

**The University of Western Ontario
School of Health Studies**

**Health Sciences 3190G 650 FW13
Introduction to Interprofessional Health Education**

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Office Hours: Available by email (use the above address for time-sensitive communication, and OWL Messages tab for all other personal communication)
Face-to-face meetings can be arranged by appointment through above email

Prerequisite Checking

There are no prerequisites for this course.

COURSE INFORMATION

This course was designed *by* students in Western “pre-professional” health and social sciences programs (Linda Vi, Jill McDermid, Michele Bancroft, Anna Njarlangattil, Nicole Minnett, Asia Hollingsworth, Sarah Tuszinski, and Ryan Perlus) *for* students in these programs. It is intended to aid students pursuing a health professional career by exposing them to various health professional roles. Furthermore, it will help to prepare students for education and practice in the evolving healthcare system and introduce concepts that will help them to understand how to be effective as part of an interprofessional team. This course is excellent preparation for any aspiring health professional prior to entering a professional program. Diverse methods of evaluation and teaching will be used, including online learning and small group discussion.

COURSE OBJECTIVES

Students will:

- explore and gain an understanding of the roles of select health professionals
- acquire an understanding of how interprofessional healthcare teams develop and function. Additionally, they will actively reflect on and evaluate their own skills and abilities within a team setting
- examine their preconceived attitudes and perspectives on healthcare and how these notions fit into the context of our current health care system and patient-centred practice

- develop the skills to communicate effectively in a team environment and with patients/clients in order to prepare the student for study in a healthcare professional program

COURSE CONTENT

WEEK	WEEKLY FOCUS
1	<p>Introduction to <i>Interprofessional Education (IPE)</i> and <i>Interprofessional Collaborative Practice (IPCP)</i> and Today's Health Care System</p> <ul style="list-style-type: none"> • What is IPE/IPCP and why is it being advocated? • Current movement towards IPCP in the health care system • Learner preconceived beliefs and ideas about health and social care professions • Introduction to Team Charter Development
2	<p>Introduction to Health and Social Care Professions</p> <ul style="list-style-type: none"> • Overview of 12 health and social care professions • Conditions leading to health professionals forming teams • Introduction to Interview Project
3	<p>The Role of the Patient/Client in Care</p> <ul style="list-style-type: none"> • Models of Care • Cultural influences on role assumption • Development of trust between patients/clients and health professionals
4	<p>Effective Communication</p> <ul style="list-style-type: none"> • Steps to effective communication in teams • Setting ground rules for communication within teams • Adapting communication to the audience • Interview assignment due by Sunday at midnight
5	<p>Teams</p> <ul style="list-style-type: none"> • Team leadership and team dynamics • Building an effective team
6	<p>Decision Making</p> <ul style="list-style-type: none"> • Role of leaders in a group • Negotiation to reach a plan • Involving the patient/client in the team
7	<p>Power and Hierarchy</p>

	<ul style="list-style-type: none"> • What are the effects of unequal power within teams? • Barriers and enablers to effective team collaboration • Overcoming stereotyped health system hierarchies
8	<p>Conflict Resolution</p> <ul style="list-style-type: none"> • Types of conflict that occur in the health system • Steps to creating team agreements in addressing conflicts • Conflict resolution strategies • Introduction of Video Analysis Project
9	<p>Time to work on Video Analysis – no new course content</p> <ul style="list-style-type: none"> • Video analysis assignment due by Sunday at midnight
10	<p>Community Public Education and Health Literacy</p> <ul style="list-style-type: none"> • Health promotion within teams • Preventative education by teams • Addressing teamwork when client is the community • Providing education to individuals that have varying levels of health literacy • Public communication: marketing an interprofessional message
11	<p>Teams in Rural and Aboriginal Health</p> <ul style="list-style-type: none"> • Health need variances from rural to urban environments • IPE teams in rural settings • Working within aboriginal settings
12	<p>Current Research, Advocacy and Summary</p> <ul style="list-style-type: none"> • Review and summarize the important concepts in the course • Examine some current IPE-PCP research and advocacy groups • Reflection paper due by Sunday at midnight

COURSE MATERIALS

The course content and all materials used in this course are contained within or linked to the course site in OWL. There are no prescribed textbooks for this course. Students are encouraged to learn from each other and from individual exploration using the readings as starting points. Readings are available online and article references or links will be provided. In some cases, students will need to use Western Library's online journal database in order to access the journal articles. For certain sections specific readings are provided, but students are encouraged to conduct their own research to find additional information.

EVALUATION

The following weightings will be used to distribute course grades:

Discussion Forum Participation	30%
Interview Paper	25%
Video Analysis Presentation	30%
End of Course Reflection	15%

Course Assignments/Grading

Assignments will be submitted through the Drop Box tab in the course site. Late assignments will be docked 5% per day (Eg. An assignment handed in up until midnight the day after it is due will be docked 5%; an assignment handed in up until midnight on the second day after it is due will be docked 10%, etc.) Exceptions may be made in extenuating circumstances such as acute illness or personal emergencies at the discretion of the instructor.

Discussion Forums (30%):

Students will be organized into discussion teams. The teams will engage in online discussion of topics/prompts posted at the start of each week and each student will be responsible for monitoring the forum and answering questions. Each week, a student will be the designated discussion leader for their team. This will involve ensuring that the discussion for each question gets started early in the week, moderating the discussions as they unfold, and summarizing them at the end of the week. Grading for these forum discussions is based on the submission of a minimum of three quality posts per week (Monday to mid-night on Sunday), distributed over the week (ie. The posts can not all be made on the same day, as discussion requires ongoing monitoring and responding to other student posts). The prompts are linked to an issue or issues discussed in that week's material and will provide an opportunity for students to: (1) apply newly acquired knowledge, (2) delve into an issue in greater depth, or (3) share experiences with other students. Students will be graded on involvement and contribution to the discussion forum and on their turn at leading the team discussion (see marking rubric for more details).

Interview Paper (25%):

Students will be given the opportunity to schedule a twenty to thirty minute interview with a healthcare provider within the London community. Students are expected to choose a health profession that they know little about and to prepare for the interview beforehand in order to make complete use of the time scheduled. The aim of this assignment is to help students develop their reflective skills and to acquire knowledge of the role of a health or social care profession. You will be required to write a 1500 word paper, which reflects on your participation in the interview. The paper should focus on: (1) the role of the specific health care profession within the context of the current healthcare system and interprofessional practice, (2) your reactions and responses to the practice of the professional, and (3)

how this knowledge compares to the student's aspired future health profession. Papers should be written in first person. More details will be provided during Week 2.

Video Analysis (30%):

A central theme in this course is the importance of working in teams. To allow students to practice working and learning in teams, students will be assigned to small groups to construct an analysis of the video team's performance as an interprofessional patient-centred collaborative team. Topics will relate to content covered in the course thus far, including communication, decision-making, the role of the patient/client in care, conflict resolution, and power and hierarchy. This assignment consists of two parts. Part 1: Groups will develop their presentation and Part 2: Two group's presentations will be released onto OWL during weeks 10 to 12. All students will be expected to make a minimum of one post (a thoughtful question or comment) on each presentation. The presenting group of students will serve as facilitators for the discussion forum. The overall group presentation is worth 30% of the final grade (25% towards the presentation and 5% for Q/A participation). More details will be provided during Week 8.

End Of Course Reflection (15%):

The purpose of this final assignment is to allow students to review and summarize materials learned in the course. Students are required to write a 1000 word essay to convince a pre-professional of the benefits of IPE in today's healthcare system using materials from the course. It may be helpful to use personal experiences in the essay. The essay should include a reflection addressing any changes in your perceptions and attitudes towards interprofessional patient-centred collaborative practice as a result of this course. As this is the final assessment, you will be required to complete this assignment to receive a passing grade in this course.

ADDITIONAL STATEMENTS

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit <http://www.uwo.ca/univsec/board/code.pdf>.

English Proficiency for the Assignment of Grades

Visit the website <http://www.uwo.ca/univsec/handbook/exam/english.pdf>.

Accommodation for Medical Illness or Non-Medical Absences

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm>.

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counselling Office for what documentation is needed.

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to the appropriate Academic Counselling Office of the student's Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf .

Additionally, all required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Support Services

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>