COURSE INFORMATION
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COURSE DESCRIPTION:
This course will investigate interprofessional practice (IPP) and the important role it plays in patient-centered care. The medical and dental fields have realized how critical it is to collaborate with other health care providers when making treatment plans and providing care. Skills taught in this class that are central to IPP are communication, teamwork and team building, conflict resolution, and interprofessional ethics.

REQUIRED COURSE MATERIALS:
- Syllabus
- Online Materials (links will be made available on D2L)

There is no textbook required for this course.

GETTING STARTED LINKS:
http://my.usd.edu    http://d2l.sdbor.edu
http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx

COURSE GOALS & OBJECTIVES:
<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Coursework and Assessments related to Objective</th>
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<tbody>
<tr>
<td>1. Define interprofessional practice (IP).</td>
<td>Modules (week) 1 and 2 Discussion Board 2</td>
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<td>2. Understand the goals of IP practice.</td>
<td>Modules 1, 2, and 3 Discussion Board 1</td>
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<td>3. Recognize values that govern interprofessional practice.</td>
<td>Modules 4 and 5 Discussion Board 4</td>
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<td>4. Describe process of team development roles and practices.</td>
<td>Modules 11 and 12 Discussion Board 10</td>
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<td>5. Describe the context of the IP environment that facilitates and inhibits collaboration.</td>
<td>Modules 11, 12, 13, 14 Discussion Board 6</td>
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<td>6. Identify appropriate scenarios in which IP practice will improve outcomes.</td>
<td>Modules 15, 16 Discussion Board 3 and 6</td>
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<td>7. Describe roles and scopes of practice of all health care professions.</td>
<td>Modules 6 and 7 Discussion Board 1 and 5 Health Profession Encounters</td>
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<td>8. Recognize limits in own skills.</td>
<td>Modules 6, 7, 14, and 16 Discussion Board 10</td>
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<td>9. Forge relationships to increase learning and improve care.</td>
<td>Health Profession Encounters</td>
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<td>10. Describe effective communication tools and systems.</td>
<td>Modules 8 and 10 Discussion Board 7</td>
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<td>11. Define active listening, constructive criticism, and respectful language.</td>
<td>Modules 8 and 10 Discussion Board 8</td>
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<td>12. Describe IP practice theory with respect to teamwork theory.</td>
<td>Modules 11 and 12 Discussion Board 9</td>
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<td>13. Describe conflict resolution techniques.</td>
<td>Discussion Board 7 and 8</td>
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**EVALUATION & PROCEDURES:**

**Methods of Evaluation:**
- Discussion Boards (10) 100 points (10 pts each)
Online Quizzes (5)  50 points (10 pts each)
Health Professional Encounters (3)  150 points (50 points each)
Final reflection  50 points

Total  350 points

Grading Scale:
A  93 – 100%  (350-324 points)
B  84 - 92%  (323-293 points)
C  75 - 83%  (292-261 points)
D  66 - 74%  (260-230 points)
F  0 - 65%  (229-0 points)

Evaluation Procedures:
Grading criteria for discussion boards and classroom activities can be found in the rubrics on the “Content” section of D2L for this course. All grades will be posted on the “Grades” section of D2L for this course. Grades will be posted in a timely manner. Expect discussion board grades, quiz grades, and professional encounter grades to be posted within the following week of completion, and the final reflection to be posted by the end of finals week. Unless otherwise stated, I will respond to emails within 24 hours on weekdays, or by the end of the day on Monday if you email me during the weekend. If you do not hear from me within those time frames, please send me a follow-up email or call me.

Overview of Assignments:
Discussion Boards: There will be 10 discussion boards for this course and can be found in the course schedule. These discussion boards will be required and used to evaluate attendance and participation. Students are expected to contribute an initial discussion post and response to a classmate. While posting, it will be required to use “netiquette” and follow the guidelines provided to you in the “Netiquette” document available on D2L. Grading criteria can be found in the discussion board rubric on D2L.

Online quizzes: There will be 5 online quizzes for this course and can be found in the course schedule. These quizzes will take place on D2L and will be available for a limited amount of time. Quiz questions will be based on assignments and reading material from previous modules.

Classroom Activities: At the undergraduate level, the student will choose 3 other health professions to interview. At the graduate level, the student will shadow 3 other health professions and participate in collaboration with each. Preparation prior to professional encounters will be required and reviewed by the instructor before each encounter. Both interviews and observations will be accompanied by a 2-3 page reflection that will include overview of profession, obstacles, and ideas to collaborate with each different profession.
Final Reflection: Write a 3-6 page reflection on the four main competencies of IPP and IPE based on the information presented in this class. Outline an idea to incorporate dental hygiene into the current landscape of interprofessional healthcare as well as how to enhance intraprofessional collaboration within the dental field.

MAKE UP POLICY:
Instructors will schedule and announce the dates of evaluations and assignments in the course syllabus schedule. The instructor may change dates of these evaluations for any valid reason, so long as the students are given adequate notice. Students will be expected to participate in these evaluations, and a violation will result in a “0” grade. Individual requests for changes to scheduled evaluations may be granted at the discretion of the instructor, and must be approved prior to absence or on emergency basis.

LATE ASSIGNMENT POLICY:
Assignments are due on the date indicated by the instructor and are located in the syllabus. If an assignment is turned in late, there is a 10% penalty for each day it is late. After a period of 10 days the assignment will no longer be accepted and a 0% grade will result.

TECHNICAL STANDARDS:
You will find information on technology requirements and support in the Online Orientation Packet found at http://www.usd.edu/-/media/files/usd-online/online-orientation-guide.ashx or in the course D2L site on the left side of the home page or under Content. If you are unsure as to whether or not your computer meets these requirements, or if you require any technical assistance, please contact the ITS Help Desk at 877.269.6837, 605.658.6000, or helpdesk@usd.edu

Please contact the Help Desk immediately so that your questions/problems can be resolved as soon as possible. It is your responsibility to resolve any issues with access to the course so that you can begin to participate in the course on the first day of the semester.

ATTENDANCE:
Students are expected to participate in all online discussion boards, read all course materials, and watch all course videos. If you are unable to participate in “Live” office hours or lecture videos, they will be recorded for you to view at a later time. Participation in all of these activities is considered “attendance” and will be evaluated as such.

COURSE NOTICES:
Information regarding this course will be posted on D2L News for this course and/or sent to you via university email. The students are responsible for all notices.
FREEDOM IN LEARNING:
Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college that offers the class to initiate a review of the evaluation.

ACCOMMODATIONS:
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Disability Services is located in Room 119 of the Service Center, or through:

Website: Disability Services
Email disabilityservices@usd.edu
Phone: 605-677-6389

ACADEMIC HONESTY:
Academic Honesty: As stated in the Student Code of Conduct, the integrity of the University community is contingent upon fulfillment of a trust—that the members of the student body will engage in reasonable behaviors to promote and protect the educational environment. Acts of dishonesty most applicable to this course include, but are not limited to the following are:
· Cheating, which is defined as, but not limited to, the use or giving of any unauthorized assistance in taking quizzes, tests, or examination; use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or acquisition, without permission, of tests or other academic material belonging to a member of the faculty or staff.

Here is a link with more information https://www.sdbor.edu/policy/Documents/2-33.pdf

Unless told differently by your course instructor, all work (homework, in-class work) for the course must be done by the individual student, alone.

· Plagiarism, which is defined as, but not limited to, the following: the use of paraphrase or direct quotation, of published or unpublished work of another person without full and clear
acknowledgement, use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

- All required activities for any course in the USD DH curriculum must be done independently without the assistance of another student(s) unless otherwise specified in the course syllabus or by the course instructor. Any evidence of improper group work will be considered an act of academic dishonesty and treated as such. If there is ever a question about whether an assignment can be done with another student or in a group, it is the responsibility of the student to ask the instructor.

Violation of the University Academic Honesty Policy could result in disciplinary action, which includes a failing grade for the course, suspension, or expulsion by the University.

No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

DIVERSITY AND INCLUSION STATEMENT:
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.

EARLY ALERTS:
This course will be utilizing the Coyote Connections Early Alert system. Coyote Connections is a web-based tool that will enhance communication between and among students and their instructors, advisors, and support services. Our goal is to improve student support and services through an integrated approach to track academic progress, flag concerns, and connect students with services they may need. Through the Coyote Connections system, you will be able to:

- Know immediately when your instructor or a staff member at the institution has a concern about your academic performance and which support services are available to help you;
- Receive notifications from the institution in a variety of convenient methods, including email, text, and Facebook messages;
- Get motivated as a result of receiving positive, encouraging messages from instructors and staff.
You can access Coyote Connections through Web Advisor or D2L. You will want to log into Coyote Connections and set up your profile. Instructions were emailed to you and can also be found in the student portal and in a special D2L course entitled “Coyote Connections Student Orientation.”

**OTHER COURSE POLICIES:**
Policies and procedures covering this course are detailed in the *Internet Study Student Handbook*. Please note that the time zone for D2L submissions due are in **Central Time Zone**.
## DHYG Course Schedule

### Discussion Board: DB

### Health Professional Encounter: HPE

<table>
<thead>
<tr>
<th>Date week begins:</th>
<th>Topic:</th>
<th>Assignment:</th>
<th>Due at end of the week (11:59pm):</th>
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</table>
| Week 1 Jan 8th    | Introduction to Interprofessional Education and Practice | Required Reading: IPEC pg 1-8 (through #8 reasons)  
Course Activities:  
DB 1  
All HPEs  
Final Reflection | DB 1 |
| Week 2 Jan 15     | Interprofessionality | Required Reading: IPEC pg 8-13  
Course Activities:  
DB 2 | DB 2 |
| Week 3 Jan 22     | Interprofessional Client-Centered Care | Required Reading: IPEC pg 14, 15, 16  
Berwick, Nolan, and Whittington Article  
Course Activities:  
DB 3  
Quiz 1 | DB 3 |
| Week 4 Jan 29     | Values and Ethics for IP | Required Reading: IPEC pg 17-19  
Course Activities:  
DB 4 | DB 4 |
| Week 5 Feb 5      | Values and Ethics for IP | Required Reading: Various Code of Ethics  
Course Activities:  
DB 5  
Quiz 2 | DB 5 |
| Week 6 Feb 12     | Roles and Responsibilities for IP: Sections 1 and 2 | Required Reading: IPEC pg 20-21  
ASU Module sections 1-2  
Course Activities:  
None | HPE 1 |
| Week 7 Feb 19     | Roles and Responsibilities for IP Sections 3 and 4 | Required Reading: ASU Module sections 3-4  
Course Activities:  
DB6  
Quiz 3 | DB6 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Course Activities</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Week 8</td>
<td>Feb 26</td>
<td>Interprofessional Communication</td>
<td>Conveying Information</td>
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<td>DB 7</td>
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<td>Required Reading:</td>
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<td>IPEC pg 22-23</td>
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<td>ASU Module sections 1</td>
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<td>Course Activities: DB 7</td>
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<tr>
<td>Week 9</td>
<td>March 5</td>
<td>Spring Break</td>
<td>None</td>
<td></td>
<td>None</td>
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<tr>
<td>Week 10</td>
<td>March 12</td>
<td>Interprofessional Communication</td>
<td>Managing Difficult Situations</td>
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<td>DB 8 Quiz 4</td>
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<td>Required Reading:</td>
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<td>ASU Module sections 2</td>
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<td>Course Activities: DB 8</td>
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<tr>
<td>Week 11</td>
<td>March 19</td>
<td>Teams and Teamwork</td>
<td>Required Reading:</td>
<td></td>
<td>DB 9</td>
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<td>IPEC pg 23-24</td>
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<td>Course Activities: DB 9</td>
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<tr>
<td>Week 12</td>
<td>March 26</td>
<td>Teams and Teamwork</td>
<td>None</td>
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<td>HPE 2 Quiz 5</td>
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<tr>
<td>Week 13</td>
<td>April 2</td>
<td>Roadblocks: Health Care</td>
<td>Required Reading:</td>
<td></td>
<td>None</td>
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<td>IPEC pg 34-37</td>
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<td>Course Activities: DB 9</td>
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<td>Week 14</td>
<td>April 9</td>
<td>Roadblocks: Dental Care</td>
<td>Required Reading:</td>
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<td>DB 10</td>
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<td>Course Activities: DB 10</td>
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<td>Week 15</td>
<td>April 16</td>
<td>Future of IP</td>
<td>Required Reading:</td>
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<td>HPE 3</td>
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<td>IPEC pg 26-33</td>
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<td>Gittell, Godfrey, Thistlethwaite Article</td>
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<td>Course Activities: DB 10</td>
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<tr>
<td>Week 16</td>
<td>April 23</td>
<td>Future of Dental in IP</td>
<td>Required Reading:</td>
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<td>Final Reflection</td>
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<td>Hettinger Gwozdek article</td>
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<td>Boyce, Gupta, Stover article</td>
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<td>Course Activities: DB 10</td>
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<tr>
<td>Finals</td>
<td></td>
<td>None</td>
<td>All grades should be posted by the last day of Finals.</td>
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Assignments:
1. Discussion Boards: there will be 10 discussion boards to participate in. The goal of these is to prepare you for the upcoming week and allow you to interact with your classmates
and brainstorm ideas. You must write an initial post, and then reply to at least one of your peers.

1. Post a welcome discussion to introduce yourself. Pick 3 health professions that you have always been curious about and would like to learn more about.

2. Using the infographic in the IPEC report (pg 10 labeled at the bottom in orange), define interprofessionality in your own words. Outline the four core competencies outlined in the IPEC report and the learning module by defining them in your own words. Pose a question to your peers about a certain aspect of interprofessionality that interests or confuses you.

3. Choose one of the core competencies that seems most difficult in your field. What are the difficulties that you foresee? Pose a question to your peers about a scenario in which the competency you picked would be hard and how to manage it.

4. After watching the video at this link (https://www.youtube.com/watch?v=cDDWvj_q-o8&app=desktop), define empathy. Explain the difference between empathy and sympathy. Discuss why empathy is not only essential for patient-provider relationship, but co-worker relationships. Pose a question to your peers exploring another value important to have in health care environment.

5. Choose a different health profession and research its code of ethics. Research what “patient-centered” care is. Describe how the code of ethics aligns with “patient-centered” care and how it may not align with it. Pose an ethical dilemma to your peers about “patient-centered” care.

6. After watching the video at this link (https://www.youtube.com/watch?v=3AlywdH5zrQ) name the six interprofessional collaboration practices. Pick your favorite and define what that practice means in your own words. Why did you pick this one? Pose a question to your peers about how these practices could be implemented in the workplace.

7. When communicating with a health care team using SBAR, what does it stand for and what does it mean? Pose a scenario to your peers that requires them to use this tool.

8. What are the principles of assertive communication? Why are each of these principles important? Pose a scenario to your peers in which assertive communication is required.

9. Research models of teamwork within and outside of health care. What are some criteria that make up a good “team” and provide examples? Pose a question to your peers about what it means to be a bad teammate.

10. Describe the difference between intraprofessional practice and interprofessional practice. Identify and describe the roadblocks for intraprofessional practice in dentistry. Identify and describe the roadblocks for interprofessional practice in dentistry. Pose a question to your peers about how to incorporate either one into practice in dentistry.

2. Health Professions Encounters: At the undergraduate level, the student will choose 3 other health professions to interview. At the graduate level, the student will shadow 3
other health professions and participate in collaboration with each. Preparation prior to professional encounters will be required and reviewed by the instructor before each encounter. Both interviews and observations will be accompanied by a 2-3 page reflection that will include overview of profession, obstacles, and ideas to collaborate with each different profession.

3. Final Reflection: Write a 3-6 page reflection on the four main competencies of IPP and IPE based on the information presented in this class. Outline an idea to incorporate dental hygiene into the current landscape of interprofessional healthcare as well as how to enhance intraprofessional collaboration within the dental field.