COURSE NUMBER & TITLE: GNUR 499 Interprofessional Team Practicum
CREDIT HOURS: Variable
PREREQUISITES: Consent of discipline Program Director in collaboration with course faculty.
ADDITIONAL REqs: This course is meant to be taken at the end of program and/or practicum hours. Completion of other discipline required academic courses and experiences is required.
SYNCHRONOUS MEETINGS: Minimum of three per semester – First Class Meeting will be held at 6:00 p.m. on Wednesday, January 15, 2014 in Conference Room 4505 in the School of Nursing, Health Sciences Campus, Maywood. Other class meeting dates ~ TBD Classes will meet from 6:00 to 8:30 p.m. in SON Conference Room 4505, Health Sciences Campus, Maywood or via phone/Skype/facetime
CLINICAL LABORATORY: Selected Agencies Spring 2014 limited to LUHS and Metropolitan Healthcare Council
FACULTY Fran Vlasses, PhD, RN, NEA-BC, ANEF, FAAN Associate Professor Office: 708/216-3547 Email: fvlasse@luc.edu Office Hours: By appointment

COURSE DESCRIPTION:
This course provides opportunities to students with backgrounds in a variety of clinical disciplines to engage in interprofessional team projects in healthcare settings and health and human service organizations and to develop interprofessional competencies and project management skills. Emphasis will be placed on the student’s clinical engagement in the collaborative management of team projects requiring critical assessment, planning, intervention, and evaluation activities using theoretical models and management tools. All projects will address the improved care of patients and populations. Corresponding ethical, legal, and/or social issues relevant to specific patient/organization problems and needs will be addressed. The student will be expected to evaluate and use evidence-based/research findings as a basis for the development of their team projects. Using project management concepts and methods, students will have the opportunity to acquire and apply the necessary skills to develop and lead interprofessional team projects from concept to completion.

COURSE OUTCOMES:
Upon completion of the required credit hours, the student will be able to:
1. Apply knowledge of selected concepts, models, and theories from the clinical and management sciences to the management of high performing teams.
2. Apply evidence based/research findings from clinical sciences, behavioral, public health, and information and quality science, to the management of health care resources for a selected problem/project.
3. Apply advanced leadership, team and communication skills in the processes of project management.
4. Evaluate health organization structure, mission, and philosophy as they relate to the development of a culture of collaboration.
5. Examine how community demographics and models of care delivery (i.e., public, private, and primary care) affect patient access and work force requirements in both government and private delivery systems.
6. Examine processes used by interprofessional teams to identify and resolve ethical, legal and/or social issues.
7. Examine the leader/innovator role within an interprofessional team environment and across a health care enterprise.

READINGS AND ONLINE ACTIVITIES (Required):


Choose one of the following project management books:


Completion of IHI Open School Modules (http://www.ihi.org/offerings/IHIOpenSchool/Pages/default.aspx):

Introduction to Population Health: PA101
Patient Safety: PS. 100, 103, 106, 201
Fundamentals of Improvement: QI 101

Selected TEAMSTEPPS online training. http://teamstepps.ahrq.gov/

Additional Readings will be posted in Course Materials during the semester. Readings will be designated by faculty according to student outcomes and class discussion. Students will present evidence of literature review relevant to project in conference and in written/email submissions.
READINGS (Recommended):


COURSE REQUIREMENTS:
1. Completion of health or administrative requirements as specified by the school and clinical agency.
   * Experiential hours that occur prior to the semester in which a student is registered for a clinical course cannot be counted as clinical course hours.
   * Synchronous class hours are counted as practicum hours.
2. Completion of a team “resume” based on team self-assessment of interprofessional team competencies (roles, values/ethics, communication, teamwork). This document should include a plan for weekly meetings (F2F or electronic) and how team will maintain good team practices during the semester. **Due end of Week 2 January 27, 2014.**
3. Preparation of Team Project Outcomes document.
   a. The outcomes and deliverables are to be negotiated with the preceptor and faculty at the commencement of the practicum. Project Outcome Form to be provided.
   b. Need to complete this form, tying specific project for this semester to course outcomes specified in column 1 on form
   c. Have this form signed by preceptor by **February 8, 2014**; and submit to faculty.
   d. Note: If student has had previous clinical – must attach prior completed Project Outcome Form(s) as evidence of prior completion of outcomes.
   e. Team outcomes must be specific, measurable and have a timeframe so they can be evaluated at the end of the current semester.
   f. If you are not able to comply with specified due dates for this form, students must communicate with faculty and team members prior to due dates.
4. At the end of the practicum, the students, team preceptor and faculty will meet (by phone conference or in-person) to complete and sign off on evaluation and deliverables.
5. **Final Paper** due at 5PM Friday, April 25, 2014.
6. Development of a Team Project Time Line using a Gantt chart listing specific team member responsibilities. ~ submit by February 8, 2014.
7. Completion of Team Project Memos that reflect the challenges encountered, solutions developed and achievement of outcomes to date related to the practicum experience **Project Memo 1 due February 10, 2014, Project Memo 2 due April 11, 2014.**
8. Completion of a team project which demonstrates the individual/team's ability to meet course outcomes and agreed-on deliverables for the semester in the form of either Project Deliverables and/or Team Final Project Paper
9. Formal Presentation of Project (in the classroom or on-site presentation with the prior approval of the faculty) (Refer to Executive Tool Kit in Sakai under Course Materials for acceptable format) and final evaluation (see above) with preceptor and faculty negotiated at least 2 weeks in advance by students/team.
10. Attendance and active participation in classes and email discussions to share project management experiences in the clinical setting, application of theoretical content and models and, generally, in meeting course outcomes. Participation reflective of student/team's ongoing use of literature.
11. As soon as project has been identified, teams should complete the **Student Project Questionnaire** and submit to Mickey Hade at midade@luc.edu (with cc to faculty).
13. At the end of the semester, the student completes *Preceptor/Organization Evaluation Form* and submits to Mickey Hade at mhade@luc.edu (cc to faculty).

14. Class attendance, timely completion of deliverables and substantive participation will be taken into account for the final grade.

**CLASS MEETINGS and Interprofessional Experiences**

**Class Meeting #1**  
January 15, 2014  
Conference Room 4505  
School of Nursing  
Health Sciences Campus, Maywood  
Distance students via phone/Skype/facetime  
Call-in number for distance students:  
866/279-3280  
Alt #630/693-3281  
Passcode: 7271008  
• Assigned readings on team assessment and team competencies.

**Class Interprofessional Experience**  
Poverty Simulation  
Details (see flyer, February 4 or February 6, please register)

**Class Meeting #3**  
February 20, 2014  
Conference Room 4505  
School of Nursing  
Health Sciences Campus, Maywood  
Distance students via phone/Skype/facetime  
Call-in number for distance students:  
866/279-3280  
Alt #630/693-3281  
Passcode: 7271008  
• Team reports on organizational teamwork observations and project status

**Class Meeting #4**  
Date: April 10  
Conference Room 4505  
School of Nursing  
Health Sciences Campus, Maywood  
Distance students via phone/Skype/facetime  
Call-in number for distance students:  
866/279-3280  
Alt #630/693-3281  
Passcode: 7271008  
• Class meeting with Dr. Melanie Wright and Distinguished Speaker Lecture

**Class Meeting #5**  
Date: April 23  
Conference Room 4505  
School of Nursing  
Health Sciences Campus, Maywood  
Distance students via phone/Skype/facetime
Call-in number for distance students: 
866/279-3280
Alt #630/693-3281
Passcode: 7271008

- Project presentations/reports

**EVALUATION:**

1. Satisfactory completion of individual student outcomes and assignments based on team participation. An initial team/preceptor/faculty conference is typically held at the beginning of the course focusing on negotiating the practicum arrangements and basis of the work for the semester. The team will negotiate this conference within the site preceptor and faculty as soon as possible and prior to or within the first few weeks of the course, unless negotiated differently with the faculty.

2. Student teams, in collaboration with their preceptors and faculty, will select and outline an appropriate project to be completed within the semester timeframe. The team will select, critique and propose a feasible/equitable intervention for a problem/issue/concern, which has negative impact on population health outcomes. The project must reflect a comprehensive organization analysis including an assessment of team environment, application of concepts, theories or conceptual framework and research findings and reflect graduate level work.

3. Students individually and in teams (depending on topics) will participate in online and/or email discussion with faculty and other students, responding to questions and comments posed.

4. On-time attendance or PRIOR approval for an alternate assignment, at all scheduled classes is required in order to obtain full credit (part of course grade).

5. Timely completion of Team Project memos. Teams will submit project memos on scheduled dates to the faculty and preceptor. The memos will document their progress on their project to date and will include an analysis of issues, problems and decisions regarding project development as well as their progress toward the outcomes established (Refer to Project Memo Rubrics).
   - Team project memos serve as documentation of practicum hours completed and provide the student/team with an opportunity to receive guidance from course faculty regarding their progress toward completion of course outcomes and project development.
   - Team project memos will include student's perceptions and concerns and allow the student to demonstrate team communication/collaboration strategies and decision-making, critical analysis and synthesis of issues, concepts and ideas, communication skills and problem solving ability. Students taking 2 or more hours of credit are required to integrate a concept and/or theory or theoretical framework into their work and papers.
   - Citations of research used to guide practice and the project are to be included in the project memos and final paper/project summary.

6. All Project Memos, Power-Point Presentations, and Papers must use APA format (APA Manual 6th Ed.) for citations and reference lists

7. Teams will complete and write up project (Final Project Paper). This will typically be a formal paper, including an executive summary (1 page single spaced maximum), and will be no longer than 15 pages with supporting assessment and research data, and will demonstrate that course outcomes have been met. This paper is developed using the project memos and provides a synthesis of the practicum project and demonstrates critical thinking, problem solving, use of concepts, theory or conceptual framework and an application of knowledge in a practice setting (Refer to the Final Project Paper Rubric in BB).

8. Each student team will formally present a summary of their project deliverables to their clinical agency and/or in clinical conference for acceptance and feedback (Final Project Presentation Rubric to be provided).

9. Any student whose cumulative grade is not at a B- or above by the midterm (after Project Memo #2 is received) will be notified by faculty and should make an appointment to meet with faculty to discuss plans for successful course completion.
THE FINAL GRADE is made up of: (The breakdown of the final grade criteria is found in the Outcome Document.)

- Initial site visit                  P/F
- Team Analysis                     P/F
- Team Project Outcomes             5%
- Team Project Timeline (Gantt Chart) 5%
- Team Project Memo(s) 2 at 20% each 40%
- Online Discussion Board participation demonstrates incorporation of the literature and/or completion of alternate assignment (if applicable for the semester). Class attendance and completion of all required deliverables 5%
- Team work competency demonstrated through team evaluation 5%
- Team Project Presentation (PowerPoint) 10%
- Final Team Project Paper including Executive Summary 30%
  Paper may be in the form of a white paper or case study
  Must use APA Format

Other Required Documents/Deliverables:
- Student Project Questionnaire
- Evaluation completed and signed by preceptor
- Summary of practicum hours
- Student participation in Team KSA pre/post survey
- Preceptor/Organization Evaluation Form

LATE ASSIGNMENTS
Late assignments will automatically be reduced by one letter grade unless previously discussed with faculty.

MEDICAL AND HUMAN RESOURCE CLEARANCE:
A number of the clinical sites have specific clearance requests related to medical and human resource requirements. Once notified of the specific requirements, it is the responsibility of the student to produce documentation of compliance for the instructor to verify. Non SON students will be notified of requirements by their program directors. This must be done prior to the beginning of the practicum.

COURSE EVALUATION EXPECTATION:
It is a professional expectation that all students participate in course evaluations to guide ongoing program improvement. The IDEA course feedback system is based on student ratings of their individual learning during a course. A key part of the IDEA system is students offering their rating on the progress they made on learning objectives, using a scale that ranges from “no apparent progress” to “exceptional progress.” The decision to have the IDEA system open for student input during the last two weeks of the class is based, in part, on this foundation. In these last couple of weeks of a course, enough of the course has been completed so that students should be able to accurately gauge the progress they have made on the key learning objectives of the course.

ACADEMIC INTEGRITY POLICY:
Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care applicable to Loyola University faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Academic dishonesty is characterized by the failure to apply this ethic, i.e., any action whereby faculty, student or staff misrepresents the ownership of academic work submitted in his or her name.
### FINAL GRADE RANGES:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td>Work that <strong>not only meets all expectations</strong>, but also consistently contains an impressive level of insight and effort.</td>
</tr>
<tr>
<td>A-</td>
<td>92-93</td>
<td>Work that not only meets all expectations, but also contains some unique elements of insight and effort.</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td>Very good work that meets all expectations.</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>Work that meets most expectations, but contains some minor problems, typically in timeliness or in quality of work.</td>
</tr>
<tr>
<td>B-</td>
<td>84-85</td>
<td>Work that meets most expectations, but is sometimes late (or student requires reminders). Assignments are lacking completeness, contains superficial analysis, little evidence of synthesis, and have missing elements.</td>
</tr>
<tr>
<td>C+</td>
<td>80-83</td>
<td>Work that is passing, but is frequently late, lacking completeness, analysis is superficial, and there is little evidence of attention to detail.</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>Work that is passing, but is consistently late, lacking completeness, contains little evidence of analysis or scholarship and lacks attention to detail.</td>
</tr>
<tr>
<td>C-</td>
<td>75-76</td>
<td>Work that is minimally passing, but is frequently late, lacks completeness, is inaccurate, and has little evidence of analysis/synthesis and minimal attention to detail.</td>
</tr>
<tr>
<td>D+</td>
<td>72-74</td>
<td>Work that does not meet graduate coursework expectations.</td>
</tr>
<tr>
<td>D</td>
<td>69-71</td>
<td>Work that is often incomplete and does not meet expectations of graduate coursework.</td>
</tr>
<tr>
<td>F</td>
<td>68 and below</td>
<td>Work that is not completed or does not meet expectations of graduate coursework.</td>
</tr>
</tbody>
</table>