

CENTER FOR HEALTHY COMMUNITIES
Multiprofessional Orientation Course With Service Learning
Winter 2002

COURSE TITLE: Introduction to Multiprofessional Team Practice in Community-based Care with Service Learning

COURSE LOCATION: Center for Healthy Communities
 140 E. Monument Avenue
 Dayton, OH 45402
 (937) 775-1114

MEETING TIMES: Fridays, 1:00-4:00 PM (January – March)

FACULTY:

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COURSE DESCRIPTION

Students from health professions disciplines will be introduced and exposed to conceptual models of multiprofessional (MP) practice in community settings. This course will be taught utilizing the principles of Service Learning in relationship to MP practice.

CREDIT ALLOCATION/SERVICE HOURS

As determined by the specific health professions school or department. Number of on-site service hours to be determined by individual MP team faculty.

COURSE OBJECTIVES

During or at the completion of this course, the student, individually, or as a member of a multiprofessional team, will be able to:

1. Demonstrate competence in multiprofessional team approaches to community based primary health care with an emphasis on Health Promotion Disease Prevention.
2. Develop awareness of barriers to health, well-being, and primary health care access.
3. Become aware of the impact of diverse health beliefs and practices on individuals, families, and communities.
4. Identify, discuss and apply knowledge of community resources in maintaining individual, family and community health.
5. Reflect on how service learning enhances more collaborative practice

REQUIRED READINGS*

These articles are available from your discipline specific faculty member or are in your course packet.

1. Canfield, A., Clasen, C., Dobbins, J., Cauley, K., Hemphill, S., Rodney, M, & Walbroehl, G. (2000). Service-Learning in health professions education: A multiprofessional example. Academic Exchange, Winter, 2000.
2. Rice, A., 2000. Interdisciplinary collaboration in health care: Education, practice, and research. National Academies of Practice Forum, 2 (1), 59-73.
3. Casto R. M., Julia M. C., Platt L. J., Harbaugh G. L., Waugaman W. R., Thompson A., Jost T. S., Bope E. T., Williams T. & Lee D. B. (1994) (Commission on Interprofessional Education and Practice) Interprofessional care and collaborative practice. Pacific Grove, CA: Brooks/Cole Publishing Co., Chapters 4 "Group Process and Interprofessional Teamwork" by Julia & Thompson, Chapter 5 "Essential Elements of Interprofessional Teamwork: Task and Maintenance Functions" Julia & Thompson.
4. Eyler, J. & Giles, D. (1999). "Engagement, curiosity, and reflective practice" In Where's the learning in service learning? Jossey-Bass: San Francisco, CA.

TEACHING STRATEGIES

Service Learning, team building, reflection, discussion, community partners/sites, required readings, guest speakers and others as appropriate.

COURSE REQUIREMENTS

1. **Course attendance and participation** are required in this course and comprise 30% of your course grade. If there is more than one unexcused absence, you will be dropped from the course.
2. **Assigned readings and exercises** must be completed prior to each class.
3. **Multiprofessional Team Service Learning Project** : Community partners will be invited to the class to present information about their agency/organization to students. The focus of the presentation will be a service opportunity appropriate for implementation by a MP team of students. Students will be asked to identify their top two choices of agencies. Faculty will select multiprofessional teams to work with each agency. Teams will be representative of the health professions student population. Each team will have an academic and community faculty for the duration of the project. See attached guidelines.
4. **Writing the Community Development Mini Grant**: Each MP team will have the opportunity to write for a mini grant, using the Request For Proposal (RFP) in the packet, for \$750 to support their SL project. Community and academic faculty will provide guidance for this project. A draft copy is due by Week Five in order for the funds to be dispersed in a timely fashion.
5. **Reflection Assignment Guidelines**: There will be a weekly reflective question assigned (See class schedule). The student will email the reflections to their discipline faculty and/or to the MP Team faculty as directed.
6. **All students will have an active email account that is accessed on a regular basis.** This will serve as primary method of communication between community and academic faculty and students, and students with each other.
7. **Team Presentation Week TEN**: Each MP team will make a 10-15 -minute presentation highlighting their SL project. Each team member must participate. Creativity is encouraged (ex: short video, PowerPoint). Community and academic faculty will be present.

EVALUATION/GRADING

- Class Attendance and Participation 30%
- Multiprofessional Service Learning Team Project. 50%
- Reflection Assignment20%
- Total 100%

Grading

A = 100 – 90% or PASS

B = 89.99 – 80% or PASS

C = 79.99 – 70% or PASS (UNSATISFACTORY FOR GRADUATE STUDENTS)

D = 69.99 – 60% or UNSATISFACTORY

F = 59.99 – and below or UNSATISFACTORY

CLASS SCHEDULE/CONTENT OUTLINE—WINTER 2002

DATE	• CONTENT	• Type of Reflection/Reflection Questions/Reading Assignments
<p>Week 1 January 4 1:00 – 4:00 Kettering Center</p>	<ul style="list-style-type: none"> • Welcome/Introductions • Orientation to Course & Syllabus • An overview of the Center for Healthy Communities • Type alike activity • Service Learning Pretest • Service Learning Protocol for Health Professions Schools (SLPHPS) • Team building Activity • Overview of Week Two activities • Reflection 	<p><u>Discipline Specific</u></p> <p>When you reflect on your future as a licensed professional, discuss what you think your role should be in regard to multiprofessional practice.</p> <p>Reading for Week 2: Rice Article and Casto, et al, chapters 4 & 5</p>
<p>Week 2 January 11 1:00-4:00 Kettering Center</p>	<ul style="list-style-type: none"> • Community Partner Presentations • Student selection of agency (two choices) • “Food for Thought” • Reflection • MP Team assignments and meeting 	<p><u>Discipline Specific</u></p> <p>Discuss the impact each Agency Presentation had on your awareness of community needs and resources.</p> <p>Reading for Week 3: Canfield, et al.</p>
<p>Week 3 January 18 1:00-4:00 ON SITE</p>	<ul style="list-style-type: none"> • Community partner-student-faculty Planning the Service Learning Project • Responding to the RFP 	<p><u>Team</u></p> <p>Discuss the challenges and opportunities you are experiencing working with the population and/or agency for your project. With your team.</p> <p>Reading for Week 4: Eyler & Giles</p>
<p>Week 4 January 25 1:00-4:00 ON SITE</p>	<ul style="list-style-type: none"> • Continuation of previous week • Draft of Grant DUE Week Five 	<p><u>Team</u></p> <p>In what way(s) has each of your team members assisted or impeded the work of the team? Who has taken on the role of-- Leader? Listener? Facilitator? Devil’s Advocate?</p> <p>Discuss what you perceive your role is and how you will fulfill that role.</p>

DATE	CONTENT	Type of Reflection/Reflection Questions/Reading Assignments
Week 5 Feb. 1 1:00-4:00 Kettering Center	Reporting in by MP teams <ul style="list-style-type: none"> • “Out in the Streets” exercise • Reflection • Draft of Grant DUE 	<u>Team</u> As a result of the “In The Streets” exercise, discuss the barriers or facilitative factors to obtaining the required service(s) you encountered? Discuss realistic solutions.
Week 6 Feb. 8 1:00-4:00 ON SITE	<ul style="list-style-type: none"> • Implementation of the SL Project • Community partner-students-faculty 	<u>Team</u> How have your expectations of multiprofessional practice changed as a result of this Service Learning experience?
Week 7 Feb. 15 1:00-4:00 ON SITE	<ul style="list-style-type: none"> • Implementation of the SL Project • Community partner-students-faculty 	<u>Team</u> Discuss the success your team has had implementing the project.
Week 8 Feb. 22 ON SITE	<ul style="list-style-type: none"> • Implementation of the SL Project • Community partner-students-faculty 	<u>Type Alike AND Team</u> Discuss how your commitment and perspective of community service has changed. Discuss how the Service Learning experience has impacted your professional education.
Week 9 March 1 1:00-4:00 ON SITE	<ul style="list-style-type: none"> • Completion of the SL Project • Closure with Community partner-students-faculty • COMPLETED GRANT PROPOSAL DUE TO MP TEAM FACULTY 	<u>Team</u> What has this experience taught you about your strengths and limitations as a member of a multiprofessional team?
Week 10 March 8 1:00-4:00 Kettering Center	<ul style="list-style-type: none"> • Celebration & Wrap Up • Group Presentations • SL Post Test & Evaluations • Summary reflection 	CELEBRATE GOOD TIMES, COME ON!!