

**HCR 494 Interprofessional Education and Complex Health**

(abbreviated: Interprof Ed & Complex Hlth)

HCR 472 (hybrid format, 3 credit hours)

Fall (Session C- 15 weeks)
August 20 - December 4, 2020

# **Faculty Information**

**Name:** Liz Harrell, DNP, PMHNP-BC
**Office:** Health North, 201D
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**Office hours:**Arranged via email

# **Course Information**

## **Course Number**

HCR 472

## **Course Title**

Interprofessional Education & Complex Health (Immersion)

## **Credit Hours**

3 Credit Hours

## **Course Modality**

Hybrid

## **Course Meeting Information**

 Face-to-Face Location: ASU HEALab: 120 E. Taylor Street, Phoenix, AZ 85004

 Face-to-Face Meeting Time: Monday, 3:00 p.m. - 5:00 p.m.

Online Meeting Time: Asynchronous

Experiential Learning Location: Pre-approved placement site

Experiential Learning Hours: Individually arranged/negotiated

## **Prerequisites**

HCR471 Interprofessional Education & Community Health [Infusion] Course or permission of the course faculty. If you have not taken 471, students need permission from 472 course faculty.

**Note**

Student affiliation with ASU, NAU, or UA. Successful completion of Student Health Outreach for Wellness (SHOW) application and documentation of health and safety prerequisites. Preliminary paperwork located on Canvas course shell. Submit paperwork prior to the first day of class.

## **Course Description**

Complex health community-based experiential learning with *immersive* “real world” learning opportunities. Dedicate hours at pre-approved placement sites serving a community. Apply new (and advance prior) complex health knowledge and skills. Benefit from an expanded scope of supervised practice experience while providing targeted complex health interventions that address health and health care disparity needs, improve care quality, and reduce care costs for individuals, families, communities, and/or populations with complex health needs. Practice values and ethics, communication, roles and responsibilities, teams and teamwork, and leadership competencies essential for interprofessional collaborative practice and team-based care. Online and in-person collaborative learning includes: seminars, course readings, discussions, and reflection assignments to facilitate critical thinking and a deeper understanding of the delivery of complex health interprofessional team-based care in the community.

## **Course Goals**

## At the completion of this course:

* Students will gain understanding of the role of interprofessional collaborative practice in a community-based experiential-learning environment.
* Students will study interplays between social determinants of health and health and healthcare disparities on health outcomes.
* Students will engage in experiential, evidence-based practices to improve the health and wellbeing of vulnerable populations.

## **Course Learning Outcomes**

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

1. *Demonstrate* respect for cultural and individual differences in the delivery of complex health interprofessional team-based care.
2. *Communicate* clearly about one's roles and responsibilities to patients, families, community members, and other professionals.
3. Leverage knowledge of one's own role and those of others to assess and address the complex health needs of individuals, families, communities, and/or populations.
4. *Reflect* on one's progress in developing team-based knowledge, values/attitudes, and skills essential to collaborative team-based practice.
5. *Differentiate* individual- and population-based perspectives in the delivery of complex health interprofessional team-based care.
6. *Examine* the causes and impact of health and health care disparities on clinical prevention and population health.
7. *Express* passion for one's own profession and for the intent of a team's work.

# **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)

|  |  |
| --- | --- |
| *Demonstrate* respect for cultural and individual differences in the delivery of complex health interprofessional team-based care. | **1Values/Ethics for Interprofessional Practice (VE)**: Working with individuals of other professions to maintain a climate of mutual respect and shared values.Subcompetencies: VE2, VE3, VE4, VE6, VE9 |
| *Communicate* early about one's roles and responsibilities to patients, families, community members, and other professionals. | **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. Subcompetencies: CC4, CC5, CC6, CC7 |
| *Leverage* knowledge of one's own role and those of others to assess and address the complex health needs of individuals, families, communities, and/or populations. | **1Roles/Responsibilities (RR)**: Using 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. Subcompetencies: RR1, RR2, RR3, RR4, RR6 |
| *Reflect* on one's progress in developing team-based knowledge, values/attitudes, and skills essential to collaborative team-based practice. | **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. Subcompetencies: TT1, TT2, TT3, TT5, TT6, TT8 |
| *Differentiate* 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. |
| *Examine* the causes and impact of health and health care disparities on clinical prevention and population health. | **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. |
| *Express* passion for one's own profession and for the intent of a team's work. | **2Leading Interprofessionally (LI)**:Cultivating 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. Subcompetencies: LI3, LI9, LI15 |

# **Course Materials**

## **Required Materials**

SHOW T-Shirt & ID Badge - $25.00 due prior to first experiential learning activity.

## **Optional Materials**

Health profession tools and materials for service delivery, such as discipline health specific assessment tools (stethoscope, pen light, reflex hammer, etc.).

# **General Topic Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topics/Lessons** | **Activities** | **Assignments** |
| **Week 1** | Orientation/ Team Socialization | * Onboarding (e.g., immunizations, certifications, etc.)
 | * All onboarding assignments
 |
| **Week 2** | Team Socialization | * Health System Tracker Reading
* eLearning Module
* Teams Toolkit
 | * Discussion Forum 1- Homelessness and SDoH
 |
| **Week 3** | Team Socialization | * 7 Components & SHOW Team Charter Readings
 | * Discussion Form 2- Impact of SDoH
* Initiate a Team Charter
 |
| **Week 4** | Population Health | * View videos
* View site orientation
* Readings
 | * Field Logs
* Discussion Forum 3- Evidence Based Practices Targeting Health Disparities
 |
| **Week 5** | Population Health | * Readings
* Site Orientation
 | * Field Logs
* Continue Team Charter Development
 |
| **Week 6** | Population Health | * Readings
* View videos
* Site Orientation cont.
 | * Field Logs
* Discussion Forum 4- Racial Impacts on Health
 |
| **Week 7** | Communication (Intervention I) | * Readings
* Briefing (DSB)
 | * Field Logs
* Complete Team Charter
 |
| **Week 8** | Communication (Intervention I) | * Motivational Interviewing
* MITI Assessment
* ISBAR
 | * Field Logs
* Reading (s)
* MI Process Recording
* ISBAR Tool
 |
| **Week 9** | Communication (Intervention I) | * ACE Questionnaire
* Briefing (DSB)
* Reading (s)
 | * Field Logs
* Reflection 1- Deaths of Despair
* Reflection 2 - ACEs
 |
| **Week 10** | Intervention II  | * Review Substance Use Powerpoint
* Review, Can We Live Longer, Powerpoint.
 | * Field Logs
* Substance Stigma Survey
 |
| **Week 11** | Intervention II  | * Group Activity
* Reading (s)
* Explore SHOW Resource Book
 | * Field Logs
* Explore the Self Sufficiency Matrix
 |
| **Week 12** | Intervention II | * Reading (s)
 | * Field Logs
* Discussion Forum 5- Downward Spiral
 |
| **Week 13** | Concept Integration | * In Class Activities
* Group Activity
 | * Work on Presentations
* Listen to WIHI Podcast
 |
| **Week 14** | Concept Integration | * Reading (s)
 | * Work on Presentations
* Discussion Forum 6- SDoH Categorization
 |
| **Week 15** | Integration of Concepts - Symposium | * Final Presentations
 | * Post Experience Reflection
* Discussion Forum 7 - WIHI New Models of Health Care
* Team Huddle Competency Checklist
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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 <https://my.asu.edu> or <https://canvas.asu.edu>.

Methods of instruction include online and in-person 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 course seminar attendance and participation, academic critical reflection (individual and peer response asynchronous discussion board postings), experiential learning, and symposia presentations.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment Type** | **Assignment** | **Points** | **Overall**  |
| Experiential Learning (EL) | EL Hours (9) | Pass/Fail |  |
| Seminar (S) and Module (M)*Seminar Time and Location:* *ASU HEALab* *3:00 p.m. - 5:00 p.m.* | S1: Let's Get Started/Team Socialization* Date: TBD
* M0: Getting Ready
* MI: Team Socialization
 | 2.5 | **15** |
| S2: Population Health* Date: TBD
* M2: Population health
 | 2.5 |
| S3: Communication - Intervention I* Date: TBD
* M3: Communication - Intervention I
 | 2.5 |
| S4: Intervention II* Date: TBD
* M4: Intervention II
 | 2.5 |
| S5: Concept Integration * Date: TBD
* M5: Concept Integration
 | 2.5 |
| S6: Post-Experience Learning Symposium* Date: TBD
* Presentations
 | 2.5 |
| Academic Critical Reflection (CR) Series, Discussion Forums (DF), Reflections (R) IPP Tools (IPT) *and* Experiential Learning (EL) Logs | DF1: Homelessness and Social Determinants of Health | 5 | **35** |
| DF2: Impact of Social Determinants of Health on Health Quality Measures  | 5 |
| DF3: Evidenced Based Practice Targeting Health Disparities  | 5 |
| DF4: Racial Impacts on Health (RWJF) | 5 |
| DF5: Downward Spiral | 5 |
| DF6: SDoH Categorization  | 5 |
| DF7: WIHI New Models of Health Care | 5 |
| R1: Deaths of Despair  | 5 | **25** |
| R2: ACEs | 5 |
| R3: MI Process Recording/MITI Assessment | 15 |
| CR1: EL Field Log  | Pass/Fail |  |
| CR2: EL Field Log  |
| CR3: EL Field Log |
| IPT1: Team Charter | 15 | **25** |
| IPT2: ISBAR Tool | 5 |
| IPT3: Team Huddle Competency Checklist | 5 |
| Symposia Presentations (SP)*Seminar Time and Location:* *ASU HEALab* *3:00 p.m. - 5:00 p.m.* | SP: Post-Experience Learning Symposium* Date: TBA
 | 15 | **15** |

## **Description of Assessments**

**Experiential Learning Hours:** Each student is required to complete 9 hours of experiential learning activities at a pre-approved placement site.

* Each student must complete their assigned team hours at a pre-approved placement site.
* Experiential learning hours must be completed during the semester. Hours completed prior to the 1st day of class or after the experiential learning hour deadline **will not** count.

**Seminar Attendance and Participation:** Students are expected to attend and actively participate in *all* scheduled course seminars.

**Academic Critical Reflection (CR) Assignments:** Series of asynchronous assignments that require students to make connections between assigned readings, course modules, seminar activities, and/or other materials with course topics and experiential learning experiences.

* **Experiential Learning Logs:**A experiential learning log must be completed for each experiential activity session.
	+ There will be a total of three field logs that will be due two days after your assigned experience date at 11:59 p.m. (e.g., If your team is scheduled on Sept. 7th, your field log will be due on Sept. 9th). (see [**Submitting Assignments**](#kix.t10cwtnpfqxb))
	+ Information must include:
		- Date, day and time of experiential learning hours, and
		- Detailed description of the experiential learning activities completed.
	+ If no experiential learning hours are completed, students must submit a zero-hour log that includes the reason(s) why experience was not completed.
	+ Completion of less than 100% (9 hours) will result in automatic course failure.
* **Post-Experience Reflection (Final Presentation):** Students are required to complete both an individual and team reflection.
* **Discussion Forums (DF):** Students are required to participate and promote debate in seven discussion forums, related to social determinants of health and homelessness, throughout the semester (please see Canvas for due dates).
	+ DF1: Homelessness and Social Determinants of Health
	+ DF2: Impact of Social Determinants of Health (SDoH) on Health Quality Measures
	+ DF3: Evidenced Based Practice Targeting Health Disparities
	+ DF4: Racial Impacts on Health (RWJF)
	+ DF5: Downward Spiral
	+ DF6: SDoH Categorization
	+ DF7: WIHI New Models of Health Care
* **Interprofessional Practice Tools (IPT):** Students are required to evaluate their individual and team’s Interprofessional Practice competencies using practice tools.
	+ IPT1: Team Charter
	+ IPT2: ISBAR Tool
	+ IPT3: Team Huddle Competency Checklist
* **Reflections:** Students are required to reflect on how substance use and childhood trauma impact health outcomes. In addition, reflections will include students' own bias and communication/intervention style.
	+ R1: Deaths of Despair
	+ R2: ACEs
	+ R3: MI Process Recording

**Symposium Presentations:** Students are required to participate in one symposium style final presentation related to the experiential learning experience.

* Post-Experience Learning Symposium
	+ Date: TBA

## **Grading**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Percentage** | **Points Range** |
| **A** | 90 – 100% | 104-115 |
| **B** | 80 – 89% | 93-103 |
| **C** | 70 – 79% | 81-92 |
| **D** | 60 – 69% | 70-80 |
| **E/F** | 59% and below | 69 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 a face-to-face course that requires attendance in face-to-face meetings and utilization of online resources.

## **Communicating With the Instructor**

This course uses a Canvas™ discussion board called "Hallway Conversations" 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 or assigned TA. 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>). Instructor correspondence will be sent to your ASU email account or through the Canvas Conversations Inbox tool. Please ensure that your Canvas notification preferences are current at the beginning of each semester (for more information see [https://community.canvaslms.com/docs/DOC-10624-421271034](https://community.canvaslms.com/docs/DOC-10624-4212710344)4).

*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 and Canvas Inbox 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 three-credit course requires approximately 135 hours of work. Please expect to spend 2 hours in class on the scheduled seminars, 9 hours of direct care experience, and approximately 7.5 hours each week completing homework and preparing for the class time.

## **Absence policy**

## Students who are absent during the seminars or community engaged learning experience do not get credit for attendance.

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## **Attendance**

## Students who are absent during the seminars or community engaged learning experience do not get credit for attendance.

**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. The instructor is a mandated reporter and therefore obligated to report any information regarding alleged acts of sexual discrimination. 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 Canvas course site often.

Syllabus template Version 3.0

# **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 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 <https://canvas.asu.edu>.

To monitor the status of campus networks and services, visit the System Health Portal at <https://systemstatus.asu.edu> 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