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 2022  
Syllabus
**Instructional Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
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<tbody>
<tr>
<td>Gundy Sweet, PharmD</td>
<td><a href="mailto:gsweet@med.umich.edu">gsweet@med.umich.edu</a></td>
</tr>
<tr>
<td>Office: 1036 Pharmacy</td>
<td></td>
</tr>
<tr>
<td>Telephone: 734-763-8148</td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:gsweet@med.umich.edu">gsweet@med.umich.edu</a></td>
<td></td>
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**School of Dentistry:**
- *Mark Fitzgerald, DDS, MS  markfitz@umich.edu
- Amy Karpenko, DDS  amywatts@umich.edu

**Medical School:**
- *Tom Bishop, PsyD, Family Medicine  thomasbi@umich.edu
- Joe Hornyak, MD, PhD  jhornyak@med.umich.edu

**School of Nursing:**
- *Michelle Pardee, DNP  milopa@med.umich.edu
- Cynthia Arslanian-Engoren, PhD, RN, MSN  cmae@umich.edu

**College of Pharmacy:**
- *Gundy Sweet, PharmD  gsweet@med.umich.edu
- Shawna Kraft, PharmD  svandeko@med.umich.edu

**School of Social Work:**
- *Anao Zhang, PhD, LMSW  zhangan@umich.edu
- Debbie Mattison, LMSW  debmatt@umich.edu

*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 3:00 pm – 4:50 pm

**Locations:**
- Zoom; see class schedule for your assigned group for links each week

**Course Description:**
This interprofessional course is for student learners in the areas of advanced practice providers (medicine and advanced-practice nursing), dentistry, 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 in clinical decision making.

**Course Goals:**
Through course activities that have students working in fixed interprofessional teams, several IPE competencies are reinforced including roles/responsibilities, teams/teamwork, values/ethics, and interprofessional communication. In addition to the weekly team assignments, students will participate in a team project addressing a health disparity, allowing for an opportunity to practice teamwork skills in a different context.
At the end of this course, students will be able to:

1. Define the unique roles that advanced practice providers, dentistry, 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 healthcare situations that incorporate multiple perspectives (individual, family, providers).

Course Structure:
Teaching pedagogy will emphasize student learning in interdisciplinary teams. The format used each week is based on the optimal technique for the week’s learning objectives. Team-based learning will be one of the primary techniques used.

Students will be assigned to one of five course cohorts (groups A-E), with students from each discipline evenly divided between the five cohorts. Within each cohort, students will be placed in interprofessional teams. Students will move through the semester in their fixed interdisciplinary teams assigned at the beginning of the semester.

The class will operate in a series of modules taught by interdisciplinary pairs of faculty from each of the five schools. In some modules, all five cohorts (A-E) will complete the same course activities at the same time with their assigned faculty leads. In the concept-specific modules (5 weeks), cohorts will rotate each week. The order in which the five concept-specific modules are completed will vary by group; content in these modules are not dependent on order.

Pedagogy:
Two approaches will be used to guide learning what each discipline is about. Some instruction will come from the faculty, and some will come from you discussing 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 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 Materials:
All materials will be posted to Canvas.

Course Website:
Course information is on the Canvas site (IPE Team-Based Decisions W22). 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 assigned cohort (A-E) which can be 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:
Prework and readings will be posted on Canvas approximately 2 weeks before a given class session is scheduled. It is your responsibility to check the website for updates, uploaded prework, and required readings posted by individual faculty.

Course Assignments:
This course is part of a 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 is helping 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). You can opt out of the reporting of class results if you choose.

D. Course Schedule Overview*
Group-specific schedules for the course are posted on Canvas as a PDF version. There is also an interactive schedule posted for each group that has direct links to the module materials and the zoom links for each week. Be sure to check the home page of the Canvas site to access the link to your assigned cohort (group A-E).

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

F. Class Expectations

Academic Integrity – You must abide by your respective school’s Code of Conduct as it relates to all aspects of academic integrity. This includes, but is not limited to, procedures expected while completing assignments and/or taking a quiz. Breech in academic integrity will result in consequences as defined by your program’s honor council.

Assignments/Homework – Prework will be required each week. You are expected to adhere to directions, including whether individual or group work is allowed on 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, in-class, longitudinal assignments, and team project.

Attendance/Class Participation – The focus of the class is clinical decision making in interdisciplinary teams. As such, class participation is 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. The faculty lead for each program may make an exception in rare cases where students are required by their program to complete other program obligations scheduled at the same time as class.

Team Accountability – A large part of this class focuses on students working on an interprofessional team. These team interactions provide learning opportunities for teamwork skill development for future professional employment.

Professionalism – You are expected to abide by your 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: Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc. If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact the course coordinator so that we can find solutions together. For
personal concerns, U-M offers many resources, some of which are listed at Resources for Student Well-being on the wellbeing for U-M Students website. You can also search for additional resources on that website.

Questions/Concerns – You 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 – You 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.

Student Safety - Student safety is a priority at the University of Michigan. Students are encouraged to download the UM-DPSS application, which is available via the App Store and Google Play. This app, developed for UM, helps you stay informed about campus emergencies and allows you to communicate with DPSS regarding safety concerns. You can also receive DPSS updates via twitter at @umichdpss. After hours transit services available to UM students include Ride Home, Safe Ride, Night Ride, State Street Ride, and Emergency Ride Home. You can find more information on the UM Parking and Transportation website. Whether in class or clinical, be aware of your surroundings and take note of nearest exits, stairwells, and doors. In the case of a fire, exit the building immediately. In the case of a tornado, seek shelter in a low area away from widows and large, heavy objects. Keep your UM ID with you at all times.

Technology

Audio/Video Taping – Students are prohibited from recording/distributing any class activity without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student’s own private use.

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

G. Grading
Grading involves a combination of required prework for individual class sessions, graded in-class assignments, team performance/accountability, and a team project as shown in the table below. Details of assignment due dates can be found on the class schedule for the group to which you have been assigned (see Canvas site for your group). There are no exams. Assignments (prework and in-class) focus on individual accountability to the team.

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Total Points</th>
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<tr>
<td>Prework for modules</td>
<td>55</td>
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<tr>
<td>In-class assignments</td>
<td>55</td>
</tr>
<tr>
<td>Longitudinal roles/teamwork assignments</td>
<td>20</td>
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<tr>
<td>Team project</td>
<td>25</td>
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<tr>
<td><strong>Total points</strong></td>
<td><strong>155</strong></td>
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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.

<table>
<thead>
<tr>
<th>Grading Scale (%)</th>
<th>A+</th>
<th>A</th>
<th>A-</th>
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<tr>
<td>Not applicable</td>
<td>B+</td>
<td>87 to 89.9</td>
<td>C+</td>
</tr>
<tr>
<td>93 to 100</td>
<td>B</td>
<td>83 to 86.9</td>
<td>C</td>
</tr>
<tr>
<td>90 to 92.9</td>
<td>B-</td>
<td>80 to 82.9</td>
<td>C-</td>
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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 were made in the course over time 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); simulation modified from critical care to community case (2020)
- Longitudinal assignments on teamwork/roles revised to improve purpose/timing (2017, 2018)
- Peer evaluation on team performance added (2018) and then removed (2019)
- Added Team Up event where all 500+ enrolled student participate in team building activity (2019); revised structure to hold in smaller separate venues rather than one large venue (2020)
- Medical students added to teams for 4 of the 5 discipline-specific modules (2019); medical students added for first 5 weeks of the course (2021)
- Incorporated team project (2021) and reduced discipline modules to 1 week each (2021)
- Shifted entire course to remote platform (2021)
- Incorporated team training on leadership/quality improvement module (2022)