**Interprofessional Education and Comprehensive Systems Health**(abbreviated: Interprof Ed & Com Sys Hlth) HCR/CRD 494 (iCourse, 1 credit hour)

Fall (Session C - 15 weeks)

# **Faculty Information**

**Name:** Liz Harrell, DNP, PMHNP-BC
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**Office hours:**Arranged via email

# **Course Information**

## **Course Overview**

The community-engaged experiential learning course integrates students into comprehensive systems health and interprofessional education through the creation of team-based community impact projects with vulnerable populations. Students refine their professional practice and leadership skills as they integrate interprofessional competencies.

## **Prerequisites**

HCR/CRD 494 Interprofessional Education & Community Health course or HCR/CRD 494 Interprofessional Education & Complex Health course, or permission of the course faculty. Course faculty permission to enroll is required for non-health professions majors.

**Notes**

Successful completion of Student Health Outreach for Wellness (SHOW) application and documentation of health and safety preparedness. Preliminary paperwork located on Canvas course shell. Submit paperwork prior to the first day of class.

**Meeting Information**

 Seminar Meeting Location: Zoom Link

 Seminar Meeting Time: TBD via poll (dependent on individual availability)

Online Meeting Time: asynchronous

Experiential Learning Location: varies, based on community partner assignment

Experiential Learning Time: TBD

##

## **Learning Objectives - Course Goals**

At the completion of this course,

1. students will be able to discuss and apply the four IPEC Core Competencies (values/ethics, roles/responsibilities, communication, and teamwork) in a community-engaged learning environment.
2. students will be able to understand and discuss the implications of social determinants of health on community well-being.
3. students will be able to understand and discuss differences and disparities of health and healthcare in healthcare delivery systems.
4. students will be able to apply leadership capabilities with a collaborative team in the delivery of community impact projects.

## **Course Learning Outcomes**

At the completion of this course, the student will be able to:

1. *Integrates* cultural and individual differences among vulnerable populations through the delivery of interprofessional team-based community health services/solutions.
2. *Leverage* knowledge of one's own role and those of others to design and implement activity-based intervention to address the health needs and promote well-being among vulnerable populations.
3. *Leads* communication techniques to responsibly and collaboratively support the health and social needs of individuals in the community.
4. *Manage* a team to work collaboratively and optimally to support the health and social needs of individuals in the community. .
5. *Analyze* individual and population-based perspectives in the delivery of comprehensive systems health delivery and interprofessional team-based care.
6. *Create* solution to inequities in neighborhood conditions, resources, education, income, and socio-political climate affect health outcomes and health disparities
7. *Negotiates* multiple disciplinary perspectives to lead collaborative strategies to optimize client outcomes in complex systems.

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# **Alignments**

**1**[Core Competencies for Interprofessional Collaborative Practice](https://nebula.wsimg.com/2f68a39520b03336b41038c370497473?AccessKeyId=DC06780E69ED19E2B3A5&disposition=0&alloworigin=1) (IPEC®, 2016 Update)

**2**Leading Interprofessionally: Essential Competencies© (Saewert, 2017)

|  |  |
| --- | --- |
| *Integrates* cultural and individual differences among vulnerable populations through the delivery of interprofessional team-based community health services. | **1Values/Ethics for Interprofessional Practice (VE)**: Work with individuals of other professions to maintain a climate of mutual respect and shared values.sub competencies: V1, V5, V7, V8, V9 |
| *Leverage* knowledge of one's own role and those of others to design and implement activity-based intervention to address the health needs and promote well-being among vulnerable populations.  | **1Roles/Responsibilities (RR)**: Use the knowledge of one’s own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations. sub competencies: RR-3, RR-5, RR-7, RR-8, RR-9 |
| *Leads* communication techniques to responsibly and collaboratively support the health and social needs of individuals in the community.  | **1Interprofessional Communication (CC)**: Communicating with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease. sub competencies: CC-2, CC-3, CC-4, CC-5, CC-6, CC-7 |
| *Manage* a team to work collaboratively and optimally to support the health and social needs of individuals in the community.  | **1Teams and Teamwork (TT)**: Applying relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/ population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable. sub competencies: TT-1, TT-3, TT-4, TT-5, TT-7, TT-8, TT-9, TT-10 |
| *Analyze* individual and population-based perspectives in the delivery of complex health interprofessional team-based care. | **Social Determinants of Health**: Factors (biological, socioeconomic, psychosocial, behavioral, or social) that contribute to a person’s current state of health. |
| *Create* solution to inequities in neighborhood conditions, resources, education, income, and socio-political climate affect health outcomes and health disparities | **Health and Health Care Disparities**: Differences/ disparities in health and health care between populations that occur across many dimensions (race/ethnicity, socioeconomic status, age, location, gender, disability status, and sexual orientation. |
| *Negotiates* multiple disciplinary perspectives to lead collaborative strategies to optimize client outcomes in complex systems. | **2Leading Interprofessionally (LI)**:Cultivate a leadership identity that includes interprofessionalism and promotes the investment of self, others and teams as collaborative partners in team-based care to optimize outcomes for patients, families, communities and populations. sub competencies: LI-1, LI-2, LI-4, LI-6, LI-7, LI-8, LI-10, LI-14 |

# **Course Materials**

## **Required Materials**

SHOW T- Shirt and identification badge

## **Optional Materials**

Health profession tools and materials for service delivery, if applicable.

# **General Topic Schedule**

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| --- | --- | --- | --- |
| **Week** | **Topics/Lessons** | **Learning Activity & Content** | **Assignment** |
| Week 0 | Role & Responsibilities | Course Orientation & Preparation* Health and safety requirements
* Etiquette and dress code
* HIPAA and confidentiality
 | Preliminary Paperwork |
| Week 1 | Values & Ethics | Community/Organizational Needs Assessment Design Thinking | Begin Project Draft |
| Week 2 | Roles & Responsibilities  | Ethical Decision Making in Practice | Team Charter |
| Week 3 | Communication | Orientation to community/ organizational partnerSocial mission | Meet with Mentor |
| Week 4-6 | Values & Ethics | Analyse current systems affecting health care outcomes  | Project Development |
| Week 7 | Values & Ethics | Integrate Health Outcomes to Existing HC Systems  | SDOH and H&HD Reflection |
| Week 8 | Roles & Responsibilities  | Develop Project Draft | Project Statement |
| Week 9 | Teams & Teamwork | World Café* Large group reflection and brainstorm session
* Student wellness activity
 | Team Charter  |
| Week 10 | Communication | Critical Dialogue | Impact Project Outline |
| Week 11 | Teams & Teamwork | Create Solutions | Project Implementation |
| Week 12 | Teams & Teamwork | Create Solutions | Project Implementation |
| Week 13 | Team & Teamwork | Create Solutions | Teamwork Competencies Reflection  |
| Week 14 | CommunicationTeam & Teamwork | Community Partner and Class Presentation | Project Completion & Outcomes |
| Week 15 | Leads Interprofessionally | Leadership ReflectionIntegrates community-based system solutions | Impact Project & Synthesis Reflection |

*Note: Topic schedule subject to change.*

# **Course Grading**

## **Methods of Instruction**

This course uses Canvas**™** for the facilitation of communication between faculty and students, submission of assignments, and posting of grades. The course site can be accessed at [http://my.asu.edu](http://my.asu.edu/) or https://asu.instructure.com/.

Methods of instruction include online collaborative learning, seminars, course readings, synchronous and asynchronous discussions, individual and group activities, e-learning modules, reflection, presentations/symposia, and case-based learning.

## **Methods of Evaluation**

Methods of evaluation include team evaluation of the team charter, project proposal, and symposia presentations. .

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| --- | --- | --- |
| Assignment | Week(s) Assigned | Points |
| Project Statement (team evaluation) | Week 8 | 100 |
| Team Charter (team evaluation) | Week 9 | 250 |
| Reflections (individual evaluations) | Weeks 7, 13 & 15 | 150 |
| Impact Project Outline (team evaluation) | Week 10 | 200 |
| Impact Project Presentation (team evaluation) | Week 14 | 300 |
| **Total Points** |  | **1000** |

## **Description of Assessments:**

Team Charter
Constructing a team charter provides students with an opportunity to begin to build a foundation for trusting relationships, practice communication tools, and techniques with peer team members, and share passion for one's chosen profession and the interprofessional team's work. Once the Team Charter is complete, it serves as a working document to guide the student team's practices. This document will guide team debrief sessions, can be updated as needed, and/or help communicate to others about team processes.

Impact Project Proposal
In this assignment, students will outline a project proposal aimed at creating health care delivery/organization system improvements for vulnerable populations. The project outline will include:

1. Organizational partner
2. Project idea
3. “Evidence” to support needing the change
4. Implementation outline
5. Outcome measures/deliverables

## **Grading**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Percentage** | **Points Range** |
| **A** | 90 – 100% | 800 – 1000 |
| **B** | 80 – 89% | 600 – 799 |
| **C** | 70 – 79% | 400 – 599 |
| **D** | 60 – 69% | 200 – 399 |
| **E/F** | 59% and below | 199 and below |

## **Grading Procedure**

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within 48 hours of the due date via the Grades tab in Canvas.

# **Course Policies & Procedures**

## **Technology Enhanced Course**

This is an iCourse that requires attendance via online meetings and utilization of other online resources.

## **Communicating With the Instructor**

This course uses a Canvas™ discussion board called "Q & A Forum" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 48 hours.

## **Email and Internet**

ASU email is an official means of communication among students, faculty, and staff (<http://www.asu.edu/aad/manuals/ssm/ssm107-03.html>). Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

***All instructor correspondence will be sent to your ASU email account.***

## **Campus Network or Canvas™ Outage**

When access to Canvas™ is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59 p.m. Arizona Mountain Standard Time [MST]).

If an outage occurs, it is expected that you will confirm that the outage is with the University and not your local internet service provider. To monitor the status of campus networks and services, please visit the System Health Portal (<https://uto.asu.edu/system-health>). If a system-wide ASU outage is NOT listed, you are responsible for contacting the ASU Help Desk to report and troubleshoot the issue. By contacting the help desk, a request case number will be created for you, which serves as an important documentation of your attempt to resolve any technical problems in a timely fashion. You may be required to forward this documentation to your instructor.

## **Course Time Commitment**

## This one-credit course requires approximately 45 hours of work. Please expect to spend 3 hours each week in coursework, completing homework, and preparing for the experiential learning.

## **Absence policy**

## Students who are absent during the seminars or do not have completed hourly logs will not pass the course.

## **Attendance**

## Attendance and active engagement is mandatory at seminars and experience reflections. Any planned absences or issues affecting timeliness or attendance must be communicated to the instructor in writing (email) no later than one week prior. Students who are absent during the seminars or community engaged learning experience do not get credit for the assignment that week. **Additionally, students will need to submit SHOW hour logs to total 45 hours of experiential learning for the semester. Experiential learning hours are all hours spent completing project related activities.**

## **Late or Missed Assignments**

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard Time [MST]) are firm. Please follow the appropriate University policies to request an accommodation for religious practices (<http://www.asu.edu/aad/manuals/acd/acd304-04.html>) or to accommodate a missed assignment due to University-sanctioned activities (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>).

## **Submitting Assignments**

All assignments, unless otherwise announced, MUST be submitted to the designated area of Canvas™. Do not submit an assignment via other methods unless specifically directed.

## **Drop and Add Dates/Withdrawals**

This course adheres to a set schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course (<https://students.asu.edu/academic-calendar>). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies:

* Withdrawal from Classes (<http://www.asu.edu/aad/manuals/ssm/ssm201-08.html>)
* Medical/Compassionate Withdrawal (<http://www.asu.edu/aad/manuals/ssm/ssm201-09.html>)
* Grade of Incomplete (<http://www.asu.edu/aad/manuals/ssm/ssm203-09.html>)

## **Grade Appeals**

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades (<https://catalog.asu.edu/appeal>).

## **Student Conduct and Academic Integrity**

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (<http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>), Computer, Internet, and Electronic Communications policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>), ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity> and <https://provost.asu.edu/node/20>) , and outlined by the Office of Student Rights & Responsibilities (<https://eoss.asu.edu/dos/srr>). Anyone in violation of these policies is subject to sanctions.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Students are entitled to receive instruction free from interference by other members of the class (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>). An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (<http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

If a student should deem any part of the course content offensive, this should be brought to the attention of the instructor, or alternatively, to the unit chair or director via email. Communication should include reference to the course information and specific offensive content.

The Office of Student Rights and Responsibilities accepts incident reports (<https://eoss.asu.edu/dos/srr/filingreport>) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

## **Title IX Statement**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

## **Academic Unit Policies and Procedures**

Students are expected to adhere to the policies and guidelines of their home academic unit.

## **Prohibition of Commercial Note Taking Services**

In accordance with ACD 304-06 Commercial Note Taking Services (<http://www.asu.edu/aad/manuals/acd/acd304-06.html>), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker’s name as well as the instructor's name, the course number, and the date.

## **Course Evaluation**

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

## **Syllabus Disclaimer**

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Syllabus Template Version 2.5

# **Accessibility Statement**

**Disability Accommodations**: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

**Establishing Eligibility for Disability Accommodations**: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center, campus-specific location and contact information (<https://eoss.asu.edu/drc/contactus>) can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the DRC website (<http://eoss.asu.edu/drc>) for eligibility and documentation policies.

Email: DRC@asu.edu
DRC Phone: (480) 965-1234
DRC FAX: (480) 965-0441

# **Technical Requirements & Support**

## **Computer Requirements**

This course requires Internet access and the following:

* A web browser. Please use only Google Chrome (<https://www.google.com/chrome>) or Mozilla Firefox (<http://www.mozilla.org/en-US/firefox/new/>)
* Adobe Acrobat Reader (<http://get.adobe.com/reader/>)
* Adobe Flash Player (<http://get.adobe.com/flashplayer/>)
* Microphone (optional) and speaker

## **Computer Skills Requirements**

It is expected that you will be able to do at least the following tasks on a computer:

* Use the Canvas by Instructure™ Learning Management System (see <https://community.canvaslms.com/docs/DOC-10701> for assistance)
* Using ASU email
* Creating and submitting files in commonly used word processing program formats (specifically Microsoft Word)
* Copying and pasting text
* Downloading and installing software
* Using spreadsheet programs (specifically Microsoft Excel)
* Using presentation and graphic programs

## **Technical Support**

This course uses Canvas by Instructure™ to deliver course content. It can be accessed through MyASU at [http://my.asu.edu](http://my.asu.edu/) or the Canvas™ home page at <http://asu.instructure.com/>.

To monitor the status of campus networks and services, visit the System Health Portal at <https://uto.asu.edu/system-health> or via Twitter by following @ASUOutages.

To contact the help desk you have two options:

* Website: assessed through the MyASU Service Center at <http://my.asu.edu/service>
* Chat: assessed through the MyASU Service Center at <http://my.asu.edu/service>
* Call toll-free at 1-855-278-5080