Syllabus
BMS 433 Teamwork in the Health Professions
Spring 2019

Instructor: Susan Stalewski, MBA, MLS (ASCP)\textsuperscript{cm}
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Phone: 414-229-5992
E-Mail: ssstalews@uwm.edu

Text: No required text

Learning resources: Openly available sources and journal articles support your learning in this class. Citations and/or links to all are provided with the course schedule and learning management system. You will also independently locate information as seeking and evaluating information is a life-long skill and is an expectation of this upper division course.

How to contact me
Please reach out to me if you have questions. An in person visit is best or message me via the Canvas inbox.
In person meetings: NWQB 6515. I am in the office on most days. Please feel free to stop in with your questions.

Email
I will strive to answer messages within 24 hours on regular business days. It is best to give your attention to the module learning and assessments in the first week since this will allow for time to answer questions that you may have. Use the Canvas inbox for course related questions. You will receive more timely responses if you format your message subject lines like this: \textit{BMS 434+ question subject} Thanks!

Course Description – What is the purpose of this course?
When you have completed this course, you will demonstrate competency in knowledge and application of best practices for professionalism, roles and responsibilities of health professionals, teamwork, communication, ethics, and collaborative practice as a means to improve quality and safety in healthcare systems.

These learning objectives are applied throughout the course
- Describe the concepts and principles of Interprofessional health care
- Advocate for the benefits of Interprofessional practice
- Articulate from an Interprofessional perspective an understanding of the required educational patterns, practice requirements, scope of practice, and ethical principles of health care professions.
- Describe and demonstrate effective communication & collaboration skills used in an interprofessional environment
- Apply relationship-building values and the principles of team dynamics to perform effectively in team roles
- Apply team-based principles to prepare for patient/population-centered care that is safe, timely, efficient, effective, and equitable
- Identify and analyze attitudes and beliefs that impede successful interprofessional communication & collaboration in practice.

Course Format
This course is held exclusively on-line. The format is asynchronous following a bi-weekly module format. Students are required to participate in learning units, assignments, and group discussions as outlined in the syllabus. The online nature of this course allows you flexibility and you may self-pace through each two-week module but be aware that the work assigned requires approx. 9 hours/week and waiting to the end of the module time frame will result in some intense work.

Modules
New course modules are available on \textit{Monday at 8 am}. Assigned activities remain open for two weeks until \textit{Sunday at 11:59 pm}. Assignment’s and activities are linked on the (Desire to Learn) D2L checklist. Consult the course syllabus for a general overview of module/assignment deadlines. You can expect to complete a quiz, discussion and assignment for each module.
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Participation and credit hour policy

- Successful learning in this class requires participation. You have the opportunity to pace your learning to fit your schedule, to engage in interesting resources, to dialogue with your instructors and peers, and to take responsibility for your own learning. You are encouraged to take maximum advantage of this unique learning opportunity by participating on a regular and consistent basis.
- This is a 3-credit course. The UWM credit hour policy stipulates an average of 3 hours of effort for every credit, thus, you can expect to spend approximately 9 hours/week (or 18 hours/module) in this course. Your time should be generally allocated in this manner:
  o 3 hr./module reading and lessons
  o 2 hr./module discussion participation and related research and documentation
  o 4 hr./module assignments

Performance assessment

<table>
<thead>
<tr>
<th>Interactive discussion</th>
<th>Assignment and quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Assignments

- This course requires participation in curriculum provided by the IHI Open School. Your registration is at no cost and you are directed to specific courses and course sections to complete. You may wish to independently continue your participation in Open School in order to achieve the IHI Basic certificate in Quality and Safetyy [http://www.ihi.org/education/IHIOpenSchool/Courses/Pages/OpenSchoolCertificates.aspx](http://www.ihi.org/education/IHIOpenSchool/Courses/Pages/OpenSchoolCertificates.aspx)
- Assignments and critical thinking exercises are assigned with each module and are posted on the module checklist.
- Assessment of these activities is based on the type of activity
- Written assessments are submitted in a Word format only (using Word allows for addition of comments directly to the document. This is the best way to give you feedback on your assignments_
- Course discussion: Course discussion is graded based on the posted discussion rubrics

Grading Scale

<table>
<thead>
<tr>
<th></th>
<th>93 – 100</th>
<th>90 – 92.9</th>
<th>83 – 86.9</th>
<th>73 – 76.9</th>
<th>63 – 66.9</th>
<th>60 – 62.9</th>
<th>&lt;60</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td>3.33</td>
<td>3.00</td>
<td>2.67</td>
<td>1.67</td>
<td>1.00</td>
<td>0.67</td>
<td>0.00</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>2.00</td>
<td>1.25</td>
<td>0.75</td>
<td>0.50</td>
<td>0.25</td>
<td>0.00</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>1.00</td>
<td>0.50</td>
<td>0.25</td>
<td>0.10</td>
<td>0.05</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Late submissions: Please do not ask for extensions. University policy prohibits special exceptions unless the same opportunity is provided to everyone. UWM exceptions policy link. Please plan your time accordingly. This policy is not intended to exclude accommodation of verified student disability, or the completion of work missed as the result of religious observance, verified illness, or justified absence due to circumstances beyond the student's control. Please do note that vacations, shadow experiences, other course requirements don’t count as circumstances beyond your control. Given the online nature of our class, I do not anticipate that this will be a concern.

Bonus/extra credit: There is no plan for bonus or extra credit activities

Computing requirements and technology assistance

- This course requires consistent ability to access the course web page via the internet. Students must be able to navigate D2L, the UWM course management system.
- All technology has been reviewed for proper function. Google Chrome is the browser of choice. Other browsers my cause content to be blocked or not function properly. Please be sure that browser security settings are not blocking or otherwise interfering with content.
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- The UWM campus computing center help line is available at 414-229-4040 or help@uwm.edu. The campus computing center is located in Bolton Hall, Rm 225 on the UWM campus.

CHS Honor Code
The Honor Code provides a framework for moral, ethical, and professional behavior for all members of the College of Health Sciences, including students, faculty, and staff. With all members of the College committed to upholding and promoting the tenets of the Honor Code, we will continue to work and learn in a supportive and stimulating environment. Commitment to this Honor Code supports the mission of the College of Health Sciences to prepare future health professionals, and conduct nationally recognized research in the health sciences.

University Policies
The Secretary of the University website lists policies that apply to all University of Wisconsin – Milwaukee classes. This link may be used to access that site: http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf. Please review this information. You are responsible for compliance with all UWM policies and procedures.

Student Accessibility
If accommodations are needed in order to meet any of the requirements of this course, please contact me as soon as possible. Documentation from the Accessibility Resource Center is required.
# Syllabus

**BMS 433 Teamwork in the Health Professions**  
**Spring 2019**

<table>
<thead>
<tr>
<th>Module</th>
<th>Wk.</th>
<th>Topic Schedule</th>
<th>Learning Resources</th>
<th>Discussion</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3-4</td>
<td>Advocating for Interprofessional healthcare</td>
<td>Attitudes of health sciences students towards interprofessional teamwork and education. Learning In Health &amp; Social Care, 7(3), 146-156.</td>
<td>IPP case study analysis and discussion</td>
<td>Making the case for Interprofessional health practice 5 page paper, no less than 1000 words</td>
</tr>
<tr>
<td>3</td>
<td>5-6</td>
<td>Required educational patterns, practice requirements, scope of practice, and ethical principles of health care profession</td>
<td>Explore health careers <a href="https://explorehealthcareers.org/field/allied-health-professions/">https://explorehealthcareers.org/field/allied-health-professions/</a> IHIOpen School Working Styles Inventory</td>
<td>Who do we work with? Compare and contrast closely professions.</td>
<td>Working styles self assessment and reflection</td>
</tr>
<tr>
<td>4</td>
<td>7-10</td>
<td>Ethical principles of health care professions</td>
<td>Morrison E. Health Care Ethics. Sudbury, MA [etc.]: Jones and Bartlett; 2009:Chapter 2. <a href="http://samples.jbpub.com/9781449665357/Chapter2.pdf">http://samples.jbpub.com/9781449665357/Chapter2.pdf</a></td>
<td>Who do we work with? Compare and contrast closely professions in relation to codes of ethics and healthcare ethical principles</td>
<td>Comparison of values and ethics for selected professions chart</td>
</tr>
<tr>
<td>5</td>
<td>9-10</td>
<td>Effective communication &amp; collaboration skills used in an interprofessional environment</td>
<td>TeamSTEPPS Essentials TeamSTEPPS Essentials Course. Content last reviewed March 2014. Agency for Healthcare Research and Quality, Rockville, MD. <a href="http://www.ahrq.gov/teamstepps/">http://www.ahrq.gov/teamstepps/</a></td>
<td>Health care communication case study</td>
<td>Quiz 3 Communication and team terms Learning/study tool for effective team communication: SBAR, STEP, Feedback, Call out.</td>
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</table>
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<table>
<thead>
<tr>
<th>Module 6</th>
<th>Effective communication &amp; collaboration skills used in an interprofessional environment</th>
<th>Case study: Inpatient Medical: Opportunity to Apply TeamSTEPPS Technique to Improve Outcome [2 min., 10 sec.]</th>
<th>Health communication case study</th>
<th>Proposal, written in SBAR style, requesting a change in protocol to your supervisor (protocol change related to a relevant professional environment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk.: 11-12</td>
<td>See module 5</td>
<td></td>
<td></td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>Module 7</th>
<th>Principles of team dynamics</th>
<th>PS 104 Teamwork and Communication in a Culture of Safety</th>
<th>Team communication case studies Banerjee Case Study</th>
<th>Communication styles assessment – self directed survey and reflection paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk.: 13-14</td>
<td></td>
<td>Banerjee case study</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 8</th>
<th>Attitudes and beliefs that impede successful interprofessional communication &amp; collaboration in practice.</th>
<th>PS 104 Teamwork and Communication in a Culture of Safety</th>
<th>No discussion</th>
<th>Facilitating effective teamwork in your professional environment – Plan for personal action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk.: 15-16</td>
<td></td>
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[Instructor/essentials/siessentials.html](#)
BMS 434 discussion evaluation rubric

**Response techniques**

1. Expand on the topic.
2. Offer a different perspective
3. Provide an online resource relevant to the topic (include a hyperlink)
4. Provide a summary of the ideas posted so far (good when you come late to the conversation).
5. Ask a specific question (but avoid prompting yes or no answers).
6. Ask an open ended (on topic) question

<table>
<thead>
<tr>
<th>Discussion grading rubric</th>
<th>Advanced - 2</th>
<th>Proficient - 1.5</th>
<th>Basic - 1</th>
<th>Does not meet standards - 0.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Post Quality</td>
<td>Addresses all elements of the prompt</td>
<td>Misses one element of the prompt</td>
<td>Misses 2 or more elements of the prompt</td>
<td>Does not appear to understand the material or questions posed</td>
</tr>
<tr>
<td>Citations should help readers find the resource</td>
<td>Provides title, author, and url citation for direct quotations <em>when appropriate</em></td>
<td>Citation has missing elements</td>
<td>No citation information</td>
<td>No citation information</td>
</tr>
<tr>
<td>Initial post Timeliness</td>
<td>Original post by 11:59 of specified due date</td>
<td>Original posts after specified due date but made with sufficient time for peers to read and respond</td>
<td>Original post made on last day of discussion period</td>
<td>Original post absent</td>
</tr>
<tr>
<td>Response Quality</td>
<td>Replies to more than 1 primary post Uses stated response technique(s)</td>
<td>Replies to 1 primary post Uses stated response technique(s)</td>
<td>Replies to 1 primary post Does not use response techniques</td>
<td>Does not respond to peers Does not use response techniques</td>
</tr>
<tr>
<td>Communication with peers</td>
<td>Participates on more than one day (including initial post), demonstrates professional communication</td>
<td>Participates on one day (including initial post), demonstrates professional communication</td>
<td>Participates on more than one day (including initial post), demonstrates grammar or spelling errors, or other aspects of non-professional communication</td>
<td>Does not respond to peers</td>
</tr>
</tbody>
</table>