Instructor: C. Allison Hatcher, M.S., CCC-SLP, Part-time Faculty and Full-time Clinical Supervisor
Office: Health Sciences Building #1096
Office hours: Available by appointment.
Phone number: 270.745.4164
Email: courtney.hatcher@wku.edu

Catalog Course Description:
Students will learn principles of interprofessional (IP) collaboration and will explore roles of family/caregivers and health care and educational professionals. Course content will include interprofessional communication, decision making, and collaborative team problem solving as it relates to a variety of settings across the lifespan.

Upon completion of the course, students will be able to demonstrate:

<table>
<thead>
<tr>
<th>KASA Standard</th>
<th>Core Objective Addressed</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard IV-G: The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods):</td>
<td>1b, 1g 2a, 2g</td>
<td>Projects, discussion, examination</td>
</tr>
<tr>
<td>3. Interaction and Personal Qualities</td>
<td>a, b, c, d</td>
<td>Examination, presentations</td>
</tr>
</tbody>
</table>

Learning Outcomes
- Students will analyze elements of interprofessional teamwork and the evidence base that supports its effectiveness
- Students will examine roles of professionals, patient/client, and family members with whom they will collaborate (healthcare and educational professionals, their scope of practice, settings in which they work, and role of families/caregivers)
- Students will use communication strategies and tools for effective interprofessional collaboration (communication, conflict management and negotiation)
- Students will identify skills needed to engage parents, patients/clients, and related professionals during assessment and treatment of clients across the lifespan.
- Students will discuss the concepts of and strategies for leadership and membership

Text
Required:
June 2013 issue of The ASHA Leader, focus on interprofessional collaboration (accessible from: http://leader.pubs.asha.org/issue.aspx#issueid=929387)

Recommended Readings (to be posted on Blackboard):
1. Additional readings will be assigned over the course of the semester and posted on Blackboard in PDF form.
2. Students are expected to search out additional articles and learning resources to meet assignment requirements as well as meet each case’s individual and team learning objectives.

Internet
Your secure WKU email address is the only one to which class correspondence will be sent. It is expected that you will check that account regularly. Furthermore, you will need to check the Blackboard site regularly in case additional assignments and materials have been posted.

Modes of Instruction
This class is online only. There are no synchronous chats this semester. Weekly class lectures will be pre-recorded. The link will be posted to Blackboard for your viewing. Also, discussions, video modules, and demonstrations will be the modes of instruction. Adobe Connect Pro will be used to record the lectures, so you will need a computer with a reliable internet connection that includes speakers in order to view and hear the videos recorded by the Instructor.

EVALUATION OF STUDENT ACHIEVEMENT

IP Quizzes (30 total points) – A total of six, 5-point IP quizzes will be posted to Blackboard over the course of the semester as determined by the instructor and are due by Sunday at 11:00 p.m. CST the week it is posted. Quiz questions will be based on topics discussed in the video lectures, readings, assignments, and the student’s clinical experience.

Discussion Board (50 points) – One or two Db questions will be posted to the discussion board every other week over the course of the term. Each student is expected to respond to ALL questions. An adequate response will be related to the question and demonstrates a thorough understanding of the concepts. The questions will be based on topics discussed in the chats, readings, assignments, and/or the student’s clinical experience. Responses are due by 11:00 p.m. CST on Sunday the week it is posted. Any responses that post after the reported time will be considered late and no credit will be awarded. It is strongly suggested that you respond well in advance of the deadline. While it is understandable that emergencies (personal, familial, technical, weather, etc.) happen, no emergency or circumstance will exempt a student from adhering to the timeline or minimum number of responses required. If your response is not acceptable, you will be notified so that you can possibly modify it before the due date; therefore, it is not recommended you wait until the last minute to post your response. You must respond meaningfully to at least one peer posting that week, so keep abreast of the responses that are being posted.

*Please note: Extra points (maximum of 5 points per week) may be awarded to additional posts in response to peers’ posts, depending on quality of content (not quantity) and citing quality, peer-reviewed research articles or other sources to support your response. These points could come in handy if you should happen to miss a quiz or forget about an assignment over the course of the semester.

IP Team Project (100 points) – Teams will be assigned of approximately 4-5 students and will be representatives from the different professions, with at least 4 different professions represented on each team. The mock interprofessional teams will work through hypothetical case studies with the emphasis placed on team learning in a health care context. Each team will have a one facilitator and will meet over the course of 3 weeks as needed either through skype or any acceptable online chatroom, etc. Seeking out support from trained faculty at the university or trained professionals in the community is encouraged. The interprofessional teams will have two parallel learning activities: (a) Team process – acquiring knowledge about team building and practicing group process and communication skills while performing the team project; and (b) Team task – acquiring knowledge and making decisions in order to manage patient or family centered health care per case studies. The facilitator’s will guide their team through the project’s term and will keep the group “on task”. All decisions and outcomes for each case are up to the team. Team effectiveness and individual member participation must be demonstrated throughout the small group process.

Evaluation can be a powerful learning tool. With the focus of this project being on team work, how the group functions as a team will be evaluated. Several factors influence the success of the team including discussing, participating, listening, and problem solving, and producing a final report. Be mindful that each individual contributes to the success of the team outcome. At the close of this project, students will discuss their performance as a team utilizing the “Team Evaluation” form. This will be provided to you by the Instructor. The facilitator will also provide feedback utilizing the same form. All team members will have the opportunity to discuss patient scenarios as means to evaluate if learning objectives have been met.
**Final Exam (100 points)** There will be 25-30 questions (mixed multiple choice/open response/fill-in-the-blank) covering information across the entire semester. You can take it one time so make sure that you arrange to take it at a time when you can complete it at one time, free from distractions or anything that would interfere with the test taking process. You will have 60 minutes to take the exam which is plenty of time. Information will come from the readings, notes, videos, and information covered in video lectures. The exam will load to Blackboard at a time to be determined by the instructor during finals week.

**Grading**

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>IP quizzes</td>
<td>30</td>
</tr>
<tr>
<td>Discussion Board Postings (5@10 pts)</td>
<td>50</td>
</tr>
<tr>
<td>Team Project</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>280</td>
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</table>

**Grading Scale**
- A: 93-100 (400-370 points)
- B: 85-92 (369-338 points)
- C: 77-84 (337-306 points)
- D: 68-76 (305-270 points)
- F: Below 67 (269-0 points)

**PROPOSED COURSE OUTLINE**

*Note:* This is the proposed outline. It may be adjusted to better serve the needs of the class. Every effort will be made to notify you of changes as soon as possible. All content for the week will post to the Blackboard site by Monday. It is your responsibility to access content and complete assignments in a timely manner since this is an online course.

<table>
<thead>
<tr>
<th>Week</th>
<th>Virtual Class Date (Lecture videos posted/NO synchronous chats)</th>
<th>Readings/Materials</th>
<th>Topic(s)</th>
<th>Assignments Due</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/24</td>
<td>Text Introduction Chapter 1</td>
<td>Introduction to IP (Interprofessional) Teamwork; the basics</td>
<td>DB Questions</td>
<td>8/30</td>
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<td></td>
<td></td>
<td>Video Modules</td>
<td></td>
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<tr>
<td>2</td>
<td>8/31</td>
<td>Supplemental Readings Video Modules</td>
<td>Roles and responsibilities of IP Teams; related healthcare professionals and families/caregivers</td>
<td>IP Quiz</td>
<td>9/7</td>
</tr>
<tr>
<td>3</td>
<td>9/8</td>
<td>Supplemental Readings Video Modules</td>
<td>Intro to IP Teamwork in Early Intervention</td>
<td>DB Questions</td>
<td>9/13</td>
</tr>
<tr>
<td>4</td>
<td>9/14</td>
<td>Supplemental Readings Video Modules</td>
<td>Intro to IP Teamwork in the school-based setting</td>
<td>IP Quiz</td>
<td>9/20</td>
</tr>
<tr>
<td>5</td>
<td>9/21</td>
<td>Chapter 2 Supplemental Reading Video Modules</td>
<td>Current trends that affect IP Teamwork</td>
<td>DB Questions</td>
<td>9/27</td>
</tr>
<tr>
<td>6</td>
<td>9/28</td>
<td>Chapter 3 Supplemental Reading Video Modules</td>
<td>IP key concepts &amp; issues</td>
<td>IP Quiz</td>
<td>10/4</td>
</tr>
<tr>
<td>7</td>
<td>10/5</td>
<td>Chapter 4 Supplemental Reading Video Modules (IP Teams Announced/Posted)</td>
<td>Conceptual Frameworks Evidence base for IP</td>
<td>No Assignment Due; Fall Break</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### POLICIES

#### Attendance and participation

Attendance is not an issue for this online course; however, it is your responsibility to access the pre-recorded lectures on time in order to complete the assignments. Classroom participation, using Discussion Board on BlackBoard, is essential for the successful completion of this course.

#### Assignments

All assignments are due by 11:00 p.m. CST on the due date unless otherwise indicated. Late assignments will not be accepted. Students receive a course schedule well in advance of assignment due dates. All assignments will be due by 11:00 PM Central Standard Time on the due date indicated on the course schedule. Emergencies will be addressed on an individual basis and must be communicated to instructor as soon as possible.

#### Communication

Every effort will be made to answer emails and voice messages within 24 hours, Monday through Friday, unless an away notice is posted and/or announced. Emails and phone calls will rarely be answered on Saturday or Sunday.

#### Plagiarism

Note: Students must be familiar with plagiarism. Review the following tutorial for specific information: [http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing](http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing).

From the Faculty Handbook: To represent ideas or interpretations taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

#### Student Accessibility Resource Center (SARC)

The purpose of SARC is to coordinate services and accommodations for students with documented disabilities. Therefore, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Student Accessibility Resource Center (SARC) located on the first floor of the Downing Student Union, 1074. The SARC telephone number is (270) 745-5004 and TDD is 745-3030; fax is 745-6289. Office hours are 8:00am-4:30pm.
email is sarc@wku.edu. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

**Grievance**

The Department of Communication Disorders is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology. Complaints about programs must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech Language-Hearing Association, 2200 Research Boulevard, Rockville, MD 20850-3289. The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The complainant’s burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or facsimile.

The University's Grievance Policy is specified at the following URL:
https://www.wku.edu/eoo/documents/adaservices/universityadaseservicesgrievancespolicyandprocedure.pdf

**See the Blackboard Course Information section for additional policy information.**