

# Course Syllabus

**SCHOOL OF  
PUBLIC HEALTH**



**IPHS 650 CRN 11763: Interprofessional  
Education for MPH Students (instructor –  
Getzenberg)**

Spring 2019

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**Credits:** 0  
**Instructor:** Joy Getzenberg  
**Office Address:** SPH 756  
**Office Phone:** 3-8854    **E-mail:** joygetz@uic.edu

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*Note: IPHS 650: Interprofessional Education will assume the official rubric IPHS 420 effective Fall 2019 (pending campus approval).*

**Required Course for MPH Students, beginning with students matriculating in Fall 2018. This course is in response to a new requirement of the Council on Education for Public Health (CEPH), the accreditation body for schools of public health, that students develop a competency in interprofessional education.**

**Prerequisites:** Completion of a minimum of 10 hours of SPH credit.

## Introduction

“The World Health Organization (WHO), the Institute of Medicine (IOM), the Council on Education for Public Health (CEPH) and the Interprofessional Education Collaborative (IPEC) have all made strong statements endorsing the importance of interprofessional education (IPE) as a key component of improving the collaboration skills of our current and future health workforce.

IPE is defined by the World Health Organization (WHO) as “*When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes*” (WHO, 2010).

Academic programs for health professionals from all disciplines across the country and internationally are putting energy into developing curricula to meet the challenge of

educating a “*collaboration ready health workforce*” (WHO, 2010) that is prepared to provide patient-centered, effective care that improves the health of individuals and of the population as a whole.” (Syllabus for IPE Day, April 13, 2018)

## **Course Description**

“In public health, interprofessional is defined as working with professions outside the professional disciplines of public health. In other words, it is not epidemiologists collaborating with public health policy professionals but epidemiologists collaborating with other professions that have their own distinct identities and specialty knowledge. For example, other professions may include physicians, nurses, pharmacists and physical therapists. However, in public health collaboration goes far beyond the health sciences and into professions like education, food science, urban planning, public administration, engineering, housing authorities, police departments and beyond. It is important for public health professionals to understand the roles, specialty knowledge and skills of relevant professionals and how they contribute to overall public health goals.” (CEPH).

IPHS 650 CRN 11763 provides an experience to all MPH students that focuses on the principles in working with professions outside the discipline of public health. The emphasis will be on the importance of public health professionals to understand the roles, knowledge and skills of allied professionals and how collaboration with other professionals advances health outcomes.

Students will engage in an organized interprofessional experience with defined goals, activities and assessments in order to function more effectively as members of interprofessional teams.

**IPHS 650 CRN 11763: Interprofessional Education experiences must be separate from work completed to fulfill requirements for Applied Practice Experience (APE) (formerly practicum) or Integrated Learning Experience (ILE) (formerly Capstone).**

Preferred options for fulfilling IPHS 650 CRN 11763: Interprofessional Education requirement:

**It is highly recommended and anticipated that on-site students will fulfill their IPHS 650 CRN 11763: Interprofessional Education requirements by participating in the UIC IPE Immersion Day.** This annual event brings together nearly 1,000 graduate students and over 100 faculty and staff facilitators from all seven science colleges to explore interprofessional collaborative practice across health disciplines and professions. Working with students from medicine, nursing, pharmacy, social work, physical and

occupational therapy, nutrition, and health informatics, you will be immersed in a highly participative interprofessional learning experience that is case-based and utilizes video simulations. Facilitated interprofessional group discussions are designed to help you develop knowledge, attitudes and skills needed for collaborative, team- based health and health care interventions.

The four-hour program leads students through a series of facilitated discussions and exercises built around videos and cases that cover four major themes:

- Exploring Uni-Professional and Collaborative Professional Identities
- The Promise and Challenge of Interprofessional Collaboration
- Interprofessional Chronic Pain Management
- Assessing Interprofessional Communication

Immersion Day will take place on Friday, April 12, from 8:30 am – 12:30 pm, at the UIC Forum, 725 West Roosevelt Road. Further details will follow.

**It is highly recommend that on-line students enroll in the on-line module, “Navigating a Foodborne Outbreak: Preparation for Interprofessional Practice, a free, self-paced, interactive, online module that demonstrates the importance of interprofessional practice among health professionals to improve and protect population health.**

The module includes a pre-module assessment, case scenario videos, supporting resources that can be saved to a personal library, a post-module assessment, and a Certificate of Completion. The module specifically targets medical, nursing (baccalaureate, master’s, and doctoral level), and public health (baccalaureate and master’s level) students, and may also be relevant to other health professionals at various stages of their training.

Upon completion, learners will be able to “describe how professionals in health and other fields can collaborate and integrate clinical care and public health interventions to optimize population health” (Interprofessional Education Collaborative Core Competencies for Interprofessional Collaborative Practice, Competency RR-10). Three sub-competencies and 28 learning objectives frame the module content.” (from website).

## Other IPE Opportunities

1. Students may also fulfill their IPHS 650: Interprofessional Education requirement by participating in other courses, which vary in format, application process, emphasis, location, opportunity for credit, timing, whether there is a competitive process, etc. See the list of Approved Alternate IPE Options on the SPH IPE webpage <https://go.uic.edu/ipe> for more information.
2. If students wish to propose using another IPE experience for credit, course information must be submitted to the faculty facilitator via the selection form (see below).

## Selection Process

In addition to registering for IPHS 650 CRN 11763: Interprofessional Education 0 credit hours (Getzenberg), students are required to complete a selection form, found on the Bb site, indicating their selection of IPE experience. If the student is proposing a course not already on the approved list, course instructor will notify the student whether the proposed alternate IPE learning experience will be accepted. Please complete your selection form no later than January 18, 2019 (for those who may be selecting an alternate activity that starts at the beginning of Spring term, you will want to complete the selection form before January).

In the case when an alternate experience takes place in a timeframe other than the spring term, such as over the summer, the instructor will arrange for the grade to be entered for IPHS 650 CRN 11763: Interprofessional Education upon successful completion of the program.

## **Learning Objectives**

Students successfully completing the course will have enhanced their capabilities to:

1. Work with individuals of other professions to maintain a climate of mutual respect and shared values. (*Maintain mutual respect and shared values*)
2. Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations. (*Know your role and the role of other professionals*)

3. Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease. (*Communicate with other professions*)

4. Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable. (*Use all of the above in interprofessional teams to accomplish goals*). (CEPH)

While it is not realistic to expect all of the following learning objectives to be met (a selection of IPEC subcompetencies), through your IPHS 650 CRN 11763 IPE experience, it is anticipated that at least some of them will be demonstrated:

- Integrate the knowledge and experience of health and other professions to inform decisions, while respecting patient and community values.
- Recognize how one's uniqueness (experience level, expertise, culture, power, and hierarchy within the health team) contributes to effective communication, conflict resolution, and positive interprofessional working relationships (University of Toronto, 2008).
- Perform effectively on teams and in different team roles in a variety of settings.
- Reflect on individual and team performance for individual, as well as team, performance improvement.
- Engage self and others to constructively manage disagreements about values, roles, goals, and actions that arise among health and other professionals and with community members.
- Communicate the importance of teamwork in population health programs and policies.
- Recognize how one's uniqueness (experience level, expertise, culture, power, and hierarchy within the health team) contributes to effective communication, conflict resolution, and positive interprofessional working relationships (University of Toronto, 2008).
- Apply leadership practices that support collaborative practice and team effectiveness.

Assignments:

All students will be required to write and submit a short reflective essay (guidance will be provided) at the completion of their IPE experience and complete assigned readings.

In addition, students will be required to satisfactorily complete any readings, exams or other assessments required of their particular experience, e.g., Immersion Day or

another experience listed as an acceptable IPHS 650 CRN 11763: Interprofessional Education course or an approved alternate.

Documentation will need to be submitted via Blackboard indicating that student has satisfactorily completed the selected course/activity. For students opting for the online Navigating a Foodborne Outbreak module, a certificate of completion will be issued, which should be submitted to Bb. For students participating in Immersion Day, they must sign the attendance sheet, or they will not receive IPHS 650 credit.

### **Grading:**

Students will either earn a “Satisfactory” (S) or “Unsatisfactory” (U) grade for this course.

### **Advising**

In order for students to accurately document successful achievement of the learning outcomes for IPHS 650: Interprofessional Education, students are encouraged to meet with their academic faculty advisor or academic coordinator regarding any additional questions related to the progression and completion of this school-wide requirement not addressed in this syllabus or on the SPH webpage.

### **Honor Code and Academic Integrity**

SPH students are expected to uphold the SPH Honor Code and act with truth and integrity in their academic work. To better promote an understanding of those obligations, all students entering an SPH degree program are required to complete the School’s Academic Integrity Tutorial found at:

<http://publichealth.uic.edu/current-students/sph-academic-integrity-tutorial>.

Information regarding the Honor Code and SPH policy can be found in the Academic Policies and Procedures handbooks.

Academic dishonesty is an offense against the University and course instructors are obligated to report an incident to the Associate Dean for Academic Affairs. Academic dishonesty includes, but is not limited to, cheating or assisting someone else in academic dishonesty, plagiarism, unauthorized possession of class materials (e.g., tests), and unauthorized changing of one's grade. Students found guilty of engaging in an act of academic dishonesty may receive a failing grade for the assignment or course. Such students may also be prohibited from holding an assistantship or leadership position within the School, and/or be barred from competing for School scholarships and other awards. The range of possible disciplinary actions flowing from an act of academic misconduct are found in the UIC Student Disciplinary Policy at: <http://dos.uic.edu/conductforstudents.shtml>

Additional resources: Two excellent sources which define plagiarism and how to avoid it are located at: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> and

<http://owl.english.purdue.edu/owl/resource/589/01/>. Students are also encouraged to consult their instructor on rules for proper citation.

## **Mutual Respect and Inclusivity**

Public health deals with controversial issues from multiple perspectives. Consideration of these issues may cause disagreements among us, or may evoke strong personal feelings, depending on our individual experience, histories, identities and worldviews. In an increasingly diverse society, we, as public health professionals, value inclusivity and difference, and the opportunity to learn together. Therefore, in all of our interactions and communications, it is important that we strive to have mutual respect and appreciation for one another, and for any course guests and members of the community with whom we come into contact.

If you anticipate that you may have difficulty with a topic, please discuss this with an instructor as soon as possible, so that your needs can be accommodated. If you are concerned with class content, communications or interactions, you are encouraged to bring this up in class or discuss this privately with one of the instructors.

## **Disability Statement**

It is University policy to facilitate a barrier free environment so that students can fully access classes and other University activities. The Disability Resource Center provides assistance and support for students and assists with the provision of reasonable accommodations to students who have a documented disability. In order to receive accommodations, students must register with the UIC Disability Resource Center (<https://drc.uic.edu/>) and provide the course instructor with the Letter of Accommodation developed by the Disability Resource Center at the beginning of the term or as soon as feasible. Instructors will collaborate with you and the Resource Center to implement a plan that will facilitate learning.

## **The SPH Peer Support Team**

The Peer Support Team, comprised of MPH students advanced in writing and quantitative methods, is dedicated to helping their fellow students succeed academically. The team offers individual and group sessions to help students understand public health concepts and skills, and to assist with class assignments in a relaxed and supportive environment. Peer Support Specialists work with one another and in consultation with course instructors, TAs and Office of Diversity and Inclusion staff to ensure that students at SPH have the support they need to succeed in their coursework. Services are free of charge and available to all undergraduate and masters-level Public Health students, regardless of skill level or comfort with the material. You may schedule an appointment by clicking the

scheduling tab below any of the specialists found here:

<http://publichealth.uic.edu/diversity-and-inclusion/peer-support-team>

### **Librarian Office Hours and Support**

The UIC SPH has a dedicated librarian to assist students with their library research, including searching PubMed and other databases, navigating RefWorks citation manager, and literature review search methods. Librarian office hours are held weekly at the SPH during the fall and spring semesters. Students may also meet with the librarian at the Library of the Health Sciences, or seek help via phone, email, and online meetings. Please contact Prof. Rosie Hanneke ([rhanneke@uic.edu](mailto:rhanneke@uic.edu)) to schedule an appointment.

### **UIC Counseling Center**

As a student, you may experience a range of issues that can cause barriers to learning or otherwise be problematic or distressing. The UIC Counseling Center provides services to help students deal with a range of issues including coping with the transition to graduate school, anxiety and depression and identity and relationship issues. Counselors can help students increase resilience and develop effective coping and problem-solving skills. More information can be found at: <http://counseling.uic.edu/>.