

Community Teacher--Twin Cities Campus

AY 2018-2019

Course Syllabus

Course Director:

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Course Coordinator:

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Course Description

As part of the Phase II experience, students from participating programs will meet with patient volunteers in the community to further develop and refine their interprofessional communication and teamwork skills. These patient volunteers are called "Community Teachers" and serve as an integral part in this phase of the interprofessional education curriculum. Community Teachers provide students with a deeper understanding of the importance of interpersonal skills in combination with their program-specific knowledge. Community Teachers will share with students their experiences as patients in navigating the healthcare system, managing chronic health conditions, and being an active participant in the coordination of their care.

Note: The students do not provide healthcare advice, but rather focus on learning how to work in an interprofessional healthcare team, including understanding which questions to ask so they can work collaboratively in understanding the needs of the patient.

Course Purpose

The 1Health Community Teacher program is an educational experience which pairs medical, pharmacy, occupational therapy, and nursing students, with a volunteer Community Teacher. The Community Teacher is an individual from the community who volunteers to share their healthcare experiences (positive and negative) in the healthcare system and learn about their healthcare issues.

The primary purpose of this longitudinal experience is for students to further develop and refine their interprofessional communication and teamwork skills. Working with the Community Teacher offers students an opportunity to combine their interpersonal skills with their program-specific knowledge to develop a working/professional relationship with their Community Teacher and learn from their Community Teacher's health and life experiences. Students will get to know their Community Teacher over the course of the academic year by engaging in meaningful conversations and exploring ways in which interprofessional teams can collaborate to better understand the Community Teacher's strengths, needs, and opportunities to meet those needs. Through these interactions, students will gain insight into their Community Teacher's pattern of healthcare use. Better understanding the diverse factors of health can help students recognize how a care plan may need to be modified to fit into a patient's/client's life. Community Teachers will also have an opportunity to see the variety of health professional roles represented in their group, and how those professions interact with one another.

All communications between the student/faculty teams and Community Teacher are private and confidential; no Community Teacher information is shared with external parties.

Course Learning Objectives

1. Engage in interprofessional, person-centered* relationships with the Community Teacher.
 - a. Person-centered focus can be measured by ensuring student attendance
 - b. Interprofessional relationships among the small group team can be measured by peer evaluation of site visits
 - c. Focus on improvement can be measured by Community Teacher evaluation of site visits
 - d. Interprofessional, person-centered focus on Community Teacher improvement can be assessed by final paper synopsis of Community Teacher's health behaviors and habits and team recommendations
2. Demonstrate communication skills and techniques that establish an environment of respect, empathy, compassion, and openness between the Community Teacher and the interprofessional team.
 - a. Skills and techniques can be assessed using Flipgrid responses to guided questions
 - b. Established environment of respect, empathy, compassion, and openness can be measured via Community Teachers' evaluation of site visits
3. Describe the roles, skills, and value of diverse team members to an interprofessional healthcare team.
 - a. Recognition of roles, skills, and value can be measured via Flipgrid responses to guided questions

**Different professions use different language in clinical settings. Examples include: Patient-Centered, Client-Centered, Person-Centered, etc.*

Prerequisite

There is no prerequisite for this course. Student participation is determined by course owners prior to the start of the academic year.

Required Text and Reading

All required reading and text is embedded into the CT course detail provided in the [1Health IPE Data Management System](#).

Credits

One credit (12 hours of direct student contact plus 8-10 hours of assignments and reading).

Group structure:

Students are assigned to a small group team of 2-3 students and are paired with one volunteer Community Teacher (CT). Small group information, including their student teammates' names/email address as well as their CT name and address/contact information, is detailed for students within the 1Health IPE Data Management System (<https://1health.ahc.umn.edu>, which is accessed using the UMN x.500 and password).

Group visit dates and times: Each small group team must meet three (3) times throughout the academic year, at dates/times/locations as agreed to by the students and CT. Visit 1 must occur by Saturday, November 3, 2018, and the third visit must occur by Friday, April 5, 2019. Students will record their meeting dates in the [1Health IPE Data Management System](#) within the related visit tab in the "My CT Activities" section.

Fall Debriefing Session dates and times: Each student is assigned to a 50-minute debriefing session during the fall semester. Attendance is mandatory. Students are to find their assigned date/time/location information via the [1Health IPE Data Management System](#) by going to the "Debriefing-Fall" tab within the "My CT Activities" section. The debriefing session will consist of a brief didactic presentation followed by facilitated discussions in small groups, led by faculty from the participating programs. A make-up assignment will be given to any students who miss their assigned session due to a medical or family emergency.

Student Expectations

- All student participants must view the required orientation to the Community Teacher program, available via the [1Health IPE Data Management System](#) (students will receive email notification when it is available for their academic year), and self-report that they have viewed the recording in the [1Health IPE Data Management System](#) upon completion.
- Interprofessional teams of 2-3 students will be assigned to one CT in the Twin Cities these teams will remain the same throughout the academic year.
- Review the CT Guidebook (found in the "CT Guidebook" tab in the the [1Health IPE Data Management System](#))
 - The same guidebook is shared with the CTs
- Community Teacher Visits:
 - Groups must initiate contact with their CT by Monday, October 1, 2018. CTs will be expecting being contacted by this date.
 - Visit with their CT three times throughout the academic year:
 - Visit 1 must occur by Saturday, November 3, 2018

- Visit 2 can occur in the fall or in the spring (date/time determined by team and CT), with a deadline of Thursday, February 28, 2019
 - Visit 3 must occur by Friday, April 5, 2019
 - Use the Visit Guidelines document to plan each CT visit (also found in each of the Visit tabs and the “Visit Guidelines & Additional Resources” tab in the [1Health IPE Data Management System](#))
 - Each group will be responsible for coordinating with one another and their CT the best time and location for CT visits--either at the CT’s home, a shared space in their living facility/apartment, local coffee shop, etc.
 - It is recommended that each small group team assign a “team captain” who can be responsible for contacting the CT and scheduling the visits
 - **All students in a small group team must attend the CT visit together, in person.**
 - Complete a post-visit team assessment immediately after each visit (found in the [1Health IPE Data Management System](#))
 - If a CT is unavailable for a scheduled visit, students must attempt to reschedule within acceptable time frame
- Through visits with CT, identify a community or health system issue that interferes with patient outcomes. Students are asked to involve their CT in identifying an issue that has been personally challenging in navigating the healthcare system (examples could include transportation challenges, communication inefficiencies within a system or across systems – including transitions of care related problems). Prepare a final assignment that addresses this issue and share with your CT, in addition to submitting for course credit.
 - The final assignment template/instructions is found in the “Final” tab in the [1Health IPE Data Management System](#)
- Attend a MANDATORY large-group CT debriefing session in the fall
 - Assigned date, time, and location are found in the “Debriefing-Fall” tab in the [1Health IPE Data Management System](#)
- Complete a required mid-year and end-of-year course evaluation.
 - This is administered via the [1Health IPE Data Management System](#)
- Complete a required self-reflection and report completion in the [1Health IPE Data Management System](#) upon completion.
 - The self-reflection instructions document and report completion function are both found in the “Self Reflection” tab in the [1Health IPE Data Management System](#)
- If any issues arise, please communicate with the 1Health course coordinators as soon as possible by emailing cteacher@umn.edu.

Attendance

Attendance is required for all small group visits with their CT (at dates/times/locations to be determined by the small group), in addition to the fall debriefing session.

If a student is unable to attend a small group CT visit **or** the fall debriefing session due to a medical or family emergency, they must notify the 1Health coordinator via cteacher@umn.edu as soon as possible. Make-up homework assignments will be assigned as directed by the course director and course owners, and successful completion of the homework is required in order to pass the course. The submitted homework will be reviewed by both the course director and course owners to approve completion.

The 1Health coordinator will track attendance and homework submission via the [1Health IPE Data Management System](#), and will notify the course director and/or the student's course owner if they have any concerns about an absence.

For complete information on the UMN policy, please see: <http://policy.umn.edu/education/makeupwork>

Grading and Evaluation

The assessment of students will be based on completion of assignments, attendance at your CT small group visits and the fall debriefing session, professionalism, participation in discussions, completion of any homework that was assigned for missed CT small group visits or the fall debriefing session, and completion of the self-assessment and course evaluation forms. The end of course evaluation and assessment forms must be completed by Tuesday, April 30, 2019.

Since the course spans two semesters, course owners will determine the grading structure as it applies to their program. Grades for the CT course as issued by the 1Health team will be Pass/Fail (S/N). The course coordinator will contact the appropriate school/college contact to report grades by Tuesday, May 7, 2019, noting exceptions for anyone who has not yet completed their make-up assignments if applicable.

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 Course Director and the 1Health team.

Remediation Policies

All student incompletes and failures are communicated to the student's CT Course Owner and students will be required to complete a variety of make-up assignments and submit them to the CT Course Director and the 1Health coordinator to address incompletes and failures. Students who are required to complete these make-up assignments will need to complete them by May 6, 2019, in order to receive a passing grade.

Make-up Exam Policies

There are no exams in this course.

Course Communication

Students will be assigned to their small group of 2-3 students plus one CT volunteer prior to the start of the school year. Students will receive an email in mid- to late-August from cteacher@umn.edu. This email will have information about how they can access their CT group assignment and course information via the [1Health IPE Data Management System](#). All small group, fall debriefing session information, and course assignments are available to students within the [1Health IPE Data Management System](#).

Students are expected to use the [1Health IPE 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 cteacher@umn.edu email account.

Course Changes Made in Response to Student Feedback

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

Course Evaluation

Students are required to complete both a CT mid-year and end-of-year course evaluation relating to the stated learning objectives and course logistics in order to successfully pass the course.

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/regents.umn.edu/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/education/studentresp>.

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/regents.umn.edu/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, the student 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/education/instructorresp>.

The Office for Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-...> 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.

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/education/studentresp>.

Sexual Harassment Policy

"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: https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides 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/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (612-626-

1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

- Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information is available on the DRC website: <https://diversity.umn.edu/disability/> or e-mail drc@umn.edu with questions.

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>.

Academic Freedom and Responsibility

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. [Customize with names and contact information as appropriate for the course/college/campus.]

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

Teaching and Learning

- Instructor and Unit Responsibilities:
<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>
- Student Responsibilities:
<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>

