New Course Proposal

Subject Occupational Ther (Dept-Kines) (695) **Status** Under Review by Subject Owner
Proposer Ruth Benedict

Basic Information

What is the primary divisional affiliation of this course?
Interdivisional

Course Title
Advanced Practice in Interprofessional Contexts

Transcript Title (limit 30 characters)
Adv Practice in IP Contexts

Three-digit course number
813

Is this an honors course?
No

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?
No

Will this course be crosslisted?
No

Note the crosslisted subjects

Is this a topics course?
No

Can students enroll in this course more than once for credit?
No

If yes, please justify

Typically Offered
Summer

Catalog Information

Minimum credits

3

Maximum credits

3

Grading System

A-F

Course Description (will be published in Course Guide)

Differentiate and define the role of occupational therapy, other professions, and the client in inter-professional practice (IP). Describe models of IP collaborative practice, evaluate evidence supporting effective IP interventions, generate and implement strategies for an IP team to improve quality of services.

Does the course have prerequisites or other requirements?

No

    List the prerequisites and other requirements for the course

Indicate the component(s) that comprise the course. Check all that apply

Discussion
Lecture
Seminar

Administrative Information

    Chief Academic Officer

    Ruth Benedict

    Designee of chief academic officer for approval authority

    Theresa A Pope; Zoe Elizabeth Hurley

    If there are additional contacts, please list

Will any courses be discontinued as a result of this proposal?

No

    List course number(s) and complete a course discontinuation proposal for each course

Beginning Term

Summer 2017

Academic/Program Information

Is this course intended for a new academic program for which UAPC approval has not yet been finalized?
No

    Which program?

Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)
The proposed course will be a required course for the Doctor of Occupational Therapy (OTD) program, a clinical doctorate which will prepare graduates for advanced level practice. The OTD will complement current departmental degrees; the MS in Occupational Therapy (MS-OT) and the PhD in Kinesiology-Occupational Science track. The former prepares students to become professional entry-level occupational therapists while the latter trains students in advanced scientific methodology and prepares them for careers as researchers and scholars. The OTD will fill a niche in between the current two programs as a degree for students seeking advanced leadership and practical training. Pending seat availability, students in the MS-OT and PhD programs will have the option of enrolling in this course as an elective.

    Are any of these programs outside your academic unit?
    No

    Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement).
Required core course for OTD

    Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?
    No

    Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Course Content

Describe the course content

In this course, OTD students will differentiate and define the unique role of their profession in inter-professional (IP) practice. Students will articulate the philosophy, guiding theories, practice models, training requirements and collaborative roles of IP professionals to serve client and stakeholder needs. Competencies for IP education will be compared and contrasted as students seek to grow in their professional identity. Students will create a situated, interactive virtual case scenario which demonstrates a community of practice addressing a client problem. Appropriate models of IP practice in a chosen setting and the evidence supporting selected interventions will be identified. Students will generate and implement team-based strategies to effectively improve quality of services. Efficient methods for evaluating the effectiveness of interventions will also be addressed.

Address the relationship of this course to other UW-Madison courses, including possible duplication of content

This course builds on the fundamental occupational therapy knowledge of inter-professional communication and interaction which students acquire in an entry-level MS-OT program (e.g. Occ Ther 611 - Professional Skills II: Communication and Interpersonal Interaction in Occupational Therapy). In this advanced course, students will examine inter-professional practice using the International Classification of Functioning, Disability, and Health as a global framework for understanding the cultural sensitivities, social issues and political forces that are driving inter-professional practice initiatives. OTD students will apply the principles of inter-professional education and collaborative practice in an employment context facilitating the development of advanced pedagogical methods, leadership skills and evaluation strategies. There are other UW-Madison courses with an inter-professional collaboration focus (e.g. POPULATION HEALTH SCIENCES 650: Interprofessional Public Health Leadership; SURGERY 972: InterProfessional Simulation Team Immersion Course; MED SC-M 910: MEDiC Clinics Selective: A Study of Marginalized Populations and Interprofessional Collaboration; NURSING 707: Leadership for Advanced Practice Nurses), however, these courses: 1) are not specific to occupational therapy practice settings; 2) do not meet the OTD student needs with regard to curriculum sequence (summer) or delivery format (online).

Is there a relationship to courses outside your subject?

No

Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.

List the instructor name and title (list multiple if applicable)

Karla Ausderau, PhD, Assistant Professor

If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.

Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.

OTD 813 - Advanced Practice in Interprofessional Contexts_11_01_2016.pdf

Justifications

Explain how this course contributes to strengthening your curriculum

The mission of the OTD Program is to expand occupational therapists' knowledge and skills of the health and education delivery systems, the policies influencing transformation of care in these environments and to provide the tools needed to be visionary leaders in inter-professional contexts. In this course students will build competencies in inter-professional education, collaborative practice, quality service delivery and leadership.

Provide an estimate of the expected enrollment

15-20

Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured

In this online course, students will engage directly with content prepared by the course instructor and peers through web-based lecture content, asynchronous online group discussions and periodic synchronous web-based seminars for 5-6 hours per module (1 week/module for summer session). As practicing professionals, the enrolled students will also engage in independent, directed learning activities such as practice-based interviews, direct application of inter-professional collaborative strategies, learning journal entries, development of an annotated bibliography, and creation of a problem-based, virtual case scenario. These learning activities will require an additional 10-15 hours per module. Completion of course requirements is expected to involve a total of 18 hours per module for 8 modules.

If this is a variable credit course, provide rationale

Additional comments (optional)

Additional attachments (optional) (please read "help" before uploading an attachment)

Designations

Should this course have the graduate course attribute?

No

    If yes, this course:

Should the course be reviewed for L&S liberal arts and science (LAS) credit?

No

    What is the rationale for seeking LAS credit?

Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)

Should the course be reviewed for L&S breadth requirements?

No

    Indicate which:

General Education Designations

Should the course be reviewed for the general education requirement?

No

Which requirements?

UNIVERSITY OF WISCONSIN
Department of Kinesiology
Occupational Therapy Doctorate Program

Course Syllabus
Occ Ther 813
Advanced Practice in Inter-professional Contexts
Summer 2
3 credits

I. **Course Instructor:**
Karla Ausderau, PhD, OTR
608-262-0653
kausderau@wisc.edu
Office hours/Chat hours: By Appointment

The course instructor will be available online during regularly scheduled office hours during which you may use the instant messaging/chat feature to communicate. If you are not able to meet during scheduled office hours, you may arrange an individual appointment with the course instructor or send questions via email. Email is most effective for questions that are relatively simple (e.g., verifying factual information). If your questions relate to conceptual issues (e.g., explaining course content or assignments), then direct communication is encouraged.

II. **Course Description & Objectives**

"The focus on workforce retraining to build inter-professional teamwork and team-based care continues, particularly in the context of improving institutional quality (effectiveness) and safety (Agency for Healthcare Research and Quality, 2008; Baker et al., 2005a, 2005b; King et al., 2008). Growing evidence supports the importance of better teamwork and team-based care delivery and the competencies needed to provide that kind of care."
Inter-professional Education Collaborative Expert Panel (2011)

In this course, OTD students will differentiate and define the unique role of their profession in inter-professional (IP) practice. Students will articulate the philosophy, guiding theories, practice models, training requirements and collaborative roles of IP professionals to serve client needs. Appropriate models of IP practice in a chosen setting and the evidence supporting selected interventions will be identified. Competencies for IP education will be compared and applied to practice as students seek to grow in their professional identity and support the of learning colleagues and/or entry-level therapists. Enrolled OTD students will create a situated, interactive, virtual case scenario for training purposes which demonstrates a community of practice addressing a client problem. Team-based strategies to effectively improve quality of services and measure the outcomes will be identified.

Learning Outcomes

This course is designed to address the following OTD Program learning goals:

1. Demonstrate in-depth knowledge of the evolution of the profession, the social and global forces influencing practice, delivery models, policies, and systems, including inter-professional and emerging areas of practice.
2. Articulate the knowledge, roles and practices of other professions with whom occupational therapists typically engage in practice.
3. Translate evidence into best practice for the continued development of the profession.
4. Demonstrate the skills necessary to lead and manage an inter-professional team.

Course Objectives

Upon course completion, the student will be able to:

1. Define and collaboratively create an evidence based solution to an inter-professional problem related to his/ her practice area while maintaining a climate of mutual respect and shared values.
2. Define one's own role and those of other professions to appropriately lead a team in assessing and addressing the needs of an individual, system or population in a setting applicable to his/her practice area.
3. Identify the evidence based approaches that support innovative communication with clients, families, communities, and other professionals in a responsive and responsible manner that supports a team approach to intervention.
4. Identify and apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver quality services that are safe, timely, efficient, effective, and equitable.
5. Examine and explain the need for taxonomies to promote inter-professional collaboration (e.g. International Classification of Functioning, Disability, and Health).
6. Identify the challenges and benefits to inter-professional practice and the influence of the philosophy and culture of various settings.
7. Articulate the unique role of occupational therapy on the inter-professional team in a chosen practice setting and identify similarities and differences and discuss how the discipline interfaces with other professions.
8. Implement strategies for achieving one self-identified goal that will strengthen professional identity within an inter-professional team.
9. Describe the power of case scenarios for leading teams in learning collaborative skills and solving practice problems.
10. Build a model of inter-professional collaboration and test its effectiveness in a practice setting, including measures of continuous quality improvement.

   * Objectives 1-4 adapted from: Inter-professional Education Collaborative Expert Panel. (2011). Core competencies for inter-professional collaborative practice: Report of an expert panel. Washington, D.C.

III.   Prerequisite Knowledge

Academic Knowledge
Degree in Occupational Therapy, Master's degree in OT or equivalent per Admissions requirements

Minimum Technical Skills
 1. Using the UW-Madison learning management system
 2. Using email with attachments
 3. Creating and submitting files in commonly used word
    processing program formats; Copying and pasting content;
    Using review and tracking features to edit and comment
    within documents
 5. Downloading and installing software
 6. Using spreadsheet programs

IV.   Course Operation

Class Meeting
This course is offered in an online format. Students may be required to participate in synchronous or asynchronous online discussions or presentations of material. See course schedule for detail.

You are expected to have completed all assigned materials in advance of the relevant class session. If an extenuating circumstance arises and you are unable to attend a scheduled synchronous lecture, discussion or activity, inform the course instructor in advance so that adjustments to the planned activity structure can be made.

Course Format
In this online course, students will engage directly with content prepared by the course instructor and peers through web-based lecture content, asynchronous online group discussions and periodic synchronous web-based seminars for 5-6 hours per module (1 week for summer session). As practicing professionals, the enrolled students will also engage in independent, directed learning activities such practice-based interviews and application of learning, journaling, development of an annotated bibliography and creation of a problem-based, virtual case scenario that will require an additional 10-15 hours per module. Course activities are expected to require a total of 18 hours per module for 8 modules.

V.   Course Policies

Academic Honesty and Integrity
You are required to adhere to all University, School of Education, Department of Kinesiology and OT Program standards regarding academic integrity. If you are not familiar with these standards, you are responsible for accessing, reading and understanding them.

University academic standards are outlined in Chapter 14 of the Wisconsin Administrative Code (UWS 14). Further information detailing University policies and procedures related to these standards is available at the Dean of Students Office, 75 Bascom Hall. Online documents include:
Student Code of Conduct
(http://www.wisc.edu/students/saja/misconduct/misconduct.html),
Academic Misconduct
(http://www.wisc.edu/students/saja/misconduct/academic_misconduct.html), and
Student Academic Misconduct Policy & Procedures
(http://www.wisc.edu/students/pdf/UWS-14%20Policy%20&%20Procedures.pdf).
OT Program standards are defined in *OT Student Handbook*
(link to be added when Handbook is complete)

As members of a scholarly community dedicated to healthy intellectual development, students and faculty are expected to share responsibility for maintaining high standards of honesty and integrity in their academic work. Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course, unless the instructor has directed otherwise.

The following are examples of violations of standards for academic honesty and are subject to sanction: Using resources beyond those specified by the instructor during exams; submitting collaborative work as one's own; falsifying records, achievements, field or laboratory data, or other course work; stealing examinations or course materials; submitting work previously submitted in another course, unless specifically approved by the present instructor; falsifying documents or signing an instructor's or administrator's name to any document or form; plagiarism, or aiding in any of the above actions.

Quoting and Paraphrasing
To assist you in making certain that work you submit includes proper recognition of sources that you have used, a helpful resource is *Quoting and Paraphrasing Sources* from the UW Writing Center's *Writer's Handbook* (http://www.wisc.edu/writing/Handbook/QuotingSources.html). It clarifies standards for using references.

Collaboration
Group study and discussion can substantially enhance student learning and the subject matter covered in this course frequently lends itself well to such group consideration. You are permitted – in fact, you are encouraged – to discuss course material with your classmates, your practice colleagues and others. However, with the exception of lecture notes or when specifically noted by the course instructor, you are not permitted to share materials related to course assignments, background questions, papers, or exams. This includes all draft and all finished work that you produce, in written and/or electronic form. If you have any questions regarding this policy in general or how it applies to a specific situation, you are responsible for asking the course instructor for clarification before you collaborate.

Academic Dishonesty

Academic Dishonesty during any component of the course may result in a course letter grade of F, and/or other disciplinary action as determined by the course coordinators. All violations of Academic Standards will be vigorously pursued since violation of the Academic Standards indicates serious character flaws incompatible with professional education.

Assignment Submission

All assignments should be completed by the assigned due date and submitted according to instructions in the assignment guidelines. Points will be deducted for late assignments. Reading assigned material prior to class lectures or discussions is essential to understanding course concepts and demonstrating acquired knowledge during assignments.

Class Decorum

Behavior that is appropriate in a health professional program is the same as behavior that is appropriate in professional practice: respectful, attentive, and well-mannered. Passive incivilities (e.g., lateness, inattention), disruptions (e.g., cell phone use, conversations during class), and overt incivilities (e.g., vulgarity, insulting comments, physical threats) all indicate disrespect. Such unprofessional behavior – whether directed toward class colleagues or course staff – is not acceptable and will be dealt with as necessary.

Course Communication

Email and news or information postings on the course webpage will be the primary means for communication. It is imperative that you check these sources regularly. Faculty will respond to student emails as quickly as possible and generally within _____ hours. Communications regarding any changes in course assignments, grading, or scheduling may be done during synchronous class discussion and will be provided in a written form as well.

Accommodations

It is the policy of the instructor of this course and the University of Wisconsin-Madison to provide an accessible, accommodating and supportive teaching and learning environment for all students. Students requiring special accommodation related to a disability should contact McBurney Disability Resource Center (702 W. Johnson Street, Suite 2104, Madison, WI 53715; website: http://www.mcburney.wisc.edu/; phone: 608-263-2741; text: 608-225-7956; fax: 608-265-2998; email: mcburney@studentlife.wisc.edu) for information about services and campus-related disability policies and to determine eligibility for services.

If you are requesting any accommodations in this class on the basis of disability, you should schedule an office appointment by email or phone with the course instructor within the first week of the semester. You may choose to maintain the confidentiality of your request by approaching the course coordinator during office hours to discuss accommodation needs. student should provide the instructor a copy of his/her McBurney Center VISA or accommodations may be mutually agreed upon between the instructor and student.

Rescheduling Course Activities Due To Student Absence

No exam, exercise or assignment will be rescheduled, except under extenuating circumstances. If extenuating circumstances occur (e.g., documented illness, hospitalization, official school business, death in family), the course instructor might elect to reschedule an assignment, exercise, or exam for the affected student. Rescheduling will be considered only if you have notified the course instructor prior to the relevant due date. At a minimum, you (or a friend, roommate, family member, etc.) must email the course instructor regarding the situation. No rescheduled activity or due date will be rescheduled a second time.

Technology

Students must comply with all applicable laws as well as with all University and School policies with regard to appropriate use of information technology and Internet content. They must exercise professional judgment when using information technology and take full responsibility for all electronic materials that they publish, transmit or possess. Students may not upload, post or transmit (including via email and social networking sites) content that is deemed inappropriate including any material that may be considered fraudulent, harassing, defamatory, or obscene; that is invasive of another's privacy; that promotes illegal behavior, refers to alcohol use, or promotes any commercial interest; or that accesses or distributes unauthorized course material. Students may not access, install, use or share any materials (e.g. written materials, images, movies) that violate applicable copyrights or license agreements. Students may not disrupt or interfere with the work of other students, faculty, or staff.

Netiquette

 As a respectful community of adult learners it is important to remember some basic netiquette principles:

- In an on-line class, our main mode of communication is written. Therefore, it is important that you re-read your written communication. The "tone" is a very important part of electronic communication. When you read your message out loud, does it sound the way you would speak to another student in the classroom?
- When writing a reply posting, delete all extraneous information except the specific phrase, sentence, or comment to which you are replying. This not only helps the reader know what you are replying to, but also helps the reader save time by not wading through a long post, or worse, the entire included thread. It also makes it quicker for classmates to download or print a particular posting.
- Be specific, especially when asking questions.
- Humor can be difficult to convey in text, so make sure everyone realizes when you are trying to be funny. It is easy for messages to be misinterpreted since there are no physical gestures or voice inflections that accompany the text.
- Assume the best intentions of others in the class and be forgiving when you think that the tone of someone's post is offensive. It is easy to misread the tone of someone's written communication. If in doubt, ask an open, honest question about what the person meant so that you can clarify before making assumptions that damage your perception of your colleague.

- Stick to standard fonts -- Times New Roman, Arial, Helvetica, 12 or 14 pt. -- and colors -- black or blue.
- DON'T WRITE THE ENTIRE POSTING WITH YOUR CAPS LOCK ON. USE OF CAPS IS CONSIDERED YELLING IN ONLINE COMMUNICATION.

Grammar, Spelling and Fonts

Your writing style should not detract from the message. Clear communication is an essential skill for all professionals. Slang, abbreviations or incorrect grammar do not demonstrate professionalism. Use the spell check in your word processing program.

Grievance Procedures

Students who have a concern about fair treatment may convey their concern and receive a prompt hearing of their grievance. Complaints may be related to grades, classroom treatment, program admission, or other issues. A detailed description of School of Education Procedures may be found at: http://handbook.education.wisc.edu/GrievancePolicy.ashx

VI.   Resource Materials

Required Textbook

Forman, D., Jones, M. & Thistlethwaite, J. (2016). Leading Research and Evaluation in Interprofessional Education and Collaborative Practice. Palgrave-Macmillan Publishers Ltd. London

ISBN 978-1-137-53742-3
ISBN 978-1-137-53744-7 (eBook)
DOI 10.1057/978-1-137-53744-7

Additional required readings posted in the course schedule.

Recommended Texts

Dean, S.G., Siegert, R.J., Taylor, W.J. (2012). Interprofessional Rehabilitation: A Person-Centred Approach. Location: Wiley-Blackwell
ISBN: 978-0-470-65596-2

Course Website

The course has a website which provides access to important class documents such as the syllabus, assignment guides, case studies, and links to resources. Grades will also be posted on the site. All students enrolled in the course should be listed on the site. Please check that you have access to the website within the first few days of class opening. If you are not able to log on, notify the instructor as soon as possible. The website will be updated regularly and, therefore, it is important to check on a regular basis.

Technical Support
DoIT's Help Desk is available via LiveChat, phone and email for 19 hours a day, seven days a week, for walk-in customers eight hours a day, five days a week, and via a Web knowledgebase at all hours. The Help Desk knowledgebase has more than 3,000 documents, which were accessed online more than three million times during the year. See https://kb.wisc.edu/helpdesk/
Phone: 608-264-4357
Email: help@doit.wisc.edu (Response may not be immediate)

To chat with the Help Desk staff, click the LiveChat icon to initiate a chat session. Then, simply fill out the short form to start chatting with a Help Desk technician.
    LiveChat is available from 8am-10pm, 7 days a week (excluding holidays)
    No account information may be given out via LiveChat
    Users of LiveChat must be affiliated with the UW and have a valid NetID
If you have problems initiating a LiveChat session, or need assistance with your NetID, password, or other account information, please call the DoIT Help Desk at +1-608-264-4357 (264-HELP)

Course specific Technology questions may be directed to:

Karla Ausderau, PhD, OTR
608-262-0653
kausderau@wisc.edu

Division of Continuing Studies
608-262-1156
info@dcs.wisc.edu

VII.   Assignments

Assignment	Due Date	Percentage of Grade
Inter-professional Bio	Week 1	5%
Discussions	Bi-weekly	20%
Journal Reflections	Bi-weekly	20%
Inter-professional Practice Interview	Week 4	15%
Annotated Bibliography	Week 8	15%
Inter-professional CS/CR	Final date	25%
Total		**100%**

Assignments are organized within eight modules and each module lasts approximately 2 weeks.

- **Inter-professional Bio –** The purpose of this assignment is to share with classmates and instructor information about your role in an inter-professional team. Create a Captivate presentation that contains the following information: your name, fun fact about you, current area and setting of practice, job title, description of the professionals from other disciplines with whom you interact on a regular basis, current inter-professional issue of interest to you, and professional goal related to this course.

    Captivate allows you to send a video message accompanied with a Power Point slide show. For this assignment your Captivate presentation should be 5-minutes or less. Please create 5 slides for this presentation. You should use your 5-minute narration to describe your slides in detail.

    Listen to each other's Captivate messages. Be sure to introduce yourself at the beginning of your message since the instructor does not know most of you.

- **Learn@UW & Group Discussion –**
    There will be two types of online discussion in this course: Synchronous and Asynchronous. The synchronous discussions will occur 2-3 times during the semester and will require students to login to Blackboard Collaborate (video conferencing application) at a specified time to engage in "face-to-face" interaction with the rest of the class and the instructor. The asynchronous discussions will occur on the course Discussion Board and will require some advanced preparation as outlined on the "Interact" page of each Module. Students will be required to both post their own comments and reflections and respond to the postings of their classmates within the timeframes noted on the Course Rhythm Template.

    Specific prompts for each bi-weekly discussion will be posted at the beginning of the Module. Students should complete one posting regarding their learning and relevant to the discussion prompt within the first week of the discussion period. A minimum of two additional comments in response to postings by others should be completed by close of the discussion period. Participation in discussions will be monitored by the instructor. Grading will consider timeliness and substance of the postings.

As general Course Information, you are provided a couple of documents related to Group Discussions. Download the Download the zipped Group Discussion Documents for review. The first provides an over-view of the various roles that group members can play in a discussion forum. The second is an example of a rubric for grading student participation in group discussions. The rubric will help you to distinguish between high and low quality contributions to a discussion. For example, it is pretty clear which of the following is the stronger contribution to a discussion:

- o "I agree with Alice."
- o "Alice makes a good point. We do need to try alternative approaches to convincing our school administrators of the need for additional access to OT services for special needs students. I was actually discussing this issue with a colleague last week. One idea we had was to identify alternative models of service that permit maximizing the skills of the teachers and our ability to educate and train the inter-professional staff to implement ongoing interventions. Putting together a brief presentation of the cost and benefits of such an approach and the time and resources necessary to implement our plan for the next district Principal's meeting would be a first step in the process. We keep hearing that budgets are tight and priorities must be set but we do not understand why the special needs students are such a low priority in our school district. I would be curious to know how other school districts set priorities because it seems that I have heard of schools where special needs students have much better access to services than in our district."

Grades are based on both the number and quality of your contributions in grading your discussion participation.

While it is alright to share opinions, the primary goal of the discussions is to engage in analysis, synthesis and creative thought. You should support your opinions with facts and a rational discourse for why you believe something to be true.

For classes with more than 10 students, small groups for discussion will be created so that reading the entries will not be too burdensome. You will be graded on participation in your assigned discussion group but you are welcome to join the other group discussion as well.

Have fun with your Discussions!

- **Self-Reflection Journals** - Each student will write a bi-weekly reflection journal (one for each module). The reflection can be about anything that he/she found particularly interesting or important from the week's readings, discussions and/or application of content to practice. Each journal is to be approximately 400 words in length. The deadline for posting your weekly journal entry is Sundays at noon. The journals will not be posted for general viewing

- **Inter-professional Practice Interview** - Each student will interview a professional actively practicing in an area other than OT regarding the values, ethics, and culture of her or his profession and practice setting. You will develop the interview questions but you will want to research the major issues facing the selected professional's practice area or institution to guide question development. Specifically, it is important to know

something about the inter-professional communication, interaction, organizational structure and professionalism that are typical in the setting.

You will post to Learn@UW a PowerPoint presentation of the main findings from the interview. What did you learn? What surprised you? How do their thoughts support or contrast with what you have read thus far in the class?

- **Annotated Bibliography** – Each student will create an annotated bibliography about a topic of his/ her choosing related to an inter-professional practice issue. The interview may help with selection of a topic. This is due at the midpoint of the course (check course calendar for the exact date), but you should start planning the topic you will research so that you have enough time to adequately complete the literature overview, analysis of research and literature, and to summarize your thinking about the research/current literature in a coherent, concise paper.

  This learning activity has 3 parts:
  - Identify your topic (e-mail your idea(s) to course instructor; topic identification should be completed at the beginning of the module)
  - After "approval" from the course instructor, begin your literature overview activities (continues through the course)
  - Write and submit your annotated bibliography (due at the mid-point of the course in Module 4, check syllabus/calendar for exact date)

- **Case Scenario/ Case Reader –** Each student will identify a practice problem in a preferred context which requires inter-professional collaboration to solve. You will then create a case scenario via the CSCR software to use as a training tool for leading a team in learning collaborative skills and solving the practice problem. Specific directions for use of the tool and assignment guide can be found on Learn@UW.

Assignment Submission
Unless otherwise stated, each assignment must be electronically submitted to the course website prior to class on the assigned due date. In order to ensure equitable grade assignment, all assignments must be turned in on the due date. **Assignments turned in late will not receive full credit.** For every day that an assignment is late, 10% of the student's earned points for that assignment will be deducted. **Assignments will NOT be accepted more than one week late.**

Guidelines for Assignment Format
Unless otherwise stated on the assignment guidelines:

1. All assignments should be typed, double-spaced, and use a font size no smaller than 14 characters per inch (e.g. Verdana 10-point font or Times New Roman 12-point font).
2. Use a 1-inch margin on all sides.
3. Insert page number for all assignments that are longer than 1 page.
4. All assignments should be written professionally using full sentences and paragraphs as appropriate.
5. Except for assignments to be written as occupational therapy documentation or otherwise specified, following the guidelines in the APA manual for writing style,

including, but not limited to, headings, number, table format, citations, and reference list.

6. Clear and concise communication is a critical skill for OTs. Adhere to all page and space limits on assignments. Portions of the assignments exceeding page/space limits will not be considered in grading.

VIII.   Student Evaluation

Course grading is based on the successful completion of all assignments, and is broken down according to the following percentages and awarded points.

Final grade assignment will use the following scale:

%	Grade
94-100	A
90-93.99	AB
84-89.99	B
80-83.99	BC
70-79.99	C
65-69.99	D
< 65	Fail

IX. **Schedule**.

Module (1 week each)	Readings	Activities/ Assignments
Module 1: Welcome and Course Orientation	**Readings:** Review Course Syllabus Axelsson, S.B. & Axelsson, R. (2009). From territoriality to altruism in interprofessional collaboration and leadership. *Journal of Interprofessional Care, 23*(4): 320–330.	**Activities:** 1. Syllabus; Help; Discussion post 2. Inter-professional Bio – Captivate presentation 3. Participate in Learn@UW Discussion questions 4. Post journal entry
Module 2: Research Connections/ An Inter-professional Approach to Care	**Readings:** Text (Forman, Jones & Thistlethwaite, Eds.) Chapter 1: Appendix A – Useful Definitions Chapter 2: The Formation and Development of the National Center for Interprofessional Practice and Education Chapter 3: Reviewing Pre-Qualifying Interprofessional Education in the UK: From Recommendations to Implementation Review tips for Writing at: https://owl.english.purdue.edu/owl/resource/614/01/ White, MJ, Gutierrez, A, McLaughlin, C, Eziakonwa, C, Newman, LS, White, M, Thayer, B, Davis, K, Williams, M, Asselin, G. (2013). A pilot for understanding interdisciplinary teams in rehabilitation practice. *Rehabilitation Nursing*, 38(3), 142-152.	**Activities:** 1. Identify an inter-professional issue/challenge related to your practice area to research for your annotated bibliography. Post your issue to the Discussion board and begin an "abbreviated" review of current literature 2. Participate in the Learn@UW Discussion questions 3. Complete inter-professional practice interview and upload PPT to Learn@UW 4. Post journal entry
Module 3: Implications of the International Classification of Functioning, Disability and Health for Inter-professional practice – There is a need for a common language	**Readings:** Text (Forman, Jones & Thistlethwaite, Eds.) Chapter 15: International Classification of Functioning, Disability and Health: Catalyst for Interprofessional Education and Collaborative Practice Allan, C.M., Campbell, W.N., Guptill, C.A., Stephenson, F.F., & Campbell, K.E. (2006). A conceptual model for interprofessional education: The International Classification of Functioning, Disability and Health (ICF).	**Activities:** 1. Participate in Learn@UW Discussion questions 2. Post journal entry

	Journal of Interprofessional Care, 20(3): 235 – 245. Tempest S, McIntyre A (2006) Using the ICF to clarify team roles and demonstrate clinical reasoning in stroke rehabilitation. *Disability and Rehabilitation, 28* (10): 663 -667. Additional Resource: Framework for Action on Interprofessional Education and Collaborative Practice http://www.who.int/hrh/resources/framework_action/en/	
Module 4: Focus on Inter-professional Contexts & Competency Training	**Readings:** Text (Forman, Jones & Thistlethwaite, Eds.) Chapter 13: Using a Community of Practice to Increase Leadership Capacity in Non-Traditional Settings for Interprofessional Student Learning Falk, A.L., Hult, H., Hammar, M., Hopwood, N., Dahlgren, M.A. (2013). One site fits all? A student ward as a learning practice for inter-professional development. *Journal of Inter-professional Care*, 27(6), 476-481. Villeneuve M.A., Shulha L.M. (2012). Learning together for effective **collaboration** in school-based **occupational therapy** practice. *Canadian Journal of Occupational Therapy,* 79(5), 293-302. Gray B., Macrae N. (2012). Building a sustainable academic-community partnership: Focus on fall prevention. *Work*, 41(3), 261-267. Donnelly C., Brenchley C., Crawford C., Letts L. (2013). The integration of occupational therapy into primary care: a multiple case study design. *BMC Family Practice*, 14, 60. Howell D.M., Wittman P., Bundy M.B. (2012). Inter-professional clinical education for occupational therapy and psychology students: a social skills training program for children with autism spectrum disorders. *Journal of Inter-professional Care*, 26(1), 49-55.	**Activities:** 1. Participate in Learn@UW Discussions 2. Post journal entry 3. Submit annotated bibliography

Module 5: Leading Inter-professional Practice	**Readings:** Text (Forman, Jones & Thistlethwaite, Eds.) Chapter 10: Leadership and Evaluation Issues in Interprofessional Education in Sabah, Malaysia McCutcheon, K. (2014). Leading from the front. *Journal of Perioperative Practice*, 24(5), 91. Baptiste, S. (2000). Visioning together for leadership. *Canadian Journal of Occupational Therapy,* 67(2), 81-85. Review the following website for the CSCR assignment: http://engage.wisc.edu/software/cscr/	
Module 6: Inter-professional communication	**Readings:** Text (Forman, Jones & Thistlethwaite, Eds.) Chapter 16: Partnering with Patients in Interprofessional Education in Canada and in the USA: Challenges and Strategies Mohaupt J., Van Soeren M., Andrusyszyn M.A., Macmillan K., Devlin-Cop S., Reeves S. (2012). Understanding inter-professional relationships by the use of contact theory. *Journal of Inter-professional Care*, 26(5), 370-375. Matziou V., Vlahioti E., Perdikaris P., Matziou T., Megapanou E., Petsios K. (2014). Physician and nursing perceptions concerning inter-professional communication and collaboration. *Journal of Inter-professional Care*, 28(6), 526-533. Campbell, C. (2014). Inter-professional communication and teambuilding using applied improvisational exercises. *Creative Nursing,* 20(2), 116-121. Brooks V., Rhodes B., Tefft N. (2014). When opposites don't attract: one rehabilitation hospital's journey to improve communication and collaboration between nurses and therapists. *Creative Nursing*, 20(2), 90-94.	**Activities:** 1. Participate in Learn@UW Discussions 2. Post journal entry

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| Module 7: Metrics for Success | **Readings:**
Text (Forman, Jones & Thistlethwaite, Eds.)
Chapter 7: Implementing and Evaluating Interprofessional Education and Collaborative Practice Initiatives

Nørgaard B., Draborg E., Vestergaard E., Odgaard E., Jensen D.C., Sørensen J. (2013). Inter-professional clinical training improves self-efficacy of health care students. *Medical Teacher*, 35(6), e1235-1242.
Doll J., Packard K., Furze J., Huggett K., Jensen G., Jorgensen D., Wilken M., Chelal H., Maio A. (2013). Reflections from an inter-professional education experience: Evidence for the core competencies for inter-professional collaborative practice. *Journal of Inter-professional Care*, 27(2), 194-196.
Lachmann H., Ponzer S., Johansson U.B., Benson L., Karlgren K. (2013). Capturing students' learning experiences and academic emotions at an inter-professional training ward. *Journal of Inter-professional Care*, 27(2), 137-145. | **Activities:**
1.Submission of Inter-professional collaborative CS/CR project
2. Participate in Learn@UW discussions
3. Post journal entry |
| **Module 8:**
Presentations & Wrap Up | **Readings:**
None

Students will present their CS/CR Projects to instructor and peers. | **Activities:**
1. Participate in Learn@UW Discussions
2. Post journal entry |