

# Interprofessional Education in Health Sciences and Medicine



## MEDS3060 Fall Semester 2019 Syllabus & Schedule

Interprofessional Education in Health Sciences and Medicine is designed to acquaint students with the diversity of health professions and the benefits of interprofessional endeavors. Students will gain an appreciation of the interdisciplinary team approach to the delivery of modern healthcare. Guest experts will describe health professions including medicine, nursing, pharmacy, genetic counseling, and supportive therapies, and discuss the impact of these fields.

### Learning Objectives

- Identify the benefits of healthcare professionals working collaboratively as an interprofessional team
- Describe the diversity of healthcare professions, and the expertise and function of various health professions in general and in specific case settings
- Discuss the physician's interactions with other experts in the interprofessional healthcare team

**Course** Bryan Mackenzie, PhD

**Director** Associate Professor of Physiology

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**Course** Emma Jones, BA

**Facilitator** Educational Specialist

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### Registration

Course #	Level	Section	Credits	Prerequisites
<b>MEDS3060</b>	<b>Undergraduate</b>	<b>001</b>	<b>1</b>	Program/Area 26-MEDS only, Level ≥ 50 credit hours

### Attendance and Make-Up Policy

Attendance is required. Students will be permitted one excused absence per semester without the need for remediation. An absence will be excused only under the following situations: (1) illness or family emergency, communicated to the Course Director within a reasonable time; (2) schedule conflict for medical-school interview or other *approved* professional activity when such absence has been communicated in advance by email or in writing to the Course Director. No absence (other than illness) will be excused if not communicated in advance.

Make-up policy: All unexcused absences, and the second and subsequent excused absences must be made up, one-for-one, by one of the following two options: (1) attendance at some other seminar that deals with health professions or interprofessional endeavors and that has been approved by the Course Director, and submission of a brief (1-paragraph) summary; or (2) writing a short *original* article that describes a health profession (other than those sessions attended by the student). There is no required format but the article should cover training, major roles, impact of the field, the interface with MDs and other health professionals, and your personal reflection. No minimum word count/page count is specified—your article will be judged satisfactory if it adequately addresses these aspects. Much of the information for this exercise can be obtained from websites of professional organizations, and internet searches for case studies, opinions, and other information. The article should be appropriately referenced. Make-ups must be submitted via Blackboard no later than 5:00 pm on Friday, December 13, 2019 to receive a passing grade.

**Grading** Pass / Fail (no letter grades)

**Textbook** There is no required textbook for this course

**Academic Integrity Policy** The University Rules, including the Student Code of Conduct, and other documented policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct.

**Special Needs Policy** If you have any special needs related to your participation in this course, including identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that may influence your performance in this course, you should meet with the instructor to arrange for reasonable provisions to ensure an equitable opportunity to meet all the requirements of this course. At the discretion of the instructor, some accommodations may require prior approval by Disability Services.

**Counseling Services** Students have access to counseling and mental health care through the University Health Services (UHS), which can provide both psychotherapy and psychiatric services. In addition, Counseling and Psychological Services (CAPS) can provide professional counseling upon request; students may receive five free counseling sessions through CAPS without insurance. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality concerns, as well as any other issue of concerns. After hours, students may call UHS at 513-556-2564 or CAPS Cares at 513-556-0648. For urgent physician consultation after-hours students may call 513-584-7777.

**Title IX** Title IX is a federal civil rights law that prohibits discrimination on the basis of your actual or perceived sex, gender, gender identity, gender expression, or sexual orientation. Title IX also covers sexual violence, dating or domestic violence, and stalking. If you disclose a Title IX issue to me, the course director, I am required to forward that information to the Title IX Office. They will follow up with you about how the University can take steps to address the impact on you and the community and make you aware of your rights and resources. Their priority is to make sure you are safe and successful here. You are not required to talk with the Title IX Office. If you would like to make a report of sex or gender-based discrimination, harassment or violence, or if you would like to know more about your rights and resources on campus, you can consult the website [www.uc.edu/titleix](http://www.uc.edu/titleix) or contact the office at 513-556-3349.

### Interprofessional Education in Health Sciences and Medicine MEDS3060

Fall Semester 2019

**Class meets Wednesdays 4:00 – 4:55 pm**

Medical Sciences Building 4051

Uptown Campus–East (Medical)

Date	Interdisciplinary Medical Team	Instructor
Aug 28	<b>Class Orientation</b>	<b>Bryan Mackenzie, PhD</b> Associate Professor of Physiology UC College of Medicine <a href="http://med.uc.edu/psp/primary-directory/Index/Pubs/mackenb/">http://med.uc.edu/psp/primary-directory/Index/Pubs/mackenb/</a>
Sep 4	<b>Genetic Counselor</b>	<b>Melanie Myers, MS, PhD, CGC</b> Associate Professor of Pediatrics Director, Genetic Counseling Graduate Program UC College of Medicine and Cincinnati Children's Hospital Medical Center <a href="https://www.cincinnatichildrens.org/education/clinical/graduate/grad/genetic-counseling/about/program-leadership">https://www.cincinnatichildrens.org/education/clinical/graduate/grad/genetic-counseling/about/program-leadership</a>
Sep 11	<b>Physical Therapist</b>	<b>Thomas Herrmann, EdD, PT, CSCS, AT, ATC</b> Associate Professor and Interim Chair, Department of Rehabilitation Sciences UC College of Allied Health Sciences <a href="https://researchdirectory.uc.edu/p/herrmatj">https://researchdirectory.uc.edu/p/herrmatj</a>

Sep 18	<b>Physician Assistant and Nurse Practitioner</b>	<b>Michael Bowen, PA-C, RN, MA</b> Physician Assistant Department of Otolaryngology–Head & Neck Surgery UC College of Medicine and UC Hospital
Sep 25	<b>Registered Dietitian</b>	<b>Lindsey Mills, MS, RD, LD</b> Instructor, Department of Nutritional Sciences UC College of Allied Health Sciences <a href="http://cahs.uc.edu/departments/rens/directory">http://cahs.uc.edu/departments/rens/directory</a>
Oct 2	<b>Hospitalist</b>	<b>Caitlin A Richter, MD</b> Assistant Professor–Clinical Department of Internal Medicine UC College of Medicine and UC Hospital <a href="https://med.uc.edu/intmed/directory/entire-directory/Index/Pubs/richtecn/">https://med.uc.edu/intmed/directory/entire-directory/Index/Pubs/richtecn/</a>
Oct 9	Class does not meet today	
Oct 10	<p style="text-align: center;"><b>Mid-Collegiate Touch Point Conference</b></p> <p style="text-align: center;"><b>Thursday, October 10, 2019</b></p> <p style="text-align: center;"><b>Time:</b> 9:00 am – 12:30 pm</p> <p style="text-align: center;"><b>Location:</b> Event begins at Kresge Auditorium, MSB and continues in French–East Building</p> <p>Juniors in the Baccalaureate Medical Sciences will participate in the Mid-Collegiate Touch Point Conference. This half-day event, in collaboration with the College of Allied Health Sciences, is designed to illustrate and promote interprofessional interaction and communication, built around a specific case.</p> <p style="text-align: center;"><i>See Page 4 for more information</i></p>	
Oct 16	<b>End-of-Life Care</b>	<b>Douglas R Smucker, MD</b> Adjunct Professor of Family and Community Medicine Director, Hospice and Palliative Medicine UC College of Medicine and Christ Hospital <a href="https://med.uc.edu/family/department-directory/Index/Pubs/smuckedr/">https://med.uc.edu/family/department-directory/Index/Pubs/smuckedr/</a> <a href="https://www.thechristhospital.com/physician-details?Provider=C21Q0VFGOE">https://www.thechristhospital.com/physician-details?Provider=C21Q0VFGOE</a>
Oct 23	<b>Pharmacist</b>	<b>Rowena Schwartz, PharmD, BCOP</b> Associate Professor of Pharmacy Practice UC–James L Winkle College of Pharmacy <a href="https://researchdirectory.uc.edu/p/schwarr5">https://researchdirectory.uc.edu/p/schwarr5</a>
Oct 30	<b>TBA</b>	
Nov 6	<b>Nurse</b>	<b>Carolyn R Smith, PhD, RN</b> Assistant Professor of Nursing UC College of Nursing <a href="http://nursing.uc.edu/about_us/faculty_staff.html?eid=kellyc&amp;thecomp=uceprof">http://nursing.uc.edu/about_us/faculty_staff.html?eid=kellyc&amp;thecomp=uceprof</a>
Nov 13	<b>TBA</b>	
Nov 20	<b>Clinical Psychologist</b>	<b>Abbigail Tissot, PhD</b> Clinical Psychologist Assistant Dean (Admissions) UC College of Medicine
Nov 27	Class does not meet today	
Dec 4	<b>TBA</b>	

## Mid-Collegiate Touch Point Conference

Juniors in the Baccalaureate Medical Sciences Program will participate in the Mid-Collegiate Touch Point Conference. This half-day event, in collaboration with the College of Allied Health Sciences, is designed to illustrate and promote interprofessional interaction and communication, built around a specific case.

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### UC HealthNews

## Allied Health Students Learn Interprofessional Care in (TouchPoint) Conference<sup>1</sup>

The College of Allied Health Sciences will hold its third annual Mid-Collegiate Touch Point Conference Friday, Jan. 24, (2014), bringing together the college's entire junior undergraduate class for a day of interprofessional exposure and learning.

The conference was created as a bridge between the students' classroom-focused freshman and sophomore years and their last two years of study, where many programs offer clinical experiences.

In the (half-day) conference, students sit in interprofessional groups to review and discuss a case study with a faculty facilitator. As was the case last year, the students will learn about a patient case that hits close to home.

In five videos, they will hear from Alison and Tim Delgado, who experienced a devastating accident in October of 2010 when Alison, then a pediatric resident at Cincinnati Children's Hospital Medical Center, was hit by a van while on a bike ride. Tim, an emergency medicine resident at UC Medical Center, was on the Air Care helicopter that flew to his wife that day.

Alison's recovery included weeks in the intensive care unit, months of recovery and a setback in which she suffered a burst aneurysm that placed her back in the hospital.

In sections stretching from the initial accident to long-term recovery, students watch videos of the Delgados and their allied health caregivers discussing the case, including Alison's hematologist, nutritionist, physical therapist, speech pathologist and social worker.



Alison Delgado, MD, and her husband, Tim Delgado, MD, at the 2012 Flying Pig Marathon.



Students at the College of Allied Health Sciences

"Going into the conference, the students don't know what to expect," says Gideon Labiner, assistant professor-educator of analytical and diagnostic sciences. "But during the discussions after each video, they find themselves in interdisciplinary conversations, explaining their profession and its role to their peers—and learning about other allied health professions. The Delgados' story draws them into the conversation."

This year, organizers will measure students' understanding of the conference objectives before and after the five discussions. With an IRB-approved protocol, faculty can then study the conference's impact and present it to other educators.

Christine Lottman, associate professor-educator of social work, says the conference prepares students for their junior and senior years, when many will go out into the community and interact with patients, families and clinic teams as part of their training.

"We're trying to teach them how to communicate effectively and identify their own strengths for the common good," she says. "I don't think we can do this too much before their community experiences."

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<sup>1</sup> Original article published 1/23/14 at <http://healthnews.uc.edu/news/?/23775/>