

## Online Clinical Collaborative Practice Spring 2024

<b>COURSE TITLE:</b>	Online Clinical Collaborative Practice
<b>CLOCK HOURS:</b>	Three hours per week, evenly distributed between classroom work and community-based project work.
<b>FORMAT:</b>	The course is asynchronous. Individual team members may meet at mutually convenient times with or without their project champion(s) to work on the community-based project and participate in team coaching.
<b>INSTITUTIONS:</b>	Case Western Reserve University, Cleveland, OH Chamberlain University, Chicago, IL Creighton University, Omaha, NE Mercy College of Ohio, Toledo, OH Northeast Ohio Medical University, Rootstown, OH The Ohio State University, Columbus, OH Ursuline College, Pepper Pike, OH Vanderbilt University, Nashville, TN
<b>DIRECTOR:</b>	Tyler Reimschisel, MD, MHPE Founding Associate Provost Interprofessional and Interdisciplinary Education and Research Case Western Reserve University, Cleveland, OH
<b>COORDINATORS:</b>	Anna Thornton Matos, MPH Program Manager, Community-based Experiences (abt11@case.edu)

### **COURSE DESCRIPTION:**

Interprofessional education (IPE) “occurs when students or members of two or more professions learn with, from, and about each other *to enable effective collaboration and improve health outcomes*” (World Health Organization, 2010). Over the last decade, there has been a growing emphasis on developing the ability of all professionals to more effectively communicate and collaborate in the care of individuals, families, communities, and populations in order to achieve the quadruple aim: enhancing the patient or client experience, improving population health outcomes, delivering more cost-effective care, and improving the work life of health care and related professions.

Given the importance of effective interprofessional teamwork, the accrediting bodies for all health professions and social work programs require that interprofessional education is integrated into the mandatory curriculum for all students. Online Community

Collaborative Practice (OCCP) is designed to support students in developing the requisite skills to achieve this requirement.

OCCP focuses on achieving the quintuple aim through interprofessional collaboration. Specifically, students in this interprofessional service-learning experience will learn teamwork skills through active participation in authentic and meaningful community-based projects that are focused on health and well-being for individuals, families, communities, and/or populations.

OCCP is an IPE course for health professions students, including students in nursing, pharmacy, public health, social work and other professions. By the end of the course, students will learn or enhance teamwork knowledge and skills that will be necessary in future interprofessional team collaborations in clinical or community practice settings.

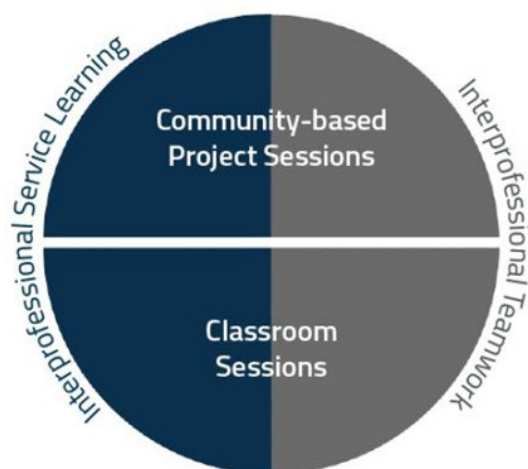
Note that program-specific information is included in the appendices at the end of this document.

### COURSE GOALS:

1. To provide an interprofessional service-learning experience in which students from multiple professions learn with, from, and about each other as they work as a team on a community-based project focused on health and well-being.
2. To develop students' foundational knowledge, skills, and attitudes related to interprofessional teamwork which they can apply and build upon in future interprofessional team experiences.
3. To provide an understanding of the roles, responsibilities and unique contributions of multiple health care and social work professionals in improving individual, community and population health outcomes.
4. To foster cultural humility, civic responsibility, and service to others.

**PREREQUISITE: None**

### FORMAT:



Each student will participate in OCCP on a weekly basis throughout the semester. OCCP is divided into two equal components: the **community-based project** (top half of circle above) and the **classroom sessions** (bottom half of circle above). In both components, the OCCP *curriculum* will focus on both **interprofessional service**

**learning** topics (blue portion of circle above) and **interprofessional teamwork** topics (gray portion of circle above).

**Community-based Project** (top half of circle above). During approximately half of the OCCP experience, students will work individually and as a team on their team's community-based project (CBP). Each team will identify times when they can meet as a team on Zoom to work on the project, and each student of the team will also work asynchronously on his/her/their assigned tasks for the team project.

**Classroom Sessions** (bottom half of circle above). During the other half of the OCCP experience, students will work individually and as a team on their team's assignments. In the OCCP Canvas course, Modules will contain the title, session overview, date range, instructors and their professions, learning objectives, the preparation assignment, supplemental resources, and other pertinent information. The Modules will be available in the OCCP Canvas course on the dates listed.

**Interprofessional Service-Learning** content (blue portion of the circle above). This includes content that will help you complete the community-based project. Note that some of the topics may be similar to or overlap with content in your home program's curriculum. The OCCP experience focuses on applying knowledge, skills, and attitudes in an interprofessional context. Therefore, although the content may be similar to that in your home program, synthesizing and applying the material in an interprofessional context while working on an authentic service-learning project significantly changes the learning experience.

**Teamwork Curriculum** (the gray portion of the circle above). Our goal in OCCP is for you and your team to learn how to achieve high-impact. **High-impact teams** include

1. effective **individual** team members,
2. excellent **team dynamics** (internal to the team) and high-quality **team performance** (external to the team), and
3. positive influence on the **systems** in which the team operates (your home institution, community organizations, etc.).

With this goal in mind, our teamwork curriculum is organized into three levels of awareness that are crucial to high-impact teamwork:

1. Self/individual level
2. Teamwork level
3. Systems level

**Mutual learning approach.** In OCCP, we expect individuals and teams to practice the specific values, assumptions, and behaviors of the mutual learning approach to achieve high-impact teamwork (see *Strong Leaders, Stronger Teams* by Roger Schwarz). Therefore, throughout all aspects of OCCP, we will describe and reiterate the mutual learning approach and why it is preferable to the unilateral control approach.

We encourage you to have a **growth mindset** throughout OCCP because, like other skills, teamwork skills improve with deliberate practice as the context steadily becomes more challenging. In OCCP, you will have the opportunity to build on your

strengths as a team member. In addition, you will identify and grow in your opportunities for improvement as you concurrently help other students in your team enhance their teamwork skills. Deconstructive feedback using the mutual learning approach as well as formal assessments at the individual, peer, and team levels from students, faculty, staff, champions, and others will help guide your deliberate practice in teamwork skills. In OCCP, we will use the Professionalism and Teamwork form to report to the OCCP Leadership Team individual or teamwork commendations or concerns regarding individual or team interactions with other students, faculty, staff, champions, clients, and community organizations.

**Feedback on OCCP.** In the spirit of mutual learning, we welcome your input, insights, and feedback using deconstructive feedback and the mutual learning approach. Specifically, we ask that you apply mutual learning Behavior 1 by stating your feedback from your perspective (transparency) and then asking genuine questions to learn about the perspectives of the faculty, staff, and course leaders in OCCP (curiosity).

### **IPEC Competencies:**

In alignment with the National Interprofessional Education Collaborative (IPEC)<sup>1</sup>, this experience focuses on the domain of Interprofessional Collaboration. This experience provides instruction on the development of knowledge, skills, and attitudes in the four core competencies of interprofessional collaboration, including 1) values for interprofessional practice, 2) understanding roles and responsibilities of other professionals, 3) interprofessional communication, and 4) interprofessional teamwork. Specific IPEC competencies pertinent to each session are included Module overview pages.

## **PARTICIPATION POLICY**

Students are expected to devote at least three hours per week to OCCP. Students can contact the OCCP leadership team if they are concerned that one or more members of their team are not engaging fully in working with the team.

## **ASSESSMENT**

Students will be assessed using the following approaches:

1. Individual and team scores on assessments in the classroom sessions.
2. Individual student performance on the team as assessed by self, peers, and champion.
3. Assessment of the team's performance as assessed by individual students, champion(s), and faculty/staff.
4. Assessment of the project plan, project proposal, project summary, and deliverables by the OCCP leadership and the project champion(s).
5. Assessment of the team presentation during the Showcase.

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<sup>1</sup> Interprofessional Education Collaborative. (2016). Core competencies for interprofessional collaborative practice: 2016 update. Washington, DC: Interprofessional Education Collaborative

## **REQUIREMENTS:**

Detailed instructions about each requirement are available in the OCCP Canvas course within the “Required Assignments” module.

This is a pass/no pass course. The grade assigned at the end of the semester or at the end of the course will be “Pass,” “Incomplete,” or “No Pass.” The final grade assigned will be “Pass” or “No Pass.”

Requirements to achieve a grade of “pass” in the course:

1. Devote at least three hours to OCCP each week. The time should be evenly distributed between classroom sessions and the community-based project.
2. Complete the required preparation work for the classroom sessions.
3. Achieve at least a 70% average on your overall team quiz scores.
4. Satisfactorily complete the self- and peer assessments required at the semester's end.
5. Complete the team learning inventory required at the semester's end.
6. Satisfactorily complete the project summary at the end of the fall semester.
7. Based on the project roadmap, complete the project deliverable and obtain approval by the OCCP leadership and the project champion.
8. Based on the team presentation rubric, pass the team presentation of the community-based project deliverable at the end of the experience.

**SCHEDULE:**

<b>Week</b>	<b>Spring Semester</b>	<b>Online Module Opens</b>
<b>1</b>	Orientation	January 22, 2024
<b>2</b>	OCCP Team Charter and Introduction to Community-based Project	January 29, 2024
<b>3 and 4</b>	Psychological Safety and Power Differentials in an Interprofessional Team	February 5, 2024
<b>5 and 6</b>	Mitigating Implicit Bias and Fostering Inclusion in an Interprofessional Team	February 19, 2024
<b>7 and 8</b>	Conflict Management through Deconstructive Feedback	March 4, 2024
<b>9 and 10</b>	Values and Ethics in an Interprofessional Team	March 18, 2024
<b>11</b>	Finish Community-based Project and Work on Showcase Presentation	
<b>12</b>	Showcase	April 1, 2024

