

School of Public Health

Syllabus and Course Information



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

PubH 6920

Foundations of Interprofessional Professional Communication and Collaboration (FIPCC)

Fall 2015

Credits: 1

Dates and times: FIPCC face-to-face sessions are scheduled for six Friday afternoons, 1:30 – 3:30 PM. Dates: October 2, October 9, October 23, October 30, November 6, November 13

Meeting Place: Course Coordinators will send information to each student about their small-group facilitators and meeting place.

Course Director: Brian Sick, MD
drbsick@umn.edu

Course Owner: Aida Miles, MMSc, RDN, LD, FAND (Public Health Nutrition)
Miles081@umn.edu

Course Coordinators:

Heather Mead Kim
R664 Children's Rehab Building
hmead@umn.edu
612-624-4032

Erica King
R664 Children's Rehab Building
king0367@umn.edu
612-626-0575

I. Course Description

Foundations of Interprofessional Communication & Collaboration (FIPCC) is the first interprofessional course in Phase I of the 1Health curriculum. More than 1,000 health and health care students from allied health, dentistry, dietetics, medicine, nursing, pharmacy, psychology, public health, social work, and veterinary medicine will be enrolled in this course. The course will be given in interprofessional groups of approximately 6-8 students per small group, with a total of approximately 30-45 students in each large room. This course is delivered in a blended format, with facilitator led face-to-face discussions supported by online resources and pre-work that addresses the following topics:

- Roles and responsibilities
- Well-being
- Teams and teamwork
- Ethics and e-professionalism

- Health systems and interactions

II. Course Prerequisites

None

III. Course Goals and Objectives

1. Develop awareness for the diversity of expertise that underpins effective interprofessional collaborative teams. (IPEC core competency domain 2: Roles and Responsibilities)
2. Acquire an exposure to the positive and negative experiences of interactions and communication with patients, families, communities, and other health professions and their impact (IPEC core competency domain 3: Interprofessional Communication)
3. Establish basic concepts of effective teamwork across professions, given an understanding of the impact of communication (IPEC core competency domain 3: Teams and Teamwork)
4. Explore the emerging concept of interprofessional ethics and professionalism as an underpinning of interprofessional collaborative practice (IPEC core competency domain 1: Values/Ethics for Interprofessional Practice)
5. Reflect upon “live” health issues to highlight the four core competency areas to guide planning for matriculation in 1Health and own school curriculum

IV. Methods of Instruction and Work Expectations

Students are assigned to a small group of 6-8 interprofessional students. 5-6 small groups will be co-located in a room, with 1-2 faculty facilitator(s) and 0-1 student facilitator per room. Small groups are pre-assigned to a meeting room. Small group information including facilitator names and meeting room location is detailed for students within the 1Health data management system.

Student Expectations

This course will include a blend of face-to-face sessions with use of available online resources in the 1Health/FIPCC course detail in the 1Health data management system. For the face-to-face discussions students will participate in small-group interprofessional groups of approximately 5-8 students from schools and programs in the Academic Health Center, as well as large-group interprofessional groups of approximately 30-45 students. Session topics include: an exploration of the overall health care professions and their specific roles and responsibilities, the principles of communication and teamwork, professional ethics and decision making, provider self-care and wellbeing, and a look at healthcare systems and interactions - all centered around the interprofessional perspective.

Students' will be required to complete a self-assessment and a course evaluation in order to successfully complete this course. Data gathered will be de-identified for reporting purposes and will be used for scholarship, research and ongoing course development for future years.

Participating faculty and student facilitators will also be required to complete an evaluation as an integral aspect of their participation in the course.

Communication

Students are expected to use the 1Health data management system to access course information. All individual and full class communication will be through your University of Minnesota email account. It is a requirement of the course for students to check UMN email daily for course announcements and information. All course-related communications and updates will be sent from the fipcc@umn.edu email account.

Faculty Information

Students will be assigned to groups of approximately 5-8 students. Small groups will convene in large groups of 30-45 students, led by 1-2 faculty facilitator(s) and 0-1 student facilitator. Students will receive an email in mid-September from fipcc@umn.edu. This email will have information about how they can access their FIPCC group assignment and course information via the 1Health data management system. All facilitator, room and course assignments are available to students within the 1Health data management system.

Attendance

Attendance is required for all face-to-face sessions. Face to face sessions are scheduled on the following Friday afternoons from 1:30 – 3:30 PM: 10/2, 10/9, 10/23, 10/30, 11/6, and 11/13. Students are expected to come to the face-to-face sessions prepared to participate in the group discussions. Students are required to complete a final group project and present this to the group facilitator and other members of their group during the final face-to-face session on November 13.

If a student is unable to attend a session due to a medical or family emergency, they should contact their school/college Course Owner for an excused absence and notify their small group facilitator as well. Make-up assignments are established and require successful completion in order to pass the course. In the rare instance where a student would miss two of the face-to-face sessions, due to a medical or family emergency, make-up assignments are required and the student is required to attend a remediation session in December/January in order to successfully pass the course.

V. Course Text and Readings

All required reading and text is embedded into the FIPCC course detail provided in the 1Health data management system.

VI. Course Outline/Weekly Schedule

Weekly schedule will be posted on the FIPCC 1Health data management system.

VII. Evaluation and Grading

The assessment of students will be based on completion of assignments, attendance at face-to-face sessions, professionalism, participation in discussions and final group project and presentation, completion of any homework that was assigned for missed face-to-face sessions and completion of the self-assessment and course evaluation forms.

The grades will be Pass/Fail (S/N)

S Represents achievement that is satisfactory, which is equivalent to a C- or better.

Grade Disputes

Grade disputes will follow University and the student's school/college policies listed in the student handbook. All grade disputes must first be addressed by the 1Health team.

Remediation Policies

All student incompletes and failures are communicated to the student's FIPCC Course Owner and students will be required to attend a remediation session in December/January with the 1Health team to addresses incompletes and failures. Students who are required to attend remediation will be contacted by the 1Health team to schedule the remediation session date and time.

Make-up Exam Policies

There are no exams in this course.

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

Course Evaluation

Student feedback on the course and materials is very important. Each year, revisions have been made to improve the course based upon student feedback.

Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated

and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy - A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the

University. For additional information, please see:
<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:
<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:
<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or drc@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to

assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

The Office of Student Affairs at the University of Minnesota

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

Academic Freedom and Responsibility: for courses that do not involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

OR:

Academic Freedom and Responsibility, for courses that involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, (Dr Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

Student Academic Success Services (SASS): <http://www.sass.umn.edu>:

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

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