

42 _ Proposal #
(Academic Affairs use only)

s20khs2 Proposal #
(College use only)

REQUEST FOR A NEW COURSE

University of Central Oklahoma

Course Subject (Prefix), Number, and Title:

Course Subject	Recommended Number	Course Title (maximum of 30 characters) *Remember when abbreviating names, this is how they will appear on student's transcripts.
<u>KINS</u>	<u>5xx1</u>	<u>Interprofessional Edu I</u>

Course Title: (full title of course if longer than 30 characters)
Interprofessional Education I

For information regarding CIP codes contact your department chair or visit: http://www.uco.edu/academic-affairs/ir/program_inventory.asp
CIP Code: 51.0913

For graduate courses, please attach a syllabus for this course. (See syllabus requirement policy 2.2.)

Course description as it will appear in the appropriate catalog.

Course description only - Do not include prerequisites or enrollment restrictions, these should be added under questions 6-12.
(Please use standard American English including full sentences.)

An interprofessional education, cross curricular course for health care professionals that integrates team based learning utilizing evidence-based practices and research to improve patient centered care.

Kinesiology
Department submitting the proposal

<u>Ed Sunderland</u>	<u>jsunderland@uco.edu</u>	<u>5239</u>
Person to contact with questions	email address	Ext. number

Approved by:

[Signature] 7/21/20
Department Chairperson Date

[Signature] 8-21-20
College Curriculum Committee Chair Date
(Please notify department chair when proposal is forwarded to dean.)

[Signature] 8/20/20
College Dean Date
(Please notify the department chair when proposal is forwarded to AA.)

Academic Affairs Curriculum or Graduate Council Date

Office of Academic Affairs Date

Effective term for this new course
(Assigned by the Office of Academic Affairs.)

SH

- Does this course have an undergraduate / graduate counterpart?
 Yes No
- Is this proposal part of a larger submission package including a program change?
 Yes No
- Does this new course affect a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACC or Graduate Council.)
 Yes No If yes, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent.
 CTE Approval (Stamp or initial) _____
- Has this course been previously taught as a common course (4910 seminar, 4960 institute, etc.)?
 Yes No If yes, when was the most recent offering? _____

5. Does this course affect majors or minors outside the department?
 Yes No If yes, provide name(s) of department chair(s) contacted, dates, and results of discussion.
 Dr. Cobb and Dr. Traywick, meeting on 8/28/2019, 1:30pm -2:30pm
 Suggested by Dean Cobb to become part of a planned involvement with Interprofessional Education of the other health care majors, Speech Path. (Dr. Linda Sealey-Holtz., Nursing (Dr. Linda Rider), Nutrition (Dr. Tawni Holmes, and Psychology (Dr. Thomas Hancock) and required course sequencing.

6. Prerequisite courses:
 Example 1: MATH 1213 and (MATH 2165 or MATH 2185) and CHEM 1213 Example 3: 8 hours of biology including BIO 1404
 Example 2: (ACCT 2113 and 2213) and (MGMT 3013 or ISOM 3613)
KINS 5313 Prevention & Health Promotion

7. Co-requisite(s): Which of the above prerequisite courses, if any, may be taken in the same semester as the proposed new course?
 none

8. Concurrent enrollment: Courses that must be taken the same semester. Example: lab courses.
KINS 5343 Examination & Diagnosis II

9. Will this course have enrollment restrictions?
 Yes No If No, go to question 13.

10. Specify which major(s) may or may not take this course. Specifying a major, excludes all other majors from enrolling.
 Check one: May May not
 Major Code: **3750**

11. Which of the following student classification(s) may enroll in this course?
 Check all that apply:
 Graduate (2) 19 + hours
 Graduate (1) 0-18 hours
 Post Baccalaureate *
 Senior
 Junior
 Sophomore
 Freshman
 * Graduate level courses are not open to Post Baccalaureate students.

12. Check or list other restrictions for this course.
 Admission to Graduate Programs
 Admission to Nursing Program
 Admission to Teacher Education
 Other _____

13. **Course objectives:** Objectives should be observable, measurable and include scholarly or creative activities to meet the course level characteristics. Course objectives should also be in line with the course description. (Please refer to instructional objectives documents at: <http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp#FAQ/Helpful%20Hints>.)

COURSE OBJECTIVES: In this course the learner will:

Upon completion of this course, students will:

1. Describe and demonstrate competencies for working with others across health care or education disciplines to understand and maintain a climate of mutual respect and shared values. (Values/Ethics for Interprofessional Practice, IPEC) (2, 3)
2. Define and communicate one's professional roles and responsibilities, differentiate other providers' roles and responsibilities, and illustrate how a team of these professionals appropriately assess and address the health care and/or education needs of patients. (Roles and Responsibilities, IPEC) (1)
3. Select effective communication tools and techniques, demonstrate respectful communication, and express one's knowledge and opinions with confidence, clarity, and respect, working toward common understanding of information, treatment, care decisions, and population health programs and policies. (Interprofessional Communication, IPEC.) (5, 6)
4. Describe the process of team development, illustrate shared patient-centered and population-focused problem-solving, and demonstrate leadership practices to support collaborative practice and team effectiveness. (Teams and Teamwork, IPEC) (1, 2, 5, 6)

Course Detail Information:

14. Contact Hours (per week)

 1 Lecture hours (in class)
 Lab hours (also studios)
 Other (outside activities)

15. Repeatable course.

 1 Number of times this course can be taken for credit.

16. Schedule type: (select one only)

 Activity P.E. (A)
 Lab only (B)
 Lecture/Lab (C)
 L Lecture only (L)
 Recitation/Lab (R)
 Student Teaching (STU)
 Studio Art/Design (XSU)

17. List existing course(s) for which this course will be a prerequisite. Adding a "new course" as a prerequisite to an existing course will likely cause enrollment problems. (Please submit a prerequisite change form for each course for which this course will serve as a prerequisite.)

KINS 5xx1 Interprofessional Education II

18. What resources, technology or equipment must be acquired to teach this course? List items, which must be purchased and estimate cost. (Be specific, e.g., technology software, equipment, computer lab; etc.)
The course will use existing classroom space, meeting rooms and equipment.

19. The UCO Library has the required library resources available for this new course?
 Yes No If yes, provide names of Librarian/Faculty Liaisons contacted, dates, and results of discussion.
 Jean Longo, Research and learning Librarian II (in charge of Kinesiology and Nursing and Allied Health information). Spoke with Jean on 1/20/20 and she informed us that she is the contact of all health science related programs and adequate resources are currently available.

If no, what additional library resources must be acquired for this new course? List items which must be purchased and estimated cost. (Be specific, e.g., books, magazines, journals, etc.)

20. Names of current faculty qualified to teach this course.
 Ed Sunderland and Clinical Education Coordinator (job search Fall 2020)

21. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:

No additional faculty needed at this time. Competencies for the position include:
 Core Competencies: Interprofessional Practice and Interprofessional Education

Standard 61 Practice in collaboration with other health care and wellness professionals.

How to Address This Standard

- List the objectives and/or daily/weekly schedule from the course syllabi that are associated with this Standard (include the course prefix and course number with each objective).
- Describe the learning experiences (didactic and athletic training clinical experience) associated with this standard and how student performance is assessed.
- Provide examples (didactic and athletic training clinical experience) of outcome data used to verify an acceptable level of student performance.

22. How will this course be staffed and equipped? Identify the additional costs associated with this new course. If no costs, explain why not.

Will be part of current faculty load and department budget. If funds are not allocated, adjunct budget will be utilized. No additional supplies will be needed

23. Identify the source(s) of funds for any additional costs for the new course. i.e. internal reallocations, special fees from students, etc. If you plan to propose special fees be assessed for this course, be aware there is a separate approval process for special fees.

Internal reallocation and departmental budget once requested funds are approved. If funds are not allocated adjunct budget will be utilized

24. Projected enrollment for two academic years following approval of new course:

Semester	20_21_	20_22
Fall	8	8
Spring	0	0
Summer	0	0

25. Using State Regents' definition of liberal arts and sciences (quoted below), characterize the course as follows:

- Non-liberal arts and sciences
 Liberal arts and sciences

"The liberal arts and sciences are defined as those traditional fields of study in the humanities; social and behavioral

sciences; communications; natural and life sciences, mathematics; and the history, literature, and theory of fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Educational Program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences." State Regents Policy and Procedures. Chapter 2, Section 5, "Degree Requirements" part 1, (2). P. II-2-86

26. Please provide a concise, yet comprehensive, statement that explains the reasons for requesting the new course. Include documentation or assessment information supporting the specific request (if possible). Indicate the expected source of student enrollment (majors, minors, programs etc.)

This course helps meet the new accreditation 2020 Standards for Professional Athletic Training Education by the Commission on Accreditation of Athletic Training Education. As a requirement for all health care professional education programs, Interprofessional Education is a standard to improve patient-centered care and outcomes. The program must demonstrate that the students have had interprofessional education and be able to practice in an interprofessional manner. This course will help UCO document compliance.

27. Which of the six transformative learning tenets does this course incorporate? (check all that apply or only those that apply) This question was a directive from the Provost and is used for informational purposes.

Discipline Knowledge	<input checked="" type="checkbox"/>
Leadership	<input checked="" type="checkbox"/>
Research, Scholarly and Creative Activities	<input checked="" type="checkbox"/>
Service Learning and Civic Engagement	<input type="checkbox"/>
Global and Cultural Competencies	<input checked="" type="checkbox"/>
Health and Wellness	<input checked="" type="checkbox"/>

28. Clearly explain how the characteristics of this course meet or exceed those outlined in Course Level Characteristics. (Copy and paste table from "Course Level Characteristics" document for the appropriate course level of proposed course. Document may be found on: <http://sites.uco.edu/academic-affairs/files/course-level-characteristics-table.doc> .

5000 LEVEL COURSES

Course Level Characteristics	Please describe how this course meets this requirement.
1. It is assumed that students in these courses have acquired the ability to use language effectively, to engage in analytical thought and creative processes, and to use information and bibliographic sources with skill.	This course will challenge students to read and analyze current research and best practice skills related to interprofessional patient centered care and outcomes. The student will be expected to reflect and post responses giving opinion and understanding of topic.
2. It is assumed that students in these courses have achieved a significant level of maturity in the discipline, evidenced by a considerable background of knowledge.	Content knowledge and skills will be at the graduate level and this course will challenge and develop the student to demonstrate and collaborated with other health care professionals to improve patient centered care and outcomes

<p>3. These courses should be more than a mere extension of undergraduate courses. Rather, they should be qualitatively different. At a minimum:</p> <ul style="list-style-type: none"> a. Students should be required to undertake original scholarly/creative activity. b. Students should assume greater responsibility for mastering the subject matter. c. Close working relationships should exist between instructors and students. 	<p>In this graduate interprofessional education course, the students will learn from other health care professionals and work collaboratively on projects and scenarios that lead to decision making to improve patient care. The projects and research activities will encompass current or contemporary evidence-based practices which will be shared and discussed as a group. One objective of this course is collaborative communication between health care professionals where student learning is enhanced by understanding the roles and values of other health care professions.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

KINS 5XX1
Interprofessional Education I

Fall 2021

INSTRUCTOR: Mr. Ed Sunderland, M.S., LAT, ATC
OFFICE: Wantland Hall 15
PHONE: (405)974-5239 (O) 405-514-1215 (C)
EMAIL: jsunderland@uco.edu
OFFICE HOURS: MTWR 10:00 – 12:00 PM *Afternoons by appointment
CRN: ??

Welcome Statement: This is a major's course for the Graduate Athletic Training Education Program.

I am excited about the opportunity to get to know you and I am looking forward to an exciting and productive semester. Since this class will be held face to face and online, this welcome letter is designed to help you be successful in completing the course. Please review the information below and complete D2L assignments prior to the first day of class.

ACCESSING THE COURSE: You will be accessing the course through UCO's UCONNECT system or www.learn.uco.edu, log in with your UCONNECT user ID and password. If you are unable to log in, contact Technology Support at 405-974-2255

CONTACTING ME: Beginning the first day of class I will be available during office house. I am also available through e-mail in your course or at jsunderland@uco.edu or text me at 405-514-1215. I will answer most e-mails within 24 hours of receipt, Monday –Thursday, weekends may be longer.

COURSE DESCRIPTION: KINS 5XX1 IPE I **One Semester Hour**

An interprofessional education, cross curricular course for health care professionals that integrates team based learning utilizing evidence-based practices and research to improve patient centered care.

COURSE INFORMATION:

This course is a requirement for the Graduate Athletic Training Program (GATP). The prerequisite for this course is being admitted into the GATP and having completed or be concurrently enrolled in KINS 5313 Prevention & Health Promotion. All graduate athletic training students (GATS) admitted into the GATP must be enrolled in this course as part of the course sequencing. This is a hybrid course with weekly or bi-weekly reading and assignment completed on D2L and students will be required to attend on campus evening interprofessional seminars/lectures as part of the face to face class activities. There will be a \$xx.xx per semester hour lab fee applied to this course.

TEXTBOOK:

Slusser, Garcia, Rae Reed, McGinnis, Foundations of Interprofessional Collaborative Practice in Health Care. Elsevier ISBN: 9780323462440

COLLEGE STATEMENT:

The College of Education and Professional Studies and the Department of Kinesiology and Health Studies are committed to helping students learn by providing a range of transformative learning experiences in athletic training and in the five core areas: leadership; research, creative and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness.

PHILOSOPHICAL FOUNDATIONS: The course and associated learning activities are consistent with and aligned to the articulated academic vision, mission, values, and educational philosophy of the University of Central Oklahoma which can be found at this location- <http://www.uco.edu/academic-affairs/mission/index.asp>

What you learn from this course and its value to your accumulation of knowledge, career, and life will be determined much more by you as the student than by the instructor. Both the student and instructor have a responsibility to approach the course and related activities and learning events seriously and with attention to putting forth the level of energy required for success. The instructor takes seriously his responsibility for providing organized, thought-provoking, meaningful, relevant, and challenging learning activities to maximize the potential benefit for students. Students are expected to be highly engaged during class sessions and participate in a manner that reflects a firm grasp of concepts associated with out of class readings and other assignments.

TRANSFORMATIONAL LEARNING OBJECTIVES (a.k.a. UCO's "Central Six" Tenants)

The University of Central Oklahoma has identified six transformative learning objectives that place students at the center of their own active and reflective learning experiences. It is the goal of the university, college, and department to support and foster transformative learning in order for students to develop competencies for all six tenants in order to become productive, creative, and ethically engaged citizens that are able to initiate action in leadership roles.

1. Discipline Knowledge: students explore, discuss, and practice the techniques, conventions, and processes in the field of athletic training as it applies to health care.
2. Leadership: Guided by the core values of character, civility, and community, leadership at UCO is a transformational journey centered on learning and focused by integrity, stewardship, and service.
3. Problem Solving: Research, Scholarly and Creative Activities- Are student centered activities that lead clinical reasoning and critical thinking to fostering clinical decision making.
4. Service Learning and Civic Engagement: engaging students in curricular and co-curricular activities by teaching and nurturing volunteering, coordinating service learning across the curriculum, and promoting collaborations between students, faculty, staff, and health care community partners. Experiencing these volunteer activities as a graduate level will help promote a commitment to public life, ethical reasoning and deliberation, and lifelong learning.
5. Global and Cultural Competency: Globally competent students are lifelong learners who are aware of the world around them. The acquirement of the foundational principles of awareness, attitude, knowledge and skills aids in the ability to interact in meaningful and productive ways with those of different cultures.
6. Health and Wellness: Health and wellness are used interchangeably to mean the ability to live life fully - with vitality and meaning. Wellness is the integration of many different components (physical, spiritual, environmental, emotional, intellectual, and social/interpersonal) that expand one's potential to live, learn, and work effectively and to make a significant contribution to society.

COURSE OBJECTIVES: In this course the learner will:

1. Describe and demonstrate competencies for working with others across health care or education disciplines to understand and maintain a climate of mutual respect and shared values. (Values/Ethics for Interprofessional Practice, IPEC) **(2, 3)**
2. Define and communicate one's professional roles and responsibilities, differentiate other providers' roles and responsibilities, and illustrate how a team of these professionals appropriately assess and address the health care and/or education needs of patients. (Roles and Responsibilities, IPEC) **(1)**
3. Select effective communication tools and techniques, demonstrate respectful communication, and express one's knowledge and opinions with confidence, clarity, and respect, working toward common understanding of information, treatment, care decisions, and population health programs and policies. (Interprofessional Communication, IPEC.) **(5, 6)**
4. Describe the process of team development, illustrate shared patient-centered and population-focused problem-solving, and demonstrate leadership practices to support collaborative practice and team effectiveness. (Teams and Teamwork, IPEC) **(1, 2, 5, 6)**

COURSE OBJECTIVES:

INSTRUCTIONAL PROCESS: This will be hybrid online course with seminars and lectures throughout the semester - PPT, reflections, discussions, group activities, and skill instruction, practice lab and evaluations requiring physical demonstration. The course is a HYBRID course with cognitive learning online with interprofessional collaborative learning in the seminars.

COURSE REQUIREMENTS:

Objective Course Completion Criteria and Statement:

All assignments, test, homework, papers, projects and skill evaluations must be completed at an acceptable level to receive a grade in the course.

Grading Criteria		Course Grading Scale	
Exam: Midterm and Final	20%	100% - 90%	=A
Seminar Attendance	60%	89% - 80%	=B
Reflections/Assignments/Projects	15%	79% - 70%	=C
Course Portfolio/Notebook	05%	69% - 60%	=D
		59% Below	=F

Exams: 20%

Unit I – (Midterm)	Chapters 1, 2, 3
Unit II –(Final)	Chapters 4, 5, 6

Seminar Assignment / Scenarios and Attendance 60% (STLR Assignments)

Grand Rounds Seminar I: TBA

Grand Rounds Seminar II: TBA

Reflection/Assignments/Projects: 15%

Assignment readings and assignment will be online. Pre-seminar assignments will be posted and preparation will be required. Post seminar reflections for each seminar will be required. Seminar assignments TBA

Course Portfolio: 05%

Students are expected to keep a portfolio notebook of all notes, handouts, articles, quizzes, and study material. Notebooks are due at the time of the Final Exam. Late notebooks will not be accepted. Neat and organized in format outlined in GATP Manual. Notebooks are worth 50 total points.

ATTENDANCE:

In order that students may accomplish the objectives of the course by the end of the semester, students will be expected to attend class regularly and take an active part in classroom discussions and activities. Since this is a Hybrid/Seminar based course, after one unexcused absence, one letter grade deduction from the final grade will be assessed. After three late arrivals, one letter grade deduction will be assessed.

MAKE-UP TESTS:

Students will earn a "0" for an unexcused absence for a missed exam. Prior approval from the instructor must be obtained in order to make up the exam for a university approved official absence. If approval is obtained, a period of one week from the scheduled exam time will be allowed for a make-up. All make-up exams will receive a 10% deduction off the earned grade.

LATE ASSIGNMENTS:

Students turning in late assignments will be assessed 10-50% of the assignment grade. After one week, a grade of "0" will be recorded. See D2L for due dates

ADA STATEMENT REGARDING SPECIAL ACCOMMODATIONS:

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting the assistant director of Disability Support Services, Kimberly Fields, at 974-2549. The office is located in the Nigh University Center, Room 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class.

PROFESSIONALISM AND ETHICS:

This is a major's course and professionalism is expected of your actions, language, and effort. Students have an obligation to exhibit honesty and to respect ethical standards in carrying out academic assignments. Academic dishonesty will not be tolerated. Plagiarism will result in a grade of zero points as well as disciplinary action by the University. Anyone found to be dishonest in respect to and during examinations, written or other assignments, or in cooperation with another person will fail the course.

Ethical conduct is expected in this course; academic dishonesty will not be tolerated.

- While collaboration with cohorts is allowed and encouraged for studying, each student is responsible for his or her own work in regard to assignments. Students may not, under any circumstances, turn in work that has been prepared by someone else.
- Disciplinary action (as outlined by the Code of Student Conduct) will result in one of the following at the instructor's discretion:
 - A substitute assignment or examination
 - A reduced grade for the assignment, examination, or course
 - A grade of zero or F for the assignment, examination, or course
 - A grade of F for the course
- At the Program, College or University Level:
 - Suspension for the GATP
 - Expulsion from the University
- In the UCO handbook there is a process for contesting any plagiarism allegations against you.

SPECIAL REQUEST:

- *All cell phones to be turned off – if you need a cell phone on for an emergency – place on vibrate and inform the instructor.*
- *During lectures – please do not leave class while instructor is teaching.*
- *For lab sessions please wear appropriate clothing to get on the tables.*
- *No food on treatment tables during lab sessions.*
- *Students with back or knee conditions – see instructor for special accommodations.*

EMERGENCIES DURING FINALS STATEMENT:

If an emergency occurs that prevents the administration of a final examination, the student's final course grade will be calculated based on the work in the course completed to that point in time and the faculty member's considered judgment. Final exams will not be rescheduled, and a grade of "I" will not be given as a result of the missed exam.

COURSE OUTLINE
KINS 5XX1 Interprofessional Education I
Hybrid - Online D2L / Face to Face- Monday-5:30 – 6:30 PM, Ed 212
Seminars – Location TBA
Fall 2021

Textbook: Foundations of Interprofessional Collaborative Practice in Health Care

WK	Day	Date? ?	Readings	1 st Half of Class - Lecture / PPT / Discussion	2 nd Half of Class – Skills, Practice and Eval
1	M			Syllabus and Course Overview Purpose – History of Interprofessional Education D2L Assignments	
3	M		Ch. 1	Scenario Overview and Preparation	
4	TBA		Program WS	Interprofessional Education Seminar, 6:00pm – 8:00pm Scenario to be decided	
6	M		Ch. 2	Interprofessional Education Discussion Topic D2L Assignment and Seminar Reflection Due	
8	M		Ch. 3	Scenario Overview and Preparation	
TBA	D2L Online Exam – Chs. 1, 2, 3 Essential Knowledge				
9	TBA		Grand Rounds Seminar I Ch. 4	Interprofessional Education Seminar, 6:00pm – 8:00pm Scenario to be decided	
12	M		Ch. 5	Interprofessional Education Discussion Topic D2L Assignment and Seminar Reflection Due	
14	M			Scenario Overview and Preparation	
15	TBA		Grand Rounds Seminar II Ch. 6	Interprofessional Education Seminar, 6:00pm – 8:00pm Scenario to be decided	
17 Finals Week	D2L Online Final – Chs. 4, 5, 6 Essential Knowledge			D2L Assignment and Seminar Reflection Due Overall Reflection due	