

Interprofessional Education and Collaboration I

Course Code: IPEC 300

Syllabus for Spring 2020

Credit load: one credit

Coordinators: Jocelyn DeJong jd16@aub.edu.lb and Angela Massouh, HSON, am50@aub.edu.lb

Course Description:

This is a required one-credit course for students in the senior year of nursing and final year of master's in public health. Students will be introduced to the philosophy of and learn necessary skills for interprofessional practice. The course is taught through case-studies on health topics where interprofessional collaboration is critical. Students will discuss cases together in small groups of students, moderated by a faculty member from one of the above professions. Course learning outcomes have been aligned with those of the relevant nursing and public health curriculum. The aim of the course is to prepare future health professionals to provide team-based health promotion and care with the common goal of building a safer and better patient-centered and community/population oriented health system.

Course Learning Outcomes:

By the end of this course students will be able to:

- 1) Describe the philosophy of interprofessional practice;
- 2) Describe the role of other professionals (particularly nursing and public health) and their roles and responsibilities in patient care and in the health of populations;
- 3) Explore methods of interprofessional collaboration with others;
- 4) Appreciate the relevance and impact of ethics in interprofessional practice;
- 5) Apply appropriate communication skills with team members, patients and individuals involved in patient care or health promotion;
- 6) Demonstrate shared leadership skills and team spirit when collaborating with other health team members.

Teaching Faculty:

Core faculty on this course will include faculty members from the Faculty of Health Sciences (public health) and the Hariri School of Nursing, who are specialists in the case study areas. For each case, a team consisting of one faculty member from each profession has developed the case material collaboratively. One faculty facilitator will facilitate the same group for the whole semester. Allocation to groups and to faculty facilitators is posted on Moodle.

Moodle

All key documents for the course are posted on Moodle to which all students and faculty involved in the course will have access. You will not receive messages via Moodle until you have signed into the course on Moodle, so please do that as soon as possible. Please post your picture on your profile so instructors and students can identify you.

Content:

The importance of collaborative learning and cooperation between the different professions to improve human health is the main theme throughout the course. Case studies address both individual and population-level perspectives on health and focus on topics that both nursing and public health professionals have a key role. The content is focused on how interprofessional learning may be developed sustainably.

The course will emphasize the following:

- Introduction to Interprofessional Education and its relationship to interprofessional practice and care
- Ethics and its role in interprofessional practice
- Roles and responsibilities of each healthcare team member and profession
- Communication
- Team and teamwork (team function)
- Leadership, conflict management and negotiation
- Health promotion

Timing of Sessions:

The sessions will take place from 12 to 2 pm on Mondays as follows:

	DATE	TOPIC	VENUE
Session One	Monday, February 10, 2020	Introduction to Interprofessional Education and Collaboration (plenary)	Nabil Boustany Auditorium, FHS
Session Two	Monday, February 24, 2020	Cardiac care/Smoking cessation/Tobacco control case study	Assigned classrooms
Session Three	Monday, March 2, 2020	Substance abuse case study	Assigned classrooms
Session Four	Monday, March 9, 2020	HIV testing case study	Assigned classrooms
Session Five	Monday, March 30, 2020	Care of the elderly case-study - role play	Assigned classrooms
Session Six	Monday, April 6, 2020	Final plenary- real-life examples of interprofessional practice in Lebanon	Nabil Boustany Auditorium, FHS

Course requirements

The course consists of six sessions – with the first and last in plenary, and the 4 middle sessions as case based small group discussions and role play. Attendance is required at all 6 sessions and will be taken. Please email your faculty facilitator with a cc to the course coordinator if you expect to be absent for a medical or other reason. If you do not submit an acceptable sufficient excuse, you will receive a 0 grade for the quiz and in-class work for that session.

Expectations of case-based group discussions:

- 1) Students will be expected to read all the readings for each case prior to the case-based discussion (readings available on Moodle).
- 2) A quiz will be conducted online during the first 15 minute of every case to ascertain all students have read the readings (quiz available on Moodle). Students should bring a computer, smartphone or tablet to complete the quiz.
- 3) Students will agree on the role of student moderator for the discussion, and this role will rotate each time;
- 4) Laptops, smartphones, and tablets may be used to access the internet for information during the sessions so long as it does not detract from participating in group discussion.

Quizzes will be administered online at the beginning of each session to ascertain that all students have read the case study material (for 40% of the total grade). Group discussions and role play will be the main form of assessment (for a total of 40% of the grade) and will be assessed by each group's moderator based on the level of each participant's contributions and the overall group dynamics and the extent of engagement in interprofessional discussion. Rubrics will be used to ensure that group facilitators assess students according to a uniform system. In addition, students will conduct a peer evaluation of their team members individually once during the course (10% of total grade).

Required Online Module

There is also an online module ALL students need to complete. This is available on the following link: <https://navigatinganoutbreakmodule.org/>. You will need to send a PDF of the completion certificate showing you have completed this online module and email it to the faculty coordinator for your group by the time of the last plenary session on April 6. If it is not submitted by that date, it will be considered as not having been completed.

This information is summarized below:

Evaluation criteria

Number	Form of Assessment	Percentage of total grade for course	To assess which learning objective of course:
1	Individual quiz on readings for each case	40%	1,3,4
2	Facilitator assessment of individual contribution to and group discussion	40%	2,4,5,6
3	Peer evaluation of members' contribution to discussion	10%	2,4,5,6
4	Completion of online module on interprofessional education (food poisoning outbreak) Note: DEADLINE April 6 to submit certificate	10%	1 - 6

Academic integrity:

Education is demanding and you need to properly manage your time. Do not hesitate to use the resources around you but do not cut corners. Cheating and plagiarism will not be tolerated. Please review the Student Code of Conduct in your handbook and familiarize yourself with definitions and penalties related to plagiarism. If you're in doubt about what constitutes plagiarism, ask your

instructor because it is your responsibility to know. The American University of Beirut has a strict anti-cheating and anti-plagiarism policy. Penalties include failing marks on the assignment in question, suspension or expulsion from University and a permanent mention of the disciplinary action in the student's records.

Special Needs:

AUB strives to make learning experiences as accessible as possible. If you anticipate or experience academic barriers due to a disability (including mental health, chronic or temporary medical conditions), please inform me immediately so that we can privately discuss options. In order to help establish reasonable accommodations and facilitate a smooth accommodations process, you are encouraged to contact the Accessible Education Office: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, 314

Non-Discrimination – Title IX – AUB

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. **To report an incident**, contact the University's Title IX Coordinator Trudi Hodges at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via EthicsPoint at www.aub.ethicspoint.com.

Readings:

Case study-related readings will be assigned by the authors of case studies and will be available on Moodle.

General optional readings on IPE:

Berwick, D. (2011). *Team-based competencies: Building a shared foundation for education and clinical practice*. Washington Plaza Hotel, Thomas Circle NW, Washington, D.C.

Frenk, J., Chen, L, Bhutta, Z., Cohen, J., Crisp, N., Evans, T., Fineberg, H., Garcia, P, Ke, Kelley, P., Kistnasamy, B., Meleis, A., Naylor, D., Pablos-Mendez, A., Reddy, S., Scrimshaw, S., Sepulveda, J, Serwadda, D and Zurayk, H. (2010) Health professionals for a new century: transforming education to strengthen health systems in an interdependent world. *Lancet* 376: 1923–58

Interprofessional Education Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel*. Washington, D.C.: Interprofessional Education Collaborative

Interprofessional Education Collaborative (2016) Core competencies for interprofessional collaborative practice: 2016 update.

Website of Interprofesional Education Collaborative - <https://www.ipecollaborative.org/>

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