Interprofessional Education and Development (IPED) Course Syllabus
University of Colorado Anschutz Medical Campus
Spring 2015

Overall Interprofessional Education (IPE) Program Goal

To improve population health, quality of care, and reduce health care costs through the creation of a patient-centered, collaborative practice-ready workforce with competencies in: quality and safety, values and ethics, and teamwork and collaboration in the context of systems and systems-based practice.

Interprofessional Education and Development (IPED) Course Goals

1. Develop foundational competencies in teamwork and collaboration, values and ethics, and quality and safety
2. Provide opportunities for application of competencies in interprofessional teams
3. Prepare learners for future components of the IPE program

IPED Course Description

The Interprofessional Education and Development (IPED) spring semester course is the first part of a two semester course required of health professions students from the anesthesia assistant, dental, medical, nursing, pharmacy, physical therapy, and physician assistant programs on the Anschutz Medical Campus. There will also be students participating from the School of Public Health. The course is longitudinal and takes place over 16 sessions—8 sessions in the spring of year 1 and 8 sessions in the fall of year 2. Students must pass Part 1 to advance to Part 2. Sessions are 2 hours in length, and involve active learning in teams using a team-based learning (TBL) method. Each session is preceded by approximately 1 hour of individual pre-work. Both learners and teams are assessed during the classroom sessions. Pre-work will be administered through Canvas and assignment results will be posted there as well.

IPED Course Learning Objectives

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

1. Identify team characteristics and formation
2. Describe and apply structured team communication processes
3. Describe roles and responsibilities among the health professions
4. Describe and apply conflict management, advocacy and assertion techniques
5. Describe health professional values and ethics
6. Demonstrate an approach to resolving ethical dilemmas
7. Define key ethical concepts such as informed consent, privacy and confidentiality, conflicts of interest, and justice and access to care
8. Apply a system’s approach to analyzing the cause of an error
9. Recognize opportunities within each health profession to engage patients and improve safety
10. Demonstrate an approach to improving care quality
IPED Competency Domains and Subdomains

1. Teamwork and Collaboration (HOW?)
   a. Team structure, formation, and leadership
   b. Roles and responsibilities of health professionals
   c. Situational monitoring, mutual support, and related communication methods
   d. Conflict management
   e. Advocacy and assertion

2. Values and Ethics (WHY?)
   a. Introduction to values and ethics
   b. Process of ethical analysis
   c. Informed consent and shared decision making
   d. Conflicts of interest in a team context/Abuse of power
   e. Access to healthcare and justice

3. Quality and Safety (WHAT?)
   a. Engaging with patients to optimize safety
   b. Systems level practice and error analysis
   c. Developing a safety/QI toolkit
   d. Improving care
   e. Contributing to a culture of safety

Team-Based Learning Method

Team-based learning (TBL) will be used for the vast majority of the sessions. This is purposeful; the overarching goal is to develop health professionals who are competent at interprofessional collaboration and team-based care in order to improve the quality of care for individuals and populations, and TBL encourages team formation, interdependency and learning. Each student will be in a team for the entire semester. That team will meet in a classroom each week with 4-5 other teams and faculty facilitators.

TBL Components

1. Readiness Assurance
   - Pre-Work - articles/text, on-line content
   - Individual Readiness Assurance Test (or iRAT) - quiz holding INDIVIDUAL students accountable for foundational knowledge from pre-work
   - Team Readiness Assurance Test (or tRAT) - quiz holding TEAM accountable for foundational knowledge from pre-work

2. Application Activities
   - Significant Problem – Teams work on a relevant SIGNIFICANT problem using course concepts to solve.
   - Same Problem – Teams work on the SAME problem and will compare and contrast their answers and processes with other teams.
   - Specific Choice – Teams make a SPECIFIC choice in the context of the problem they have worked on.
   - Simultaneous Report – At the designated time, teams SIMULTANEOUSLY indicate their single answer.

3. Reflection / Debrief
   - Teams reflect on their performance and what could be improved in future sessions.
Facilitators

Facilitators are interprofessional faculty from the Anschutz Medical Campus and the local community. Their role is to facilitate dialogue and learning within teams and among teams to foster team-based learning. Although they have areas of expertise, their goal is to serve as a facilitator rather than a content expert. Facilitators will be working primarily in pairs to present and monitor the classroom activities.

Assessments

1) **Individual Readiness Assurance Tests (iRAT)** – a 10-item multiple choice scantron quiz that will occur at the start of each session assessing the mastery of the pre-work material. The quiz is taken independently by each student. Students must have at least a 70% average on the iRATs for the semester to pass the course.

2) **Team Readiness Assurance Tests (tRAT)** – the same or similar 10-item multiple choice quiz taken after the iRAT by the team as a whole. A scratch-off form is used to provide immediate feedback on team answers. Each member of the team will receive the same grade on the tRAT. Teams must have an 85% average on the tRATs for the semester for the team members to pass the course.

3) **Team performance assessments** – at various points during the semester, some of the application exercises will produce a measure of team performance. High performing teams will be recognized. Similarly, teams with particularly low performance may be identified and may have additional coaching or work assigned to improve their performance.

4) **The Comprehensive Assessment of Team Member Effectiveness (CATME)** – a self and peer-assessment tool that students will use at various points during the semester to assess themselves and their teammates. CATME provides individualized feedback to each student and to the instructors. CATME scores will be used developmentally by students and instructors. Participation in CATME is required, but CATME scores will not affect student grades.

5) **Team Cohesion Measure** – students will use this tool to assess their team’s development over time. These scores will be used to provide formative feedback both to teams and to instructors. Participation is required, but team scores will not affect student grades.

6) **Final Exam** – at the end of the semester, there will be a multiple-choice exam in Canvas covering the material covered in the course. The purpose of this final exam is to assure individual student knowledge of course competency domains to fulfill individual school/program requirements. Students must achieve a 70% score on the exam to pass the course.

Course Evaluation

Evaluations are required. Students will evaluate each session weekly and will evaluate the overall course and their facilitators at the end of the semester. Evaluations will be confidential – this means that only designated evaluators and course administrators will have access to individual evaluation data. Otherwise evaluation data will be reviewed in aggregate.
Grading and Course Requirements

The course is pass/fail. Each school/program incorporates IPED course grades differently into their curricular requirements and will provide this information to their students.

**Students must achieve each of the following in order to pass the course:**

1) Attendance and participation in each weekly session
2) iRAT cumulative average of 70% or more
3) tRAT cumulative average of 85% or more
4) Final exam grade of 70% or more
5) Completion of all assessment instruments (including CATME and Team Cohesion measure)
6) Completion of course evaluation questionnaires

If any of the above are not met, students will be required to participate in remediation activities.

Additionally, students must demonstrate adequate professional development in the course competencies. If students’ demonstrated knowledge, skills or behavior is not adequate in a particular component of the course, students will also be asked to participate in a required remediation of that component. Remediation is described in detail below.

Schedule – Spring 2015 - All sessions will occur on Wednesday afternoons from 3:00-5:00 PM.

January 21st – TBL Intro/Team Structure, Leadership & Roles
January 28th – Roles & Responsibilities
February 4th – Patient Engagement
February 11th – Systems Level Practice
February 18th – Background/Intro to Ethics
February 25th – Process of Ethical Analysis
March 4th – Informed consent & Decision Making
March 25th – Situational Monitoring & Mutual Support

Absences

All IPED sessions are required. Sessions that are missed for either excused or unexcused absences must be remediated. Students missing a session or portion of a session must do the following as soon as possible:

1) Inform their team members
2) Inform their professional degree program, who will determine whether the absence is excused or unexcused, and provide this information to the IPE program ([ipehelp@ucdenver.edu](mailto:ipehelp@ucdenver.edu))
3) Contact the IPE program ([ipehelp@ucdenver.edu](mailto:ipehelp@ucdenver.edu))
4) Complete the remediation assignment

Communicating about an absence is considered a professional responsibility.
Remediation

Remediation varies by the type of requirement missed/inadequately demonstrated and the content involved. When remediation is required, your program’s IPE Assistant Director will be informed.

Session/Session Component Remediation:
In general, missed session remediation will consist of the following: the session iRAT, a written assignment covering the content of the application exercise, and a personal reflection. Students will receive their team’s tRAT score.

If a student misses the whole session or the iRAT/tRAT portion of the session and their absence is deemed excused by their school or program, they may remediate the iRAT and will not be penalized.

If a student misses the whole session or the iRAT/tRAT portion of the session and their absence is NOT excused by their school or program, they may remediate the iRAT and 30 points will be deducted from their iRAT score for that week.

If a student shows up late for the iRAT they have the following options:

1. Start the iRAT upon arrival and turn it in when the time is up (no extra time will be provided)
2. Inform facilitator that they will take it later and leave the room until both the iRAT and the tRAT are complete
   a. Return to the classroom after the tRAT has been collected and participate in the application exercise
   b. Contact course coordinator (ipehelp@ucdenver.edu), explain the circumstances, request iRAT make up
   c. Take the iRAT the following week at an appointed time
   d. 30 points will be deducted from their iRAT score for that week

If a student leaves early, they will receive a written remediation assignment for the portion of the session that they missed that must be completed before the final week of the course.

A pattern of missing sessions, arriving late, or leaving early is considered unprofessional. See section below on Honor Code/Professional Behavior.

iRAT Remediation:

If a student does not achieve a 70% cumulative score on iRATs during the semester, they will be required to remediate each of the individual iRAT quizzes that were below 70 points initially and achieve at least 70 points on each one. This assures adequate student knowledge of the content.

tRAT Remediation:

If a team does not achieve a 85% cumulative score on tRATs during the semester, the team will have to take a tRAT quiz consisting of the items that they missed during the sessions. They will be required to achieve at least 85% on this quiz in order to successfully remediate. This assures adequate team knowledge of the content.

Final Exam Remediation:

If a student does not achieve a 70% score on the final exam, they will be required to remediate the final and achieve at least 70%. This assures adequate student knowledge of the course content. If a student requires more than 1 attempt
at remediation, or if a student does not complete the final exam during the specified timeframe and this delay is unexcused, their program will be notified and may have further grading consequences.

**Evaluation Remediation:**

If a student does not complete their course evaluations by the designated deadline, they will be required to submit them in order to pass the course and to complete an additional remediation assignment.

**CATME Remediation:**

If a student does not complete the CATME by the designated deadline, they will be required to submit them in paper format in order to pass the course and to complete an additional remediation assignment.

**Team Cohesion Remediation:**

If a student does not complete the Team Cohesion assessment by the designated deadline, they will be required to submit them to pass the course and to complete an additional remediation assignment.

**Honor Code/Professional Behavior**

Each student will be expected to abide by the honor code of their respective school/program. Expected professional behavior includes, but is not limited to: respectful treatment of colleagues, faculty, staff and patients, timeliness, pursuit of self-directed or assigned learning, appropriate interactions in classroom or other settings, etc. A repeated pattern of unprofessional behavior will result in directed feedback and referral to individual school/program processes.

**Dress Code**

Students will be expected to dress in classroom attire as directed by their individual programs.

**Accommodations for Disability**

Neither the Course Director nor the student's individual programs can determine whether a student has a disability that is eligible for accommodations. Accordingly, students requesting accommodations for a disability must contact the office of Disability Resources and Services, Building 500, Room Q20-EG 305. Phone: 303.724.5640 Fax: 303.724.5641. This office will assist in determining reasonable accommodations. Be aware that the determination of accommodations can take a long period of time. No accommodations will be made for the course until written documentation is provided by this office to the Course Director and/or the student’s individual programs. It is the student’s responsibility to coordinate approved accommodations with the IPE program well in advance.

**Course Information Correspondence**

Because of the complexity of IPED, we strive to communicate with you often. Canvas will be used for all essential course correspondence. **It is your responsibility to check the IPED Canvas course regularly for course announcements, session information and other details.**
IPED Course Leadership

**Course Director:** Wendy Madigosky, MD, MSPH - School of Medicine – WENDY.MADIGOSKY@UCDENVER.EDU

**Course Coordinator and IPE Program Coordinator:** Reesie Roland – IPEHELP@UCDENVER.EDU

**IPE Education Coordinator:** Michelle Colarelli – MICHELLE.COLARELLI@UCDENVER.EDU

**IPE Director:** Mark Earnest MD, PhD – MARK.EARNEST@UCDENVER.EDU

**IPE Assistant Directors:**

- Diane Brunson, RDH, MPH - School of Dental Medicine - DIANE.BRUNSON@UCDENVER.EDU
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- Amy Nordon-Craft, PT - Physical Therapy Program – AMY.NORDON-CRAFT@UCDENVER.EDU
- Darcy Solanyk, MS, PA-C - Physician Assistant Program - DARCY.SOLANKY@UCDENVER.EDU

Curricular Integration

Through an Assistant Director’s participation on the IPE Council, each program has the opportunity to assure integration with their program’s curricular content. Programs may choose to provide complementary and/or reinforcing material prior, during or after IPED.

**Student Input**

Student representatives have been designated from each of the health professions schools/programs. These representatives will meet regularly during the course. In addition to representing the student voice, they will represent the course to the student body and partner with the IPE Council in assessing and refining the curriculum. Student Representatives for 2015 include the following:

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<th>College of Nursing</th>
<th>Physical Therapy Program</th>
<th>School of Pharmacy</th>
<th>Physician Assistant Program</th>
<th>School of Medicine</th>
<th>School of Dental Medicine</th>
<th>School of Public Health</th>
<th>Anesthesia Assistant Program</th>
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<tr>
<td>Arely Mendez - <a href="mailto:ARELY.MENDEZ@UCDENVER.EDU">ARELY.MENDEZ@UCDENVER.EDU</a></td>
<td>Megan Davis - <a href="mailto:MEGAN.3.DAVIS@UCDENVER.EDU">MEGAN.3.DAVIS@UCDENVER.EDU</a></td>
<td>Rupa Parikh - <a href="mailto:RUPA.PARIKH@UCDENVER.EDU">RUPA.PARIKH@UCDENVER.EDU</a></td>
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<td>Katie Plunkett - <a href="mailto:KATIE.PLUNKETT@UCDENVER.EDU">KATIE.PLUNKETT@UCDENVER.EDU</a></td>
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<td>Martina Barbic - <a href="mailto:MARTINA.BARBIC@UCDENVER.EDU">MARTINA.BARBIC@UCDENVER.EDU</a></td>
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<td>Laura Coppola - <a href="mailto:LAURA.COPPOLA@UCDENVER.EDU">LAURA.COPPOLA@UCDENVER.EDU</a></td>
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<td>-</td>
<td>Cole Peterson - <a href="mailto:COLE.PETERSON@UCDENVER.EDU">COLE.PETERSON@UCDENVER.EDU</a></td>
<td>Ricardo Gonzalez - <a href="mailto:RICARDO.GONZALEZ@UCDENVER.EDU">RICARDO.GONZALEZ@UCDENVER.EDU</a></td>
<td>Robert Converse - <a href="mailto:ROBERT.CONVERSE@UCDENVER.EDU">ROBERT.CONVERSE@UCDENVER.EDU</a></td>
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