Foundations of Interprofessional Communication and Collaboration (FIPCC)
Fall 2019
Course Syllabus

Updated on May 22, 2019. Subject to change.

Course Director: Brian Sick, MD
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Additional Faculty: School/College Course Owners

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Course Coordinator:
Leslie Boey, 1Health Curriculum Coordinator
R607 Children’s Rehab Building
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Group structure:

Students are assigned to a group of typically 30-35 interprofessional students, with 1-2 faculty facilitator(s) and 0-1 student facilitator per group, and meet with the same group in the same location throughout the course. Group information, including facilitator names and meeting room location, is detailed for students within the 1Health Database (https://1health.ahc.umn.edu, which is accessed using the UMN/Guest Internet ID and password).
Dates and times:
FIPCC in-person sessions are scheduled for six Friday afternoons during the fall semester, from 1:30-3:30 PM. The dates for 2019 are listed below:

- September 20 - Teamwork, Roles & Responsibilities
- October 4 - Teamwork & Communication
- October 11 - Teamwork & Leadership
- October 18 (online, no in-person meeting) - Wellbeing & Resilience for Healthcare Professionals
- October 25 - Ethics & Professionalism
- November 15 - Social Determinants of Health

Course Description
Foundations of Interprofessional Communication & Collaboration (FIPCC) is the first interprofessional course in Phase I of the 1Health curriculum. More than 1,000 health and health care students from 17 health professions will be enrolled in this course. The course will be delivered to interprofessional groups of approximately 30-35 students in each room. This is a hybrid course with a blended format that involves trained facilitators leading in-person discussions which is supported by online resources and pre-work that addresses a range of topics, including but not limited to: teamwork, roles & responsibilities, communication, leadership, wellbeing, ethics & professionalism, and social determinants of health.

Course Learning Objectives

- **Roles and Responsibilities**: Develop an awareness for the diversity of expertise that underpins effective interprofessional collaborative teams.
- **Interprofessional Communication**: Acquire an exposure to the positive and negative experiences of interactions and communication with patients, families, communities, and other health professions and develop an appreciation for their impact.
- **Teams and Teamwork**: Establish basic concepts of effective teamwork across professions, given an understanding of the impact of communication.
- **Values/Ethics for Interprofessional Practice**: Explore the emerging concept of interprofessional ethics and professionalism as an underpinning of interprofessional collaborative practice.

Prerequisite
Students enrolled in FIPCC must be matriculated in one of the programs listed above. There are no other course prerequisites.

Required Text and Reading
All required reading and text is embedded into the FIPCC course detail provided in the 1Health Database.

Credits
Credit structure is determined by the student’s program of enrollment; please contact the appropriate Course Owner (page 1) for more information.
Student Expectations

This course will include a blend of in-person sessions with use of available online resources in the 1Health/FIPCC course detail located in the 1Health Database. Within their groups of typically 30-35 students, the students will be broken up into smaller groups of approximately 5-8 students for the in-person discussions, and will also debrief with the large group throughout each session. Session topics include:

- an exploration of the overall health care professions and their specific roles and responsibilities,
- a look at social determinants of health and health equity,
- the principles of communication and teamwork,
- provider self-care and wellbeing,
- professional ethics and decision making, and
- leadership

with all sessions being centered around the interprofessional perspective.

In order to successfully complete this course, students are required to complete a FIPCC course evaluation relating to the stated learning objectives and course logistics in order to successfully pass the course. Data gathered will be de-identified for reporting purposes and will be used for scholarship, research and ongoing course development for future years.

Participating faculty and student facilitators will also be required to complete an evaluation as an integral aspect of their participation in the course.

Attendance

Attendance is required for all in-person sessions. In-person sessions are scheduled on the following Friday afternoons from 1:30 – 3:30 PM: 9/20, 10/4, 10/11, 10/25, and 11/15, with an online session scheduled for the week of 10/18 (students will complete the online learning module at their own speed, and it must be completed prior to the next session on 10/25). Students are expected to come to the in-person sessions prepared to participate in the group discussions.

If a student is unable to attend a session due to a medical or family emergency, they must notify their FIPCC facilitator(s) as soon as possible. Make-up homework assignments will be assigned and require successful completion by the indicated deadline in order to pass the course. Facilitators will track attendance and homework submission via the 1Health Database, and will notify the course coordinator and/or the student’s course owner if they have any concerns about an absence.

In the rare instance where a student would miss two of the in-person sessions, due to a medical or family emergency, make-up assignments are required and the student is required to attend a remediation session in December/January in order to successfully pass the course (exact date TBA).

Grading and Evaluation

The assessment of students will be based on completion of assignments, attendance at in-person sessions, professionalism, participation in discussions, completion of any homework that was assigned for missed in-person sessions, and completion of the self-assessment and course evaluation forms.

The grades will be Pass/Fail (S/N). The course coordinator will contact the appropriate school/college contact to report grades by December 6, 2019, noting exceptions for anyone who has not yet completed the remediation session if applicable.
Grade Disputes
Grade disputes will follow University and the student’s school/college policies listed in the student handbook. All grade disputes must first be addressed with the 1Health team.

Remediation Policies
All student incompletes and failures are communicated to the student’s FIPCC Course Owner and students will be required to attend a remediation session in December/January with the 1Health team to address incompletes and failures. Students who are required to attend remediation will be contacted by the 1Health team to schedule the remediation session date and time.

Make-up Exam Policies
There are no exams in this course.

Communication
Students are expected to use the 1Health Database to access course information. All individual and full class communication will be through your University of Minnesota email account. It is a requirement of the course for students to check their school email daily for course announcements and information. All course-related communications and updates will be sent from the fipcc@umn.edu email account.

Course Changes Made in Response to Student Feedback
Student feedback on the course and materials is very important. Each year, revisions are made to improve the course based upon student feedback.

Course Evaluation
Students are required to complete a FIPCC course evaluation relating to the stated learning objectives and course logistics in order to successfully pass the course.

Faculty Information
Students will be assigned to large interprofessional groups of 30-35 students, led by 1-2 faculty facilitator(s) and 0-1 student facilitator. Students will receive an email in September from fipcc@umn.edu. This email will have information about how they can access their FIPCC group assignment and course information via the 1Health Database. All facilitator, room, and course assignments are available to students within the 1Health Database.
University of Minnesota Policy and References

Student Integrity – Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected to adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Use of personal electronic devices in the classroom

Students will not be allowed to use technology in the classroom unless the activity calls for its use. Students are expected to fully engage with one another and do their best to focus on the topics at hand without the distraction of emails, other homework, online shopping, etc.

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Sexual Harassment, Sexual Assault, Stalking and Relationship Violence Policy

The University is committed to taking prompt and effective steps intended to end sexual harassment, sexual assault, stalking, relationship violence, and related retaliation, prevent their recurrence and, as appropriate, remedy their effects. This policy outlines the University’s definitions and procedures related to these types of misconduct: https://policy.umn.edu/hr/sexharassassault

Equity, Diversity, Equal Employment Opportunity, and Affirmative Action

For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.
Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

Teaching and Learning

- Instructor and Unit Responsibilities; http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html
- Student Responsibilities: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html