



**DEPARTMENT OF NURSING EDUCATION AND HEALTH STUDIES**

**COURSE OUTLINE – WINTER 2016**

**NS1410: INTERPROFESSIONAL HEALTH TEAM DEVELOPMENT**

**3 (0-3-0) 45 Hours**

<b>INSTRUCTOR:</b>	Sheila Elliott RN MN	<b>PHONE:</b>	780-539-2897
<b>OFFICE:</b>	L224	<b>E-MAIL:</b>	<a href="mailto:selliott@gprc.ab.ca">selliott@gprc.ab.ca</a>
<b>OFFICE HOURS:</b>	By appointment		
<b>SECTION: A3</b>	<b>ROOM: E311</b>		
<b>INSTRUCTOR:</b>	Kim Staples RN MSN	<b>PHONE:</b>	780-539-2756
<b>OFFICE:</b>	L220	<b>E-MAIL:</b>	<a href="mailto:kstaples@gprc.ab.ca">kstaples@gprc.ab.ca</a>
<b>OFFICE HOURS:</b>	By appointment		
<b>SECTION: B3</b>	<b>ROOM: A209</b>		
<b>INSTRUCTOR:</b>	Jim Wohlgenuth RNMN	<b>PHONE:</b>	780-539-2709
<b>OFFICE:</b>	H132	<b>E-MAIL:</b>	<a href="mailto:jwohlgenuth@gprc.ab.ca">jwohlgenuth@gprc.ab.ca</a>
<b>OFFICE HOURS:</b>	By appointment		
<b>SECTION: C3</b>	<b>ROOM: B201</b>		
<b>INSTRUCTOR:</b>	Liz Richard RN, MN	<b>PHONE:</b>	780-539-2438
<b>OFFICE:</b>	L225	<b>E-MAIL:</b>	<a href="mailto:lrichard@gprc.ab.ca">lrichard@gprc.ab.ca</a>
<b>OFFICE HOURS:</b>	By appointment		
<b>SECTION: D3</b>	<b>ROOM: B202</b>		
<b>INSTRUCTOR:</b>	Tammy MacLean RN, BScN	<b>PHONE:</b>	780-539-2048
<b>OFFICE:</b>	H212	<b>E-MAIL:</b>	<a href="mailto:tmaclean@gprc.ab.ca">tmaclean@gprc.ab.ca</a>
<b>OFFICE HOURS:</b>	By appointment		
<b>SECTION: E3</b>	<b>ROOM: B208</b>		

©UNIVERSITY OF ALBERTA COLLABORATIVE BScN PROGRAM, 1999

All rights reserved. No part of this module may be reproduced in any form or by any means without the publisher's written permission.

Approved: May 2013

Copyright © 2009, Grande Prairie Regional College and its licensors.

## **CALENDAR DESCRIPTION:**

### **NS 1410 3 (0-3-0) UT 45 Hours 15 Weeks**

A process learning course intended to provide knowledge, skills and experience in building interprofessional (IP) health care teams.

## **PREREQUISITE(S)/COREQUISITE:**

None

## **REQUIRED TEXT/RESOURCE MATERIALS:**

Balzer-Riley, J. (2013). *Communications in nursing* (7th ed.). Toronto, ON: Mosby.

Potter, P. A., Perry, A. G., Ross-Kerr, J. C., & Wood, M. J. (2014). *Canadian fundamentals of nursing* (5th ed.). Toronto, ON: Elsevier Mosby.

Canadian Nurses Association. (2008). *Code of ethics for registered nurses*. Available online at <http://cna-aiic.ca/~media/cna/page-content/pdf-fr/code-of-ethics-for-registered-nurses.pdf> (copy and paste to your browser)

## **DELIVERY MODE(S):**

Seminar/discussion.

## **COURSE OBJECTIVES:**

1. Appreciate and show respect for the unique roles of the various health disciplines.
2. Understand and explain the relevance of interprofessional practice and teamwork.
3. Understand and identify essential components of team functioning.
4. Understand patient centered care and how it can be done with other members of the Interprofessional team.
5. Understand the role of conflict in teams and how to resolve it with other members of the interprofessional team.
6. Demonstrate, with assistance, the processes of self-directed learning, critical thinking, and group process skills in utilizing inquiry-based learning, in all learning activities.
7. Discuss the roles of other health care professionals on the healthcare team.
8. Explore the difference between parallel and integrated care and when this may occur in the health care setting.

9. Practice team process strategies to enhance team functioning, such as team roles.
10. Reflect on your own personal values, strengths and challenges in working in a health team environment.

**LEARNING OUTCOMES:**

Per the University of Alberta Course Objectives

**TRANSFERABILITY:**

“This course is part of the block transfer agreement with the University of Alberta in the Collaborative BScN Program. Admission to the fourth year of the Program and registration at the U of A will be contingent upon confirmation by the Faculty of Nursing that the first three years of the Program have been completed with satisfactory academic standing. For promotion to Year 4 at the U of A, a student is required to pass all previous courses and obtain a minimum cumulative GPA of 2.0 on a 4.0 point scale in the first three years of the program. If these conditions are met, the student will be granted a block transfer of work completed at GPRC to the U of A record.”

Please consult the Alberta Transfer Guide for more information

<http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

**EVALUATIONS:**

Assessment	Weight	Due Date	Type
<b>Professionalism</b>	<b>15%</b>	<b>End of classes April 6<sup>th</sup> @ 1000</b>	<b>Individual</b>
<b>On-line activities;</b> <ul style="list-style-type: none"> <li>• Reflection #1-initial course reflection</li> <li>• Quiz – Interprofessional practice</li> <li>• Quiz – Conflict management &amp; Team building</li> <li>• Group Summary of Shadowing Experience</li> </ul>	<b>20%</b>	<b>As per class schedule</b> All reflections are to be submitted before 1000 on the due date.	<b>Individual</b>
<b>Reflection #2 -Patient-centered care written reflection</b>	<b>10%</b>	<b>Feb. 1<sup>st</sup> @ 1000</b>	<b>Individual</b>
<b>Presentation on patient-centered care/team work</b>	<b>15%</b>	<b>March 30 &amp; April 4<sup>th</sup></b>	<b>Team</b>
<b>TOSCE</b>	<b>25%</b>	<b>As per class schedule</b>	<b>Team</b>
<b>Reflection #3 - Final Course written reflection</b>	<b>15%</b>	<b>April 6<sup>th</sup> @ 1000</b>	<b>Individual</b>

### **Professionalism: 15%**

This course is based on process learning, requiring attendance and participation. In order to receive the 15% designated for professionalism, students must attend all scheduled classes for the entire class period, participate actively in team/class activities and conduct themselves in a professional manner. Professionalism marks are awarded at the discretion of section facilitators. 5% will be deducted for each absence up to a maximum of 15%. To receive credit for a missed class, students may submit a 1-2 page reflection on interprofessional teamwork relevant to the topics covered in the class they missed.

### **On-line Activities: 20%**

In preparation for identified classes, there will be selected readings, YouTube or other pre-requisite activities that will be posted on Moodle. Short quizzes will be posted for completion prior to some classes related to these activities.

### **Reflection #1**

Write a reflection on your feelings about taking NS 1410. Mention any fears, questions, concerns, or preconceptions about this course, differences you note between this course and other courses, what you hope to gain from NS 1410, initial thoughts on how interprofessional teamwork will impact your future health care career, and any other thoughts you would like to share. Refer to concepts you have learned in the assigned videos. Have any preconceptions changed after the first class?

A Reflection Guide is provided in the Moodle "Team Skills" folder to provide tips on what to include in a reflection.

Your section facilitators will mark this assignment out of 2 points as part of your course "Online Activities" mark:

- 0: not completed
- 1: partially completed
- 2: completed

Format & submission:

- 2-3 paragraphs
- Not a formal academic paper, no reference list needed
- Due : Jan. 18<sup>th</sup> @ 1000
- Submit online in Moodle, in Assignments section.

### **Reflection #2 - Patient-Centered Care Written Reflection: 10%**

During the course, a patient will come to present his/her experiences with the health care system. You will be asked to write a reflection after hearing about the experience. The guidelines for the reflection will be posted on Moodle.

Use the following prompts to write a formal individual reflection based on the assigned readings and videos, and on your experience in class with the guest speaker:

- What surprised you?

- Consider how these patients (authentic or standardized patient) wanted to be engaged; how might this apply (or not) to other patients?
- How do the readings and videos relate to your experience in class with the guest?
- Although the health system is complex and may not be able to change quickly to meet all the needs expressed by the patients you met or saw in the videos, are there some steps (for individual practitioners, teams, the health system, etc.) you would recommend to help move in a more patient-centered direction?
- How might this class experience shape your future contact with patients as a learner, and/or later as a practitioner?

Format & Submission:

- This formal written reflection should be approximately 2 double-space, typed pages with 12 pt. font
- Include an extra page for a reference list
- All in-text references and reference lists must be provided in a consistent citation format, eg: APA format.
- The NS 1410 reflection grading rubric is available on Moodle
- Submit online via the Dropbox in Moodle under the Assignments section
- Your section instructors will mark this assignment
- Due **Feb. 1, 2016 @ 1000**

**TOSCE (Team Objective Structured Clinical Examination):25%**

Facilitators observe the team as they conduct an interview with a Standardized Patient. The observers will be assessing principles of patient-centred care and the 4 core interprofessional competencies: communication, collaboration, role clarification and reflection. The TOSCE evaluation rubric is available to students on Moodle. The case scenario and instructions on how the TOSCE is run will be provided to students one week in advance.

The TOSCE (Team Objective Structured Clinical Examination) is the final exam NS 1410. Facilitators observe the team as they conduct an interview with a Standardized Patient. The observers will be assessing principles of patient-centered care and the 4 core interprofessional competencies: communication, collaboration, role clarification and reflection. The TOSCE evaluation rubric is available to students on Moodle. The case scenario and instructions on how the TOSCE is run will be provided to students one week in advance.

Absences due to illness, domestic affliction or religious conviction may lead to a deferred exam at the instructor's discretion. Instructors and the student's team must be notified of a requested absence from the TOSCE as early as possible. Requests will be granted on an individual basis.

If the request is submitted 2 or more weeks in advance of the TOSCE, the team may elect to choose a new date for the TOSCE – all team members must agree to this option. If the request is received less than 2 weeks before the TOSCE, or if the team cannot agree on a new date for their TOSCE, the case will be reviewed by instructors and the course leader.

See GPRC Policy re: absence from final exams:

[https://www.gprc.ab.ca/files/forms\\_documents/Examination\\_Policy.pdf](https://www.gprc.ab.ca/files/forms_documents/Examination_Policy.pdf)

### **Presentation on Patient-Centered Care/Team Work: 15%**

During the final class of the term, each student team will do a presentation to the class according to the following guidelines:

- Length: Approximately 10 minutes
- Format: open; feel free to get creative! – create a video, do a skit, song, dance, poem, poster, etc.; you could use presentation software, but we encourage you to explore other formats.
- Provide highlights on what your team is taking away from this course.
- What are your insights on how Interprofessional (IP) teamwork will be part of your future practice?
- Are there additional IP tools or recommendations you have come across that you would like to share with your classmates?
- What have you learned about patient-centred care, patient safety; do you have examples on what is working well and what isn't working in the health care system for patients?

Each team should arrange time to have a discussion to share thoughts on how you will approach this project.

How will you divide up tasks amongst team members and set due dates for completion?

How will you collect the information, examples, etc. that you will include in your presentation?

What format(s) will you use?

If you wish, use your Moodle team discussion forum to share and record plans and ideas for this project.

### **Reflection #3 -Final Course Written Reflection: 15%**

Write a 2-3 page written reflection on your perspectives of your individual and team progress during the term in NS 1410. Suggested areas to explore:

- What have been your key learnings about interprofessional care?
- Have your thoughts about the course changed from those indicated in your initial reflection at the beginning of the term? If yes, how?
- How did the functionality of your team progress throughout the term?
- Comment on your development as an individual and as a team in the various team activities, such as team discussions, role plays, assignments, patient interviews, TOSCE, and team presentation project.
- You may use the Interprofessional (IP) Competencies Self-Assessment document as a guide.

Format & Submission:

- Format same as previous reflections - use a common writing/citation style such as APA; include a reference list.
- A reflection marking rubric and sample written reflections are provided on Moodle; see the Team Skills section
- Your section facilitators will mark this assignment using the rubric under Team Skills
- Due - **April 6, 2016 at 1000.**
- Submit online in Moodle, see Reflection #3 drop box in Assignments Section.

**GRADING CRITERIA:****Final Grade Assignment**

<b>GRADING CONVERSION CHART</b>			
<b>ALPHA GRADE</b>	<b>PERCENTAGE CONVERSION (%)</b>	<b>4-POINT EQUIVALENT</b>	<b>DESCRIPTOR</b>
A+	90 – 100	4.0	<b>PASS</b>
A	85 – 89.9	4.0	
A-	80 – 84.9	3.7	
B+	77 – 79.9	3.3	
B	73 – 76.9	3.0	
B-	70 – 72.9	2.7	
C+	67 – 69.9	2.3	<b>FAIL</b>
C	63 – 66.9	2.0	
C-	60 – 62.9	1.7	
D+	55 – 59.9	1.3	
D	50 – 54.9	1.0	
F	0 – 49.9	0.0	
WF	0	0.0	

Students receive **Credit** or **No-Credit** (Pass/Fail) at the end of the course.

Students must achieve **70%** in the course to pass this course and receive **Credit**.

**Note:** Refer to the 2015-16 Grande Prairie Regional College Calendar for further details regarding the Grading Policy and Progression Criteria in the Bachelor of Science in Nursing program.

**COURSE SCHEDULE/TENTATIVE TIMELINE:**

<b>Week</b>	<b>Dates</b>	<b>Class</b>	<b>Topics, Activities,</b>	<b>Assignments</b>
<b>Week 1</b>	Jan. 6 <sup>th</sup>	1	Welcome! Orientation and Overview of course. Room: L106	
<b>Week 2</b>	Jan. 11	2	Team roles	Complete Strengths Assessment By Jan. 11 <sup>th</sup> @ 1000
	Jan. 13	3	Strength based Nursing	
<b>Week 3</b>	Jan. 18	4	Interprofessional practice.	Reflection #1 due AND Online quiz due Jan. 18 <sup>th</sup> @1000
	Jan. 20	5	Nursing roles and values.	
<b>Week 4</b>	Jan. 25	6	Patient/Family Centered Care Guest Speaker – <u>Room D208</u>	
	Jan. 27	7	Patient /family centered care	
<b>Week 5</b>	Feb. 1	8	Professional Communication	Reflection #2 – due Feb. 1 @ 1000
	Feb. 3	9	Professional Communication	
<b>Week 6</b>	Feb. 8	10	Team Conflict Management	Online quiz due Feb. 8 <sup>th</sup> @ 1000
	Feb. 10	11	Team Building	
<b>Week 7</b>	Feb.15- 19	12	<b>READING BREAK – NO CLASSES</b>	
<b>Week 8</b>	Feb. 22	13	Team Patient/family Conference	
	Feb. 24	14	Team Patient/Family conference planning	

<b>Week</b>	<b>Dates</b>	<b>Class</b>	<b>Topics, Activities,</b>	<b>Assignments</b>
<b>Week 9</b>	Feb. 29	15	Team conference practice #1	
	March 2	16	Shadowing experience with other disciplines	
<b>Week 10</b>	March 7	17	Shadowing experience with other disciplines	
	March 9	18	Debrief shadowing experiences with other disciplines	
<b>Week 11</b>	March 14	19	Debrief shadowing experiences with other disciplines	Group Summary of Shadow Experiences due March 14 @ 1000
	March 16	20	Team conference practice #2	
<b>Week 12</b>	March 21	21	TOSCE (Team Objective Structured Clinical Examination) A3/B3	
	March 23	22	TOSCE (Team Objective Structured Clinical Examination) C3/D3	
<b>Week 13</b>	March 28	23	TOSCE (Team Objective Structured Clinical Examination) E3	
	March 30	24	Group Presentations Room:	
<b>Week 14</b>	April 4	25	Group Presentations Room:	
	April 6	26	Wrap- Up and Course Evaluation Room:  Feedback for TOSCE teams	Reflection #3 due April 6 @ 1000

**STUDENT RESPONSIBILITIES:**

Refer to the College Policy on Student Rights and Responsibilities at [www.gprc.ab.ca/d/STUDENTRIGHTSRESPONSIBILITIES](http://www.gprc.ab.ca/d/STUDENTRIGHTSRESPONSIBILITIES)

**Nursing Program Policies and Dates:**

Please refer to the 2015/16 Grande Prairie Regional College Calendar and the University Of Alberta Collaborative Baccalaureate Nursing Program with Grande Prairie Regional College Student Handbook for specific nursing program policies and dates.

### **Attendance**

Attendance is expected; absence will jeopardize successful completion of the course.

### **STATEMENT ON PLAGIARISM AND CHEATING:**

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at [www.gprc.ab.ca/about/administration/policies/\\*\\*](http://www.gprc.ab.ca/about/administration/policies/**)

\*\*Note: all Academic and Administrative policies are available on the same page.

### **General Expectations for Class**

**Individual Expectations:** Students are expected to approach course interactions with a positive attitude and respect for teammates, other teams and section facilitators. Students will also come prepared to actively participate in class discussions by critically reading and reflecting on materials before class. As early as possible, students are expected to inform teammates as well as section facilitators of absences, and to negotiate to support the team and make-up missed assignments.

**Team expectations:** Teams are expected to take part in analyzing their own team process, particularly by making use of the Team Expectations they develop at the beginning of the course to help deal with issues that arise within their group. Teams will create constructive feedback that conveys the impact of behaviors and expectations for future behaviors to members who are not contributing constructively.

**Failure to act in a professional manner:** Unconstructive behaviors or attitudes that negatively affect others are considered unprofessional and often have a significant impact later on in students' training and in the workplace. Frequent failure to arrive at class or team meetings prepared and on time, and failure to engage in team discussions constitute unprofessional behavior. If those behaviors continue in spite of feedback from team members and/or facilitators, this may result in a no-credit recommendation.