New York City College of Technology

Major Curriculum Change Proposal

Submitted by

**Departments**

Health and Human Services

Nursing

Radiologic Technology and Medical Imaging

**Prepared By**

Carmel Dato

Anthony DeVito

Joycelyn Dillon

Aida Egues

Elaine Leinung

Kevin McGirr

Noemi Rodriguez

Christine Thorpe

Fall 2014

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# CURRICULUM MODIFICATION PROPOSAL FORM



In Health And Human Services.

03/14/14 and 10/14/14

# Affected Departments

Health and Human Services

Nursing

Radiologic Technology and Medical Imaging

As the proposers of this major curriculum change, the affected departments (mentioned above) have been in close communication about the proposed interprofessional course and its content areas. This course enhances concepts (e.g., communication and patient safety) embedded in other courses by creating unique experiential learning opportunities provided by multidisciplinary teams.

Advisory Commission Views - Not applicable

# Chancellor's Report Form

**Section AIV: New Courses**

**AIV.1. Health and Human Services, Nursing, & Radiologic Technology and Medical Imaging**

**Course Number:** SPS 3100

**Title:** Interprofessional Communication, Collaboration, and Quality Care in Health and Human Services

**Hours:** 3 Class Hours

**Credits:** 3 Credits

**Prerequisite:** Allied health associate degree or admission to one of the baccalaureate granting programs in Nursing, Radiologic Sciences, Human Services, or Health Services Administration

**Co-requisites:** None

**Course Description:**

This interprofessional course for students in upper division baccalaureate programs in health and human services professions is designed to prepare students for the critical necessity of interprofessional communication and collaboration within health care settings. Students participate in health-related simulation and technology aided exercises to explore the roles of various health professionals. They learn how they can collaboratively influence patient care, safety, overall health, and the promotion of well-being outcomes.

**Rationale:**

This course will prepare students for a diverse healthcare workforce that is increasingly being required to engage in interprofessional collaborations.

# ALL PROPOSAL CHECK LIST

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal
 | √ (p2) |
| * Rationale for proposal
 | √ (p2) |
| * Date of department meeting approving the modification
 | √ (p2) |
| * Chair’s Signature
 | √ (p2) |
| * Dean’s Signature
 | √ (p2) |
| Evidence of consultation with affected departmentsList of the programs that use this course as required or elective, and courses that use this as a prerequisite. | √ (p3) |
| Documentation of Advisory Commission views (if applicable). | N/A (p3) |
| Completed [Chancellor’s Report Form](http://www.300jaystreet.com/college-council/resources/2010/04/2013-10-09-Chancellor_Report_Quick_Reference_Guide.doc). | √ (p3) |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

|  |  |
| --- | --- |
| Documentation indicating core curriculum requirements have been met for new programs/options or program changes.  |  |
| Detailed rationale for each modification (this includes minor modifications) |  |

New York City College of Technology, CUNY

# NEW COURSE PROPOSAL FORM

This form is used for all new course proposals. Attach this to the [Curriculum Modification Proposal Form](http://www.300jaystreet.com/college-council/resources/2010/04/2013-10-10-Curriculum_Modification_Proposal_Form.docx) and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

|  |  |
| --- | --- |
| **Course Title** | Interprofessional Communication, Collaboration, and Quality Care in Health and Human Services |
| **Proposal Date** | March 5, 2014 |
| **Proposer’s Name**  | Carmel Dato, Anthony DeVito, Joyce Dillon, Aida Egues, Elaine Leinung, Kevin McGirr, Noemi Rodriguez, Christine Thorpe |
| **Course Number** | SPS 3100 |
| **Course Credits, Hours** | 3 credits, 3 class hours |
| **Course Pre-Requisites**(No Co-Requisites) | Allied health associate degree or admission to one of the baccalaureate granting programs in Nursing, Radiologic Sciences, Human Services, or Health Services Administration |
| **Catalog Course Description** | This interprofessional course for students in upper division baccalaureate programs in health and human services professions is designed to prepare students for the critical necessity of interprofessional communication and collaboration within health care settings. Students participate in health-related simulation and technology aided exercises to explore the roles of various health professionals. They learn how they can collaboratively influence patient care, safety, overall health, and the promotion of well-being outcomes. |
| **Brief Rationale**Provide a concise summary of why this course is important to the department, school or college. | The demand for interprofessional collaborations in health and human services is evident in the Institute of Medicine’s 2010 report on the future of nursing, Healthy People 2020, and the Patient Protection and Affordable Care Act of 2010 (P.L.111-148).  The proposed course will prepare students for collaborative health practice by facilitating student learning regarding the diversity of health care roles and responsibilities, teamwork, collaboration, problem solving, conflict resolution, and a culture of safety. This course will enhance already existing instruction in the health and human services disciplines by providing simulated, hands-on, team-based learning that emphasizes communication skills from multiple perspectives (nursing, radiologic technology, health administration, and human services).As a result, this course will formalize current health and human services interprofessional efforts and serve as a prototype for future interprofessional education at City Tech.  |
| **Intent to Submit as Common Core**If this course is intended to fulfill one of the requirements in the common core, then indicate which area. | No |
| **Intent to Submit as An Interdisciplinary Course** | No |
| **Intent to Submit as a Writing Intensive Course** | No |

# LIBRARY RESOURCES & INFORMATION LITERACY: MAJOR CURRICULUM MODIFICATION

Please complete for all major curriculum modifications. This information will assist the library in planning for new acquisitions; it will not affect curriculum proposals either positively or negatively. Consult with library faculty subject selectors ([library.citytech.cuny.edu/about/faculty](http://library.citytech.cuny.edu/about/faculty)) 3 weeks in advance when planning course proposals to ensure enough time to allocate budgets if materials need to be purchased.

 Course proposer: please complete boxes 1-4.

 Library faculty subject selector: please complete box 5.

|  |  |  |
| --- | --- | --- |
| **1** | **Title of proposal****Interprofessional Communication, Collaboration, and Quality Care in Health and Human Services** | **Department/Program**Health and Human ServicesNursingRadiologic Technology and Medical Imaging |
|   | **Proposed by** (include email & phone)Interprofessional faculty team (see page one of the course proposal)  | **Expected date course(s) will be offered****Fall 2015****# of students :  20** |

|  |  |
| --- | --- |
| **2** | **Are City Tech library resources sufficient for course assignments? Please elaborate.****Yes, the library’s journal collection meets the needs of this course. See ITEM #5** |

|  |  |
| --- | --- |
| **3** | **Are additional resources needed for course assignments?  Please provide details about format of resources (e.g., ebooks , journals, DVDs, etc.), author, title, publisher, edition, date, and price.****No** |

|  |  |
| --- | --- |
| **4** | **Library faculty focus on strengthening students'** information literacy **skills in finding, evaluating, and ethically using information. We can collaborate on developing assignments and offer customized information literacy instruction and research guides for your course.** **Do you plan to consult with the library faculty subject specialist for your area?  Please elaborate.** **No** |

|  |  |
| --- | --- |
| **5** | **Library Faculty Subject Selector Joan Grassano****Comments and Recommendations****The City Tech library has the resources necessary to support the proposed course: Interprofessional****Communication, Collaboration, and Quality Care.  This includes a large collection of health and human services journals carrying articles on interprofessional communication and collaboration within health care settings.  The library will continue to acquire materials to support this course.** **Date  8/28/13** |

# Course Outline

**Course #** SPS 3100

**Interprofessional Communication, Collaboration, and Quality Care in Health and Human Services**

3 class hours

3 credits

**Prerequisite**: Allied health associate degree or admission to one of the baccalaureate granting programs in Nursing, Radiologic Sciences, Human Services, or Health Services Administration.

**Recommended Texts**

Freshman, B., Rubino, L.G., Reid Chassiakos, Y. (2010). Collaboration across the disciplines in health care. Burlington, M.A.: Jones and Bartlett Learning. (ISBN-13: 9780763755584).

Weiss, D., Tilin, F.J., & Morgan, M.J. (2014). The interprofessional health care team: Leadership and development. Burlington, M.A.: Jones and Bartlett Learning.

Additional readings from relevant books, journals, gray literature, and current events will be used to supplement the required text readings.

## Course Description

This interprofessional course for students in upper division baccalaureate programs in health and human services professions is designed to prepare students for the critical necessity of interprofessional communication and collaboration within health care settings. Students participate in health-related simulation and technology aided exercises to explore the roles of various health professionals. They learn how they can collaboratively influence patient care, safety, overall health, and the promotion of well-being outcomes.

## Course Learning Outcomes:

Upon completion of this course, students will be able to:

* Articulate the need and evidence for effective interprofessional collaboration and its role in health outcomes
* Articulate the individual roles and contributions of a interprofessional team members in health care settings
* Demonstrate use of various collaborative, teamwork, and communication models and strategies to improve well-being and health outcomes
* Demonstrate mutual respect, ethical behavior, and professional values as an interprofessional team member
* Model an interprofessional healthcare team that places the patient at the center to provide safe and effective care
* Collaboratively develop interprofessional intervention plans
* Demonstrate skills in communicating information to patients and families in a responsive and understandable manner that includes and considers cultural competency
* Demonstrate skills in communicating information to health team members using oral and written means, including electronic health records

**General Education Learning Outcomes**

* Understand and appreciate the range of academic disciplines and their relationship to the fields of professional and applied study
* Resolve difficult issues creatively by employing multiple systems and tools
* Articulate the value and importance of team work, communication and cultural competence
* Communicate in diverse settings and groups using written (both reading and writing), oral (both speaking and listening), and visual means
* Work with teams, including those of diverse composition, build consensus

## Learning Outcomes and Assessment

Objectives Assessment Methods

|  |  |
| --- | --- |
| **For the successful completion of this course, a student should be able to:** | **Evaluation methods and criteria:** |
| 1. Articulate the need and evidence for effective interprofessional collaboration and its role in health outcomes | 1. Students review the literature, summarize and discuss the importance of interprofessional practice in the complex environment of healthcare in discussions, reflective journals, quizzes and exams. |
| 2. Articulate the individual roles and contributions of a interprofesional team members in health care settings | 2. In quizzes and exams students describe and analyze the similarities and differences in the roles of interprofessional team members. |
| 3. Apply the use of collaborative, teamwork, and communication models and strategies to improve well-being and health outcomes | 3. Students select a theory and discuss how it relates to their work and their profession in a paper and in reflective journals. |
| 4. Demonstrate mutual respect, ethical behavior, and professional values as an interprofessional team member | 4. Case simulations and reflective journals are assessed for evidence of students’ demonstration of mutual respect, ethical behavior, and professional values as an interprofessional team member. Students are given feedback on their participation in simulations and their reflective journals. A quiz and the final exam will also include the importance of these values. |
| 5. Model an interprofessional healthcare team that places the patient at the center to provide safe and effective care | 5. Case simulations are assessed for patient centered care and students are given feedback. |
| 6. Apply principles of collaborative, teamwork, and communication models and strategies to improve well-being and health outcomes through intervention planning and evaluation. | 6. Students collaboratively develop interprofessional intervention, treatment and evaluation plans using electronic health records and verbal communication. The plans are evaluated and graded. |
| 7. Demonstrate skills in communicating information to patients and families in a responsive and understandable manner that includes and considers cultural competency.  | 7. Case simulation are discussed and reviewed during debriefing and in student evaluations. |
| 8. Demonstrate skills in communicating information to health team members using oral and written means, including electronic health records. | 8. In written assignments students analyze written and oral communications. |

## General Education Learning Outcomes

|  |  |
| --- | --- |
| **For the successful completion of this course, a student should be able to:** | **Evaluation methods and criteria:** |
| Understand and appreciate the range of academic disciplines and their relationship to the fields of professional and applied study | In quizzes and exams students describe and compare the range of academic disciplines and their relationship to the health and human service professions |
|  Resolve difficult issues creatively by employing multiple systems and tools | Case simulation are discussed and reviewed during debriefing and in student evaluations. |
| Articulate the value and importance of team work, communication and cultural competence | Team work, communication and cultural competence are discussed and reviewed during debriefing and in evaluation of students in simulations.Students discuss team work, communication and cultural competence how it relates to their work and their profession in a paper and in reflective journals. |
| Communicate in diverse settings and groups using written (both reading and writing), oral (both speaking and listening), and visual means | Case simulation are discussed and reviewed during debriefing and in student evaluations. |
| Work with teams, including those of diverse composition, build consensus | Students collaboratively develop interprofessional intervention, treatment and evaluation plans using electronic health records and verbal communication. The plans are evaluated and graded. |

## Academic Integrity

Students and all others who work with information, ideas, texts, images, music, inventions and other intellectual property owe their audience and sources accuracy and honesty in using crediting and citation of sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties, including failing grades, suspension and expulsion.

**Academic Misconduct—Plagiarism**

The guidelines in the New York City College of Technology are upheld in this course. Students violating university policies will be subject to disciplinary action as described in the undergraduate catalogue (see NYCCT Academic Integrity Statement below).

Academic dishonesty occurs when students plagiarize or cheat in the course of their academic work. Plagiarism is the presenting of someone else’s ideas without proper credit or attribution. These ideas could come from:

1. Information obtained from books, journals or other printed sources
2. The work of other students or of faculty
3. Information from the Internet
4. Software programs or other electronic material
5. Designs produced by other students or faculty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:

1. Copying from another student during an examination or allowing another to copy your work
2. Unauthorized collaboration on a take-home assignment or examination
3. Using notes during a closed-book examination.
4. Taking an examination for another student, or asking or allowing another student to take an examination for you
5. Changing a graded exam and returning it for more credit
6. Submitting substantial portions of the same paper to more than one course without consulting each instructor
7. Preparing answers or writing notes in an exam booklet before an examination
8. Allowing others to research and write assigned papers or do assigned projects, including the use of commercial term paper services
9. Giving assistance to acts of academic misconduct/dishonesty
10. Fabricating data
11. Unauthorized use of electronic devices such as cell phones, text messaging devices, palm pilots, computers or other technologies to retrieve or send information during an exam

## Sample Weekly Course Outline

**Week I**

Overview of Interprofessional issues in healthcare, including core competencies. Introduction to course materials, format and requirements.

1. Pre-course assessment
2. Course, Student, and Faculty Introductions
3. Reasons for an inter-professional course
4. Student experiences with inter-professional learning, work or other collaborative processes
5. Defining Collaboration
6. Introduction to Core Competencies for Interprofessional Collaborative Practice
7. Review of some of the challenges of collaboration outside of one’s own discipline

**Week II**

The importance of interprofessional practice in the complex environment of healthcare

1. Presentation on studies and reports  (IOM, CAIPE, WHO, AHRQ)
2. Overview of health status, health organizations, systems and patient care outcomes
3. What is “patient centered care?”
4. Discussion of terms:  health, evidence-based, outcomes, safety, quality, satisfaction, population health
5. Mandate for improved outcomes (i.e., The Patient Protection and Affordable Care Act and Healthy People 2020).

Discussion of specific reports, students summarize and discuss how it pertains to the course.  Students respond to the discussion as directed

Readings:

Healthy People 2020. Health communication and health information technology <http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=18>

Institute of Medicine. (2004). Keeping Patients Safe: Transforming the Work Environment of Nurses.  Committee on the Work Environment for Nurses and Patient Safety.

Institute of Medicine. (2010). The Future of Nursing: Leading Change, Advancing Health.

Patient Protection and Accountable Care Act of 2010, Sec. 3502. Community Health Teams to Support Medical Homes. <http://healthyamericans.org/assets/files/CRS%20Report%209-2.pdf>

Schuetz, B., Mann, E., & Everett, W. (2010). Educating health professionals collaboratively for team-based primary care. Health Affairs, 29(8), 1476-1480. doi:10.1377/hlthaff.2010.0052

**Week III**

Organizational, group, and team theories

The health care team members: Who are they and what do they do?

1. Review of basic principles of professions, guilds, and organizations.
2. Introduction to specific professional roles (both within City Tech and beyond)
3. Collaboration and team work theories, models, and behaviors.

Role Play/Practice/Simulation: Students are divided into four to six groups and given a case scenario requiring basic collaboration and communication among various members of a health care team. Each group is required to suggest strategies for approaching the issue as well as a proposal as to how the strategy illustrates a specific theory or model. Each group presents the results of its discussion to the whole class.

Online Discussions:  students begin to select a theory and discuss how it relates to their work and their profession.  Students respond to the discussion.

Readings:

 Freshman, B., Rubino, L.G., Reid Chassiakos, Y. (2010). The healthcare team members: who are they and what do they do? in Collaboration across the disciplines in health care. Burlington, M.A.: Jones and Bartlett Learning.

**Week IV**

The healthcare interprofessional context

1. Systems Thinking & Microsystems
2. Why do organizations fail or prove ineffective?
3. Patient centered care, population health, and lowering healthcare costs
	1. Triple Aim

Readings:

 Freshman, B., Rubino, L.G., Reid Chassiakos, Y. (2010). The healthcare interprofessional context: A focus on the “microsystem” context in Collaboration across the disciplines in health care.

 Burlington, M.A.: Jones and Bartlett Learning.

 Institute for Health Care Improvement. (2013). The IHI triple aim. Available at http://www.ihi.org/offerings/Initiatives/TripleAim/Pages/default.aspx

**Week V**

Creating an environment conducive to collaboration in the health and human services settings

1. Elements of team collaboration
2. Analysis of collaborative efforts
3. Team Steps as a model for collaborative practice

Role Play/Practice/Simulation: Three to four students are given a case scenario in which each student is required to enact a role. The remainder of the class observes and provides feedback using course content and models.

Readings:

 Freshman, B., Rubino, L.G., Reid Chassiakos, Y. (2010). Collaboration in health care organizations in Collaboration across the disciplines in health care. Burlington, M.A.: Jones and Bartlett Learning.

 Additional readings to be assigned.

**Week VI**

Culture of Professionalism; Culture of Safety

AHRQ’s Patient Safety Network (PSNet)

1. Analyze the progress of response to safety in healthcare
2. Discuss case examples

Readings:

 Weiss, D., Tilin, F.J., & Morgan, M.J. (2014). Creating a culture of professionalism in The interprofessional health care team: Leadership and development. Burlington, M.A.: Jones and Bartlett Learning.

 AHRQ’s Patient Safety Network (PSNet) available at

 <http://psnet.ahrq.gov/primer.aspx?primerID=5>

 Additional readings to be assigned

**Week VII**

Online Session - Mid-semester assessment

**Week VIII**

Importance of communication and cultural competence

Communication Strategies

1. The Joint Commission Standards related to communication, cultural competence and patient- and family-centered care
2. Communication Strategies:  Assertive Communication and Conflict resolution
3. Other communication strategies

Role play/Practice/Simulation: As in the previous role play/practice/simulation; students are given a more challenging scenario that involves a patient and/or family members. Four to six students are designated to enact patient, family member(s) and health care team members. A select group is charged with observation and providing feedback at the conclusion of the role play; however, the observer team first meets to endeavor come to consensus on the proposed feedback.

Online Discussions:  Case examples to which students respond

Readings

 The Joint Commission. Standards. Available at [http:/www.jointcommission.org/standards\_information/standards.aspx](http:///www.jointcommission.org/standards_information/standards.aspx)

 Additional readings to be assigned

**Week IX**

Interprofessional Team Management and Care Planning

1. Review of care planning from a patient center perspective
2. Goal, Outcomes, and Safety
3. Organizing your team

**Week X**

Simulation experience

* 1. Case presentations and discussion
	2. Preparation for simulation

Discussion:  Case examples to which students respond

**Week XI**

Simulation Video taped role play/simulations - Case 1

Students are divided into four or five groups and provided with a case scenario to enact. The scenario is videotaped in the college or the NYSIM Center. Immediately following the simulation, the entire class views, discusses and provides feedback. In addition, those who are engaged in the simulation complete a self-evaluation of the uploaded role-play

**Week XII**

Simulation Video taped role play/simulations - Case 2

As indicated in Week XI

**Week XIII**

Simulation Video taped role play/simulations - Case 3

As indicated in Week XI

**Week XIV**

Continued discussion, review and feedback on simulation experiences

Comparison of student reactions to various case examples

**Week XV**

Course de-briefing; reflection; final wrap-up

## Grading Policy and Procedure

Evaluation Method

|  |  |
| --- | --- |
| Written assignments including papers, reflective journals, and collaborative work on teams(One paper for 15%, 5 reflective journals 5 % each, team project 20 %) | 60% |
| Quizzes (4 quizzes for 5 % each) | 20% |
| Exams (Midterm and Final 10 % each) | 20% |

## Course Bibliography

AHRQ’s Patient Safety Network (PSNet) available at

<http://psnet.ahrq.gov/primer.aspx?primerID=5>

Garr, D.R., Margalit, R., Jameton, A., and Cerra, F. (2012). Commentary: Educating the present and future health care workforce to provide care to populations. Academic Medicine, 87(9): 1159-1160.

Freshman, B., Rubino, L.G., Reid Chassiakos, Y. (2010). Collaboration across the disciplines in health care. Burlington, M.A.: Jones and Bartlett Learning. (ISBN-13: 9780763755584).

Healthy People 2020. Health communication and health information technology <http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=18>

Institute of Medicine. (2004). Keeping patients safe: Transforming the work environment of nurses.  Committee on the Work Environment for Nurses and Patient Safety.

Institute for Health Care Improvement. (2013). The IHI triple aim. Available at <http://www.ihi.org/offerings/Initiatives/TripleAim/Pages/default.aspx> Institute of Medicine. (2010). The Future of Nursing: Leading Change, Advancing Health.

Rodin, Curt. (2010). Doctor-Patient Communication:  Some Suggestions from a Plaintiff's Trial Lawyer. Annals of Health Law, Special Edition 19(1), 179-182, 180.

Patient Protection and Accountable Care Act of 2010, Sec. 3502. Community Health Teams to Support Medical Homes. <http://healthyamericans.org/assets/files/CRS%20Report%209-2.pdf>

Schuetz, B., Mann, E., & Everett, W. (2010). Educating health professionals collaboratively for team-based primary care. Health Affairs, 29(8), 1476-1480. doi:10.1377/hlthaff.2010.0052

The Joint Commission. Standards. Retrieved from http://www.jointcommission.org/standards\_information/standards.aspx

Weiss, D., Tilin, F.J., & Morgan, M.J. (2014). The interprofessional health care team: Leadership and development. Burlington, M.A.: Jones and Bartlett Learning.

# Course Need Assessment

**Course Context**

As an elective course in Radiology, Nursing, Human Services, and Health Services Administration, this course prepares students for a diverse healthcare workforce that is increasingly required to engage in interprofessional collaborations.

**Targeted Students**

BS students in the following majors:

Health Services Administration

Human Services

Nursing

Radiologic Technology and Medical Imaging

**Projected Headcounts**

20 students per semester

**Faculty**

There are at least eight full time faculty that are qualified to teach this course.

**Proposal Description**

This interprofessional course for students in upper division baccalaureate programs in health and human services professions is designed to prepare students for the critical necessity of interprofessional communication and collaboration within health care settings. Students participate in health-related simulation and technology aided exercises to explore the roles of various health professionals. They learn how they can collaboratively influence patient care, safety, overall health, and the promotion of well-being outcomes.

**Proposal Rationale**

The demand for interprofessional collaborations in health and human services is evident in the Institute of Medicine’s 2010 report on the future of nursing, Healthy People 2020, and the Patient Protection and Affordable Care Act of 2010 (P.L.111-148).  The call for interprofessional work has been discussed extensively in terms of the importance of collaboration in the provision of safe, quality care and the corresponding need for professionals to be educated together (IOM, 2004; IOM, 2010; Needleman and Hassmiller, 2009).  The current traditional models of highly segregated educational programs do not support the intensive collaboration that is required of all health and human services professionals (Schuetz, Mann, & Everett, 2010).  Therefore, the proposed course will facilitate student learning regarding the diversity of health care roles and responsibilities, teamwork, collaboration, problem solving, and conflict resolution. As a result, it will formalize current health and human services interprofessional efforts and serve as a prototype for future interprofessional education at City Tech.

This course will enhance already existing instruction in the health and human services disciplines by providing simulated, hands-on learning that reiterates communication skills from multiple perspectives (nursing, radiologic technology, health administration, and human services).

The course is designed as a Hybrid course (aka blended, 33% to 80% of scheduled classes are offered in online or virtual classroom). The Hybrid format is particularly suited to accommodate the diverse schedules of the different programs while also affording some face to face traditional classes, particularly for simulation activities.

Note: See the attached supplements for support (e.g., quotes) and bibliography.

# Background/Course Development

The School of Professional Studies at New York City College of Technology ( a.k.a. City Tech) was awarded a CUNY Workforce Development Initiative grant for 2012-2013 to enhance interprofessional education activities at the College. The grant project brought together different health and human services disciplines at City Tech to pilot interprofessional education modules for associate and baccalaureate students in nursing, radiologic sciences, dental hygiene, human services, and health services administration. The pilot modules would inform the development of a baccalaureate level interprofessional course for nursing, radiologic sciences, human services, and health services administration. The modules incorporated simulations at the New York Simulation (NYSIM) Center and simulations at City Tech. Two groups had teams of at least two disciplines, and the third group involved only one discipline.

Preliminary feedback from the students indicates a preference for using the standardized patient (actor) over role-playing or group discussion as a tool for interprofessional communication. Students reported overall satisfaction with the exercise, a major benefit with the opportunity to learn more about each others’ professions, and communicate directly with a team. Students also appreciated the case study format as a learning tool.

All students felt the experience was valuable, would recommend it to others, and wanted additional interprofessional experiences.

Anecdotal comments from students include:

“I mean, I never even looked at the chart until she picked it up. I was surprised I needed my colleagues.” RN student

“I was not aware how much our disciplines overlap. She knows so much!” RN Student about a Dental Hygiene student

“This was best experience in entire semester. I liked the patient, meeting other professions – I did not even know what they were before today.”

RN student

“I was definitely nervous – having support in there was good.” Human Services student

 “I never knew that a dental hygienist knew so much.” Human Services Student

 “This was so realistic and I learned so much - we should do this every semester.”

 RN Student

The students enjoyed learning from each other. They were also impressed with one another, by how much each discipline knew, and by the similarities in their education and the expectations of their professions. They quickly formed bonds and conferred over patient care.

# Course Design

Context

Elective course for BS students in Radiology, Nursing, Human Services, and Health Services Administration

Course Structure

This interprofessional practice course will have didactic instruction: readings and in-class lectures with case discussions

* Simulation activities (either at NYCCT or at the New York Simulation Center, Bellevue Hospital) with team debriefings

Teaching/Learning Methods:

Lecture/Discussion

Written assignments: Journals, papers, online discussions

Case studies in interprofessional teams (online and in classroom)

Guest speakers

Simulation experiences

# Supplement I- Course Assessment Plan

Interprofessional Communication, Collaboration, and Quality Care

 in Health and Human Services

The course will be evaluated by the faculty of the programs participating at the end of the first two semesters in which it is offered. Thereafter, it will be evaluated on a regular rotating basis with all of the other courses in each department.

The course will be evaluated in terms of the following criteria:

1. The student achievement of the stated learning outcomes
2. The number of students enrolled in the course
3. The grade distribution, including grades for each of the evaluation methods for students who have completed the course
4. The percentage of students who withdraw or fail the course (not to exceed 10 %)
5. Exit survey of students

At the completion of the course, the students will be given the following Exit Survey:

Please rate the following statements about this course by indicating which statement best describes your rating on the scale of 1 through 5, with 1 indicating ‘not at all satisfied’ and 5 indicating ‘very satisfied’.

Not at all satisfied ----------------------------------------------Very Satisfied

 1 2 3 4 5

Rate your overall satisfaction with the course.

The course objectives were clearly stated.

The course objectives were clearly met.

Content was presented clearly.

Time allocated for each content area was adequate.

The textbooks used enhanced material presented in lecture.

Group work enhanced my learning experience.

Online material effectively enhanced content and supplemented textbooks.

Use of on-line format was effective.

Reading assignments were useful for class preparation.

Writing assignments were relevant to course content.

The course increased my ability to deal with complex situations involving interprofessional collaboration

The course gave me a better understanding of ethical issues involved in collaboration

The course increased my understanding leadership theories

The course increased my ability to intervene in clinical situations

The course was relevant to my professional goals and contributed to my professional knowledge.

The course met my learning expectations for the class.

Please provide any suggestions or improvements for the course.

Would you recommend this course to a classmate?Supplement II: Supporting Documentation

Supporting Documents for Proposal Rationale

Why Interprofessional Collaboration, Communication and Patient Safety?

Examples and excerpts from the literature.

* The World Health Organization (WHO) promotes an interprofessional collaborative that includes competencies for ‘pre and post-licensed learners and practicing professionals’ (2010). The WHO recommends developing strategies to improve healthcare outcomes, including initiatives that will lead to ‘…safe, high-quality patient care’ (Interprofessional Education Collaborative, 2011).
* “... the education of health professionals must be viewed through a different lens than is currently used. Accrediting bodies and university review committees should include interprofessional collaboration as part of the criteria for a quality nursing program, as well as the programs of other health professions such as medicine and pharmacy. Expectations for interprofessional collaboration must be set in university program reviews, accreditation criteria, and individual faculty promotion criteria if a change in culture is to be achieved.” (The Future of Nursing, IOM, 2010)
* The National League for Nursing, NLN Living Documents: Academic/Professional Progression in Nursing, calls for nursing education to facilitate students to practice with peers in other health care professions (2007).
* The National Client Safety Foundation (NPSF) brings awareness to client safety by engaging in communication and creating opportunities for information, collaboration, and education (Kohn, Corrigan, & Donaldson, 2000).
* “Radiographer's’ ability and competence is a matter of vital importance for patients. Nursing care is an integral part of the radiographer’s work. The demand for high competence in clinical activities has increased in diagnostic radiology and has had an impact on the development of the profession”(Anderson, Axellson, Elgan, and Fridlund, 2008).
* Health Reform supports the creation of academic curricula that "integrate quality improvement and patient safety into the clinical education of health professionals" (<http://healthyamericans.org>)
* Health Reform calls for programs that "establish health teams to provide support to primary care providers..." and that ensure "that the health team includes a multi-disciplinary team of specified providers" (<http://healthyamericans.org>)
* "...health care professionals, in general, are notoriously poor communicators. Without doubt, the primary reason that prospective clients contact me after a bad result within the health care system is that no one would tell them what went wrong" (Rodin, 2010)
* “The term ‘collaboration’ holds a positive connotation for today’s healthcare providers. The act of collaborating is usually considered a necessary component of successful professional activities, whether among individuals or departments within a given organization or among other organizations.
* Educational panels, professional/educational organizations, and grant funding agencies promote collaboration within and across disciplines ([American Association of Colleges of Nursing, 2002](http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol142009/No2May09/Articles-Previous-Topics/Interprofessional-Collaboration-.html), [2002-2003](http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol142009/No2May09/Articles-Previous-Topics/Interprofessional-Collaboration-.html); [DHHS (n.d.)](http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol142009/No2May09/Articles-Previous-Topics/Interprofessional-Collaboration-.html); [Heller et al., 2000](http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol142009/No2May09/Articles-Previous-Topics/Interprofessional-Collaboration-.html); [Pew Health Professions Commission, 1998](http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol142009/No2May09/Articles-Previous-Topics/Interprofessional-Collaboration-.html)).
* “The outcomes of interprofessional collaborative endeavors are expected to be produced quicker and to be of a higher quality than solitary efforts ([Figg et al., 2006](http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol142009/No2May09/Articles-Previous-Topics/Interprofessional-Collaboration-.html); [Garity, 2005](http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol142009/No2May09/Articles-Previous-Topics/Interprofessional-Collaboration-.html); [Kontzer, 2002](http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol142009/No2May09/Articles-Previous-Topics/Interprofessional-Collaboration-.html))” (cited in Alberto & Herth, 2009)
* "Effective use of communication and technology by health care and public health professionals can bring about an age of patient- and public-centered health information and services."Two of the 2020 goals in this area are as follows: ‘Increase the proportion of persons who report that their health care providers have satisfactory communication skills’ and ‘Increase the proportion of persons who report that their health care providers always involved them in decisions about their health care as much as they wanted’” (Healthy People 2020)

Efficacy of Simulation

Efficacy of simulation is based on the objectives of the simulation scenario and the outcome of the learners’ participation. Success can be measured in a variety of ways that include pre- and post- exams, facilitator and self-reflection, and peer to peer evaluation of the intended results or effectiveness of meeting the objectives. As cited in Robertson and Bandali, the risk to patients is reduced when learning takes place through a simulated health care experience (2008). Patient risks are reduced because the simulated experience fosters learning and experience through development of ‘communication, teamwork and leadership skills’. Simulation offers learners the opportunity to experience health care situations or interact with health care disciplines that are unfamiliar. In this experience, the learner is called to think critically and incorporate the health care team members to provide the best care for the patient. Simulation offers learners instant feedback and self-reflection on his or her patient skills and on interprofessional interaction. Learners have the ability to follow intuitive knowledge, with the understanding that simulation is a safe place to take risks for the sake of learning and to apply knowledge. Simulation fosters real life experiences and bridges the gap between theory and clinical experience of practical skills, communication, and patient and team interpersonal and interprofessional interaction. Simulation merges knowledge and skill and allows the evaluation of the learners’ readiness and competency, both as an individual and as a member of a health care team. The need for, and benefit of, interprofessional collaboration lies in the fact that it incorporates clinical knowledge, communication and, leadership skills.To facilitate collaboration and enhance communication, high-fidelity client simulation is an effective teaching and learning strategy (Jeffries, 2005). Client simulation is an effective way to practice client care and communication skills learned in the classroom, without harming a client (Beyea & Kobokovich, 2004).

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# NEW COURSE PROPOSAL CHECK LIST

Use this checklist to ensure that all required documentation has been included. You may wish to use this checklist as a table of contents within the new course proposal.

|  |  |
| --- | --- |
| **Completed NEW COURSE PROPOSAL FORM** | **P6** |
| * Title, Number, Credits, Hours, Catalog course description
 |  |
| * Brief Rationale
 |  |
| Completed [Library Resources and Information Literacy Form](http://www.300jaystreet.com/college-council/resources/2013/10/curriculum_modification_library_form.doc) | P8 |
| **Course Outline** Include within the outline the following. | **P10** |
| Hours and Credits for Lecture and LabsIf hours exceed mandated Carnegie Hours, then rationale for this |  |
| Prerequisites/Co- requisites |  |
| Detailed Course Description |  |
| Course Specific Learning Outcome and Assessment Tables* Discipline Specific
* General Education Specific Learning Outcome and Assessment Tables
 |  |
| Example Weekly Course outline |  |
| Grade Policy and Procedure |  |
| Recommended Instructional Materials (Textbooks, lab supplies, etc) |  |
| Library resources and bibliography |  |
| **Course Need Assessment.** Describe the need for this course. Include in your statement the following information. | P16 |
| Target Students who will take this course. Which programs or departments, and how many anticipated?Documentation of student views (if applicable, e.g. non-required elective). |  |
| Projected headcounts (fall/spring and day/evening) for each new or modified course. |  |
| If additional physical resources are required (new space, modifications, equipment), description of these requirements. If applicable, Memo or email from the VP for Finance and Administration with written comments regarding additional and/or new facilities, renovations or construction. |  |
| Where does this course overlap with other courses, both within and outside of the department? |  |
| Does the Department currently have full time faculty qualified to teach this course? If not, then what plans are there to cover this? |  |
| If needs assessment states that this course is required by an accrediting body, then provide documentation indicating that need. |  |
| **Course Design**Describe how this course is designed.  | P18 |
| Course Context (e.g. required, elective, capstone) |  |
| Course Structure: how the course will be offered (e.g. lecture, seminar, tutorial, fieldtrip)? |  |
| Anticipated pedagogical strategies and instructional design (e.g. Group Work, Case Study, Team Project, Lecture) |  |
| How does this course support Programmatic Learning Outcomes? |  |
| Is this course designed to be partially or fully online? If so, describe how this benefits students and/or program. |  |
| **Additional Forms for Specific Course Categories** | N/A |
| [Interdisciplinary Form](http://www.300jaystreet.com/college-council/resources/2010/04/13_01-Interdisciplinary_Course_v3.1.pdf) (if applicable) |  |
| [Common Core (Liberal Arts) Intent to Submit](http://www.300jaystreet.com/college-council/resources/2013/10/CommonCoreCourseSubmissionForm_4.2.12.doc) (if applicable) |  |
| Writing Intensive Form if course is intended to be a WIC (under development)  |  |
| If course originated as an experimental course, then results of evaluation plan as developed with director of assessment. |  |
| **(Additional materials for** [**Curricular Experiments**](http://www.300jaystreet.com/college-council/curriculum_proposals/curricular-experiments)**)** | N/A |
| Plan and process for evaluation developed in consultation with the director of assessment. (Contact Director of Assessment for more information). |  |
| Established Timeline for Curricular Experiment |  |