

# **The University of Michigan Health-Science Schools**

**Dentistry (Dent 760)  
Medicine (MedAdmin 714)  
Nursing (HS 505)  
Pharmacy (Pharmacy 714)  
Social Work (SW 714)**

**Team-Based Clinical Decision Making  
(Interprofessional Education)**

**Winter 2017  
Syllabus**

## Instructional Staff

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Course Director

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\*Faculty leads for each school.

## **Faculty Office Hours:**

Office hours are by appointment only. Please directly contact individual faculty to set up an appointment. All course-related questions should be directed to the course director via email.

## **B. Course Information**

### **Course Crediting:**

2 credits

### **Class Meeting Days/Time:**

Wednesday 3:10pm – 5:00pm

### **Locations:**

Variable by week; see course schedule by group number

### **Course Description:**

This interprofessional course is designed for students in dentistry, medicine, nursing, pharmacy, and social work. The course allows health professional students to gain an understanding of how each discipline contributes to the healthcare team, the importance of effective communication, and the role of team collaboration to clinical decision making.

### **Course Goals:**

At the end of this course, students will be able to:

1. Define the unique roles that dentistry, medicine, nursing, pharmacy, and social work bring to the healthcare team.
2. Examine how differing viewpoints can affect patient-care decisions.
3. Recognize personal and team attributes that improve or compromise team effectiveness.
4. Develop team-based care plans for complex healthcare situations that synthesize available evidence and incorporate multiple perspectives (individual, family, providers).

**Course Structure:**

Teaching pedagogy will emphasize student learning in interdisciplinary teams. The format used for each module is based on the host unit's decisions regarding optimal technique for the learning objectives of the module. Team-based learning will be one of the techniques used.

Students will be assigned to one of five course groups, with students from each discipline evenly divided between the five groups in order to allow for each group to have interprofessional teams. Students will move through the semester in fixed interdisciplinary teams assigned at the beginning of the semester.

The class will operate in seven modules. The first and last modules will be taught at the same time for all students, covering the same content (see Course Schedule). Each of the other five modules is a standalone unit (one is not dependent on another). The order in which these five modules are completed will vary by group. Students will rotate through modules taught by interdisciplinary pairs of faculty located at each of the five schools.

**Pedagogy:**

The process of learning what each discipline is all about will not come from the faculty through formal teaching. Instead, it will come from you demonstrating your profession's role in team discussions about patient cases. These team interactions will also provide learning opportunities for teamwork skill development for future professional employment. While all of you have likely participated in teamwork throughout your education, for many this is the first time you will have the opportunity to represent the voice of your profession on an interprofessional team. Faculty will serve as facilitators of group discussions and will model ways in which specific cases could be managed.

**C. Course Materials****Course Pack:**

There will not be a printed course pack. All materials will be posted to Canvas and/or distributed to students in class. Materials for prework assignments will be posted to Canvas no later than 2 weeks prior to each class session.

**Course Website:**

Course information can be found on the Canvas site (IPE Team-Based Decisions W17). This course will use the modules feature in Canvas. Students access the course materials through links to each week's session on the schedule for their group assignment found on the Canvas home page. Please check the course site frequently for announcements, required readings, and other matters related to the course. Do not use the website to communicate with the course director or instructors regarding personal matters (e.g., sickness, absence from exam, etc.).

**Required Prework and Readings:**

All required prework and readings will be posted on Canvas at least 2 weeks before a given class session is scheduled. It is the responsibility of the student to check the website for updates, uploaded prework, and required readings posted by individual faculty.

**Course Assignments:**

This course is part of a research project that is assessing the impact of a large-scale interprofessional education (IPE) course on student awareness of the different professions and assessment of readiness to participate on interprofessional teams. Information learned from this course will help inform the development of other IPE courses on campus and refine this course to best meet student needs. The work you do in this class, all of which is part of the normal teaching process, will be analyzed for this project. No names or identifying details will be included in any presentation of the work. If you have questions or concerns about the way in which course assignments will be used for this research please contact Dr. Sweet ([gsweet@umich.edu](mailto:gsweet@umich.edu)). You can opt out of the reporting of class results if you choose.

## D. Course Schedule Overview\*

Group	Rotation 1* (weeks 1-2)	Rotation 2 (weeks 3-4)	Rotation 3 (weeks 5-6)	Rotation 4 (weeks 7-8)	Rotation 5 (weeks 9-10)	Rotation 6 (weeks 11-12)	Rotation 7 (week 13)
1	Roles and Teamwork	Dentistry	Medicine	Nursing	Pharmacy	Soc Work	IP Teams
2	Roles and Teamwork	Soc Work	Dentistry	Medicine	Nursing	Pharmacy	IP Teams
3	Roles and Teamwork	Pharmacy	Soc Work	Dentistry	Medicine	Nursing	IP Teams
4	Roles and Teamwork	Nursing	Pharmacy	Soc Work	Dentistry	Medicine	IP Teams
5	Roles and Teamwork	Medicine	Nursing	Pharmacy	Soc Work	Dentistry	IP Teams

**\*Note that the first day of class will be on Wednesday, January 11<sup>th</sup> in order to accommodate the semester schedule for all participating students. (Social Work students are required to attend the additional sessions that are part of SW714, which start on January 4<sup>th</sup>.)**

**E. Discipline-Specific Learning Objectives** (see Canvas site for all discipline-specific objectives)

## F. Class Expectations

**Academic integrity** – Students are expected to abide by their respective school's Code of Conduct as it relates to all aspects of academic integrity. This includes, but is not limited to, procedures expected of students while completing assignments and/or taking a quiz. Breach in academic integrity will result in a grade of zero for any implicated assignment or quiz.

**Assignments/Homework** – Prework will be required each week. Students are expected to adhere to directions, including whether individual or group work is expected on the assignments. Assignments as defined in the course schedule must be submitted by the defined due date. Late work will not be accepted and will receive a zero. Prework will take approximately one hour each week. There are no exams in this course. All grades come from the weekly prework and in-class assignments.

**Attendance/Class Participation** – The focus of the class is clinical decision making in interdisciplinary teams. As such, attendance and class participation are required; attendance will be taken. Absence from class for any reason will result in the loss of points tied to that class session unless a make-up assignment is submitted. Make-up assignments are only available to students who have an excused absence, based on the absence policy for their program. Make-up assignments must be submitted within one week of the missed class (before the next scheduled class period). Prework for any class session is due at the same time for all students, even if a student must be absent from class. Because team participation is an essential component of this course, students are allowed no more than two excused absences. Any missed assignments beyond this two-class limit will result in a loss of points for the course. Exceptions may be made by the lead faculty for each program in rare cases where students are required by their program to complete other program obligations scheduled at the same time as class.

**Professionalism** – Students are expected to abide by their respective school's Code of Conduct as it relates to all aspects of professionalism. This includes acting in a professional manner at all times, being on time and prepared for class, completing assigned class work, and refraining from disruptive behaviors during class.

**Resources for Student Well Being:** University of Michigan is committed to advancing the mental health and wellbeing of its students, while acknowledging that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impact students' academic performance. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see

[www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources). For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth/>.

**Questions/Concerns** – Students should direct questions about class topics or assignments to the faculty teaching the module. Questions or concerns about course logistics or other problems that the student may have in the course should be directed to the course director.

**Required Readings** – Students must complete required prework and will be assessed on acquisition of this knowledge. Prework is essential to ensure readiness to participate in class discussion. Accountability for completion of prework will be done through quizzes and assignments. Required readings will be available through the Canvas lesson builder pages.

**Special needs** – Students with special needs are required to communicate with the course director about special needs before classes begin.

**Technology –**

**Audio/Video Taping** – Audio/video recordings are not permitted during class without faculty permission.

**Cell Phones/Pagers** –Cell phones, pagers and other devices should not be used during class, except when explicitly permitted by course faculty.

**Headphones** – Use of headphones in class is not permitted.

**Laptop Policy** – Students should not use laptop computers during class unless directed by the instructor or needed to access course-related content.

**G. Grading**

Grading will involve a combination of the items including required prework for individual class sessions and graded in-class assignments. There will be no exams or group projects outside of class time. Assignments (prework and in-class) will focus on individual accountability to the team, and collective work of the team (e.g., development of an interdisciplinary care plan for a complex patient).

**Grading Scale and Minimum Passing Grade:**

The course will be graded using a straight scale. The maximum possible grade will be an ‘A’ (no A+ grades will be awarded). Grades will be assigned by each student’s home school (e.g., dentistry for dental students, pharmacy for pharmacy students, etc). The minimum passing grade is defined by the rule of the home school for each discipline.

Grading Scale (%):

A+	Not applicable	B+	87 to 89.9	C+	77 to 79.9
A	93 to 100	B	83 to 86.9	C	73 to 76.9
A-	90 to 92.9	B-	80 to 82.9	C-	70 to 72.9

The course director has the prerogative to adjust the final course grades in the event that the average for the course warrants such an adjustment. No adjustment will be made that would result in lowering student’s grades.

**H. Course Changes Based on Student Feedback**

The following changes have been made in the course over the past two years as a result of student feedback:

- Patient case (2016) and interviews (2017) incorporated to factor in the patient perspective
- Dental school tour added (2016)
- Simulation case added to allow application in modified real-life situation (2017)
- Revised longitudinal assignments on teamwork/roles to improve purpose and timing (2017)