NSG) Dr. Jennifer Reid (NSG) Dr. Lynda Dimitroff (NSG) Dr. Betsey King (CAT) Dr. Steve Demanchick (MT/CAT) Prof. Pat Bishop (CAT) Dr. Ellen Contipedis (EDU) Dr. Shirley Szekeres (CSD)</p>
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**COURSE DESCRIPTION**

The purpose of the course is to provide students in various health and education programs with the knowledge, skills, and attitudes necessary to be effective interprofessional team members. Students are introduced to core values and competencies derived from multiple professions, which prepares them for collaborative practice in diverse settings. This course covers research and theories that guide effective team development and interactive problem-solving.

**LEARNING OUTCOMES**

At the completion of this course students will be able to:

- 1) identify and analyze the key components of a profession and what it means to have a body of knowledge, a scope of practice, and a social contract with society;
- 2) define and describe the roles and areas of expertise of various stakeholders (professionals, patients, students, families, caregivers etc.) on an interprofessional team.
- 3) define and describe overlapping professional and individual values, ethics, competencies (e.g. cultural) and responsibilities of interprofessional team members;

4) demonstrate the knowledge and skills for working within a collaborative model (e.g. cooperation, assertiveness, responsibility, communication, autonomy & coordination).

5) assess and analyze the core components of effective interprofessional collaboration such as roles, group dynamics, strategies for collaboration, systematic support; and,

6) demonstrate the ability to engage in the process of effective interactive problem-solving, conflict resolution, and ethical decision-making.

### TEACHING METHODS

Students will engage in on-line readings, reflections & tests, in-person problem-based learning, case studies, oral reports, papers, role playing, role modeling, and self-assessment.

### READINGS

All required reading will be posted on the Moodle Course Page

### GENERAL COURSE REQUIREMENTS

- **Full attendance and on-time submission of all assignments**
- Active participation in discussions, group work, and on-line activities.
- Shared responsibility with other team members.
- Completion of readings and other assignments on time including on-line component
- Open, proactive, and respectful communication with the instructors and classmates
- Independent use of the internet and Moodle site
- Thoughtful completion of self-assessments and other appraisals
- Oral and written communication skills consistent with your profession and level of study
- Please refer to college policies: Academic Integrity and Religious Observances.

### ASSIGNMENTS AND GRADING (1/27/2015- revisions to grading is in process)

Students will be evaluated on level of preparation and quality of contributions. Emphasis will be placed on focused, engaged participation in team assignments.

On-line modules: This course has a significant online component which will be available on Moodle. Registrants enrolled in this course will have access to Moodle on February 6<sup>th</sup>. Please make note of the due dates for **all** preparatory assignments. The remainder of the assignments will be due on meeting days or prior to April 10<sup>th</sup> final large group meeting.

- **ALL STEPS MUST COMPLETED ACCURATELY AND ON TIME!**
- **Attendance and Participation (50 points) Students are expected to attend and participate in all sessions (two face-to-face meetings and three small group meetings)**
  - Attendance (25 points) – Large Group and Small Group Meetings
  - Participation (25 points) – Facilitators will discuss expectations with their group.
- **Online Pre-Meeting Assignments (30 points)**
  - 1 pre-course/post-course survey
  - 2 quizzes, (Units A & D)
  - 1 forum reflection on Ethics (Unit B)
  - 1 page reflection paper on EBP readings (Unit C)

- **Face to Face Meeting 1 Class Assignments (10 points)** – details to be posted on Moodle
- **Face to Face Meeting 2 Class Assignments (10 points)** – details to be posted on Moodle

### GRADING

Grades will be assigned within your specific departmental courses based on the accumulation of these points; please speak directly with your program's faculty if you have questions.

### SPECIAL NEEDS/ACCOMMODATION

If you have a physical, psychological, medical, or learning disability that may impact your academic course work or participation in this class, please contact the Office for Students with Disabilities (GAC, Room 61). It is your responsibility as a student requesting an accommodation due to a qualifying disability to self-identify by registering with the Office for Students with Disabilities and to furnish documentation about the nature of the disability. Informing other faculty or staff personnel does not constitute registering with the Office for Students with Disabilities. You must provide documentation of the disability to the Office for Students with Disabilities so that reasonable accommodations can be requested in a timely manner. The Director of the Office of Students with Disabilities will determine with you what accommodations are necessary, appropriate and reasonable based on the documentation provided. All information and documentation is confidential. If appropriate, the Director of the Office of Students with Disabilities will write a "letter of academic accommodation" that you can share with me as your course instructor. Note, all students are expected to fulfill essential course requirements with or without reasonable accommodations.

### SUPPLEMENTAL READING

Barr, H., Koppel, I., Reeves, S., Hammick, M & Freeth, D. (2005). Learning to work under pressure. *Effective interprofessional education: argument, assumptions and evidence* (pp.10-28). Blackwell: Malden, MA.

Cameron, A., Rennie, S., DiPropero, L., Langlois, S., Wagner, S., Potvin, M., Dematteo, D., LeBlanc, V., & Reeves, S., (2009). An introduction to teamwork. *Journal of allied health*.38, 220-226.

Harmon, S.K., Brailer, S.A. & Brown, G.F. (2002). Organizational and team context. In Heineman, G.D. & Zeiss, A.M. (Eds.) *Team performance in health care* (pp.57-70). New York: Kluwer Academic/Plenum.

Nichols, L.O., DeFries, A.M. & Malone, C.C. (2002). Team process. In Heineman, G.D. & Zeiss, A.M. (Eds.) *Team performance in health care* (pp.71-88). New York: Kluwer Academic/Plenum.

Pacquiao, D. F. (2003). Cultural competence in ethical decision-making. In M. M. Andrews & J. S. Boyle (Eds.), *Transcultural concepts in nursing care* (pp. 503-532). Philadelphia: Lippincott Williams & Wilkins.