College of Health Sciences

HLTHST 400 (FF)

Interprofessional Capstone

1 Semester Credit
Term Year

COURSE DESCRIPTION

Students, working in interprofessional teams will engage in problem solving and communication activities that address current health related issues. Boise State's Foundations Program provides undergraduates with a broad-based education that spans the entire university experience. HLTHST 400: Interprofessional Capstone satisfies Foundation Program’s Finishing Foundations (FF) requirement of 1 credit. It supports the following University Learning Outcomes (ULOs) along with a variety of other course-specific goals.

ULO 1: Write Effectively
ULO 2: Oral Communication
ULO 3: Critical Inquiry
ULO 4: Innovation and Teamwork

Faculty Information
This Finishing Foundations course is a capstone course taught in an interprofessional online environment. The focus of the course is on engaging in critical inquiry and knowledge sharing to understand issues, address problems, and create new solutions that extend beyond the scope of a single profession, to improve the safety and quality of systems impacting the health care environment.

Interprofessional Capstone is a one-credit capstone course that will be required during one of the last two semesters of degree completion for any student graduating with a degree offered through the College of Health Sciences. Students will be assigned to an interprofessional group and given a topic for critical inquiry. Activities will aid in student learning in health-related environments by mirroring the critical inquiry, innovation and team work requirements in the course.

All baccalaureate degrees in the college will require this capstone course, including:

- Bachelor of Science in Respiratory Care
- Bachelor of Science in Nursing

**LEARNING OBJECTIVES**

HLTHST 400, Interprofessional Capstone provides a culminating one-credit capstone experience that is required during the last two semesters of degree completion for any student graduating with a degree offered through the College of Health Sciences. Upon registration, students will be assigned to an interdisciplinary group, and given a topic for critical inquiry. Activities will be provided to assist with mirroring the problem solving/communication requirements in the health care environments. After successful completion of this course, you will have improved your ability to:

1. Articulate a problem with an active interdisciplinary focus ULO 3 #1
2. Evaluate evidence and develop reasoned argument collaboratively
3. Write effectively in multiple contexts for a variety of audiences (ULO #1)
4. Articulate a problem with an active interprofessional focus (ULO #3)
5. Collect, organize and evaluate evidence/data/reasoning in an interprofessional team (ULO # 4a)
6. Develop an awareness of and work with alternate perspectives and/or ideas (professional, cultural, social) (ULO # 4a)
7. Demonstrate ability to connect, synthesize and transform ideas (ULO # 4a)
8. Integration of course content, skills learned and applied contexts (ULO # 3)
9. Contribute to interdisciplinary activities to solve a problem (ULO # 4a)
10. Demonstrate effective team work through negotiation, collaboration and communication (ULO # 4b)
11. Application of self-direction and evaluation of team’s progress, attainments and outcomes of project (ULO # 4b)
12. Facilitate team member contributions (ULO # 4b)
13. Foster a constructive team climate (ULO # 4b)
The objective of this course is for students to appreciate the contribution each profession makes in the delivery of health care. Evidence shows that as health workers move through the system, opportunities for them to gain interprofessional experience help them “learn the skills needed to become part of the collaborative practice-ready health workforce” (Emandi & Jacobius, 2004). The goal is to enable effective collaboration and improve health outcomes. Collaborative practice teams are key to moving health systems from fragmentation to a position of strength.

SUPPORTING TEXT AND COURSE MATERIALS

Optional Text:

Optional Material from Websites:—All are free of charge.

Common Principles for the Hospital Care Collaborative (HCC) The HCC has developed a list of 13 guiding principles for delivering health care in the hospital. Common Principles for Healthcare represents a consensus of the six organizations and emphasizes the need for collaboration, patient centered care, accountability, and information sharing. The principles also recognize systemic issues in hospital care, such as gaps in health care education and the pressing need for a hospital culture that better promotes teamwork. Link to more information: http://www.aarc.org/headlines/09/09/hospital_collaborative/common_principles.cfm

Center for the Advancement of Interprofessional Education (CAIPE). (2010). Defining IPE. Retrieved from http://www.caipe.org.uk/about-us/defining-ipe/ CAIPE acts on the belief, corroborated by a growing body of evidence, that well planned IPE can cultivate closer collaboration not only between professions but also between organizations and with service users and their clientele; collaboration which, in turn, can improve care and quality of life for individuals, families and communities.

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

Methodology: Online participation, activities, discussions, and assignments related to the objectives. These activities are designed to help the student meet the University Learning Outcomes of Writing, Critical Inquiry, Innovation, and Teamwork. Specifically the student will:

- Learn about various professional disciplines related to health care
- Share ideas
• Think and inquire critically
• Work within a team

An online class requires both individual time commitment to meeting course requirements, as well as the interactive discussions between group members that replaces the scheduled classroom time in “face to face” classes. Be sure you have self-scheduled enough time in your weekly calendar to meet necessary course reading, writing, and participation commitments each week.

**GRADING**

The nature of the interprofessional capstone course suggests that there are two components of a student’s grade -- team performance and performance as part of the team.

**Team Performance.** The overall performance of a team can be gauged by the quality of the work as well as the quality and completeness of the supporting deliverables produced by that team. Graded deliverables include: 1) Project proposal, 2) Midterm progress report and teamwork/discussion participation assessments, 3) Journal Posting, 4) Final Project/Presentation and self-assessment, 5) Evaluation of another group’s project.

**Individual Performance.** The contribution of the individual student to the team’s work can determine (a) whether s/he should be given recognition through a higher grade for exceptional work, (b) whether s/he performed at the norm of the team, or (c) whether s/he should be penalized for failing to meet the group’s obligations.

The instructor has the discretion to use a variety of measures to gauge individual achievement. Grading criteria and/or rubrics will be provided with assignment instructions.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Project proposal (Group)</td>
<td>50 points</td>
</tr>
<tr>
<td>2. Midterm progress report (Group report with individual contributions included)</td>
<td>50 points</td>
</tr>
<tr>
<td>3. Midterm teamwork assessment (individual)</td>
<td>50 points</td>
</tr>
<tr>
<td>4. Journal Posting (Individual)</td>
<td>50 points</td>
</tr>
<tr>
<td>5. Final Project Report (Group)</td>
<td>200 points</td>
</tr>
<tr>
<td>6. Evaluation of another group’s project (Individual)</td>
<td>50 points</td>
</tr>
<tr>
<td>7. Final self-assessment (Individual)</td>
<td>50 points</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td>500 points</td>
</tr>
</tbody>
</table>

**Grading Policy: Pass/Fail**

You must earn 375 points (75%) as final grade in this course to receive a grade of “P” (pass). All grades, including final grades, are not rounded up. A final grade of 74.9 points will **NOT** be rounded up to 75.
**Incompletes**

To receive a grade of incomplete, a student must meet the criteria specified in the current catalog for Boise State University under “incompletes.” The student and the faculty will sign a contract stipulating the work the student must do to receive a grade in the course as specified in the Boise State University catalog.

**UNIVERSITY POLICIES AND STATEMENTS**

**STATEMENT ON ACADEMIC INTEGRITY AND CONDUCT**

Students are expected to perform according to the standards of academic honesty and integrity as outlined in College of Health Sciences and Boise State University policies. As stated in the Student Handbook “Plagiarism in written works whether in hard copy print or in electronic communications, will not be tolerated and may be cause for failure in the course or University dismissal. Academic dishonesty in any form may result in failure in the course or dismissal from the program and/or the University.” (See Boise State University Student Handbook for definitions, policies and judicial procedures).

Students must abide by the *Boise State University Student Code of Conduct* regarding Academic Dishonesty (refer to the Boise State University Student Handbook). Students may not give or receive help on any test from any other student. Students may not discuss the content of any tests with other students until all students have taken the test. This includes students who may have missed the scheduled test time due to illness or emergency.

The Boise State University *Student Code of Conduct* and policies on Academic Dishonesty are located at the following websites. We encourage you to read these carefully. Students will be held to these standards in all areas of academic performance.

http://www.boisestate.edu/osrr/

**NET ETIQUETTE**

Discussion via Blackboard is closed to anyone not enrolled in this course. All communication between students and faculty should remain professional and courteous. This is true of both Blackboard and email communications. Language and grammar matters so be careful on how you phrase your communication. Simplicity and directness are helpful in getting your message across (directness does not mean rudeness or angry responses to either students or faculty). It is possible to receive a failing grade ('F') for the Class Participation portion of the course if rude and unseemly communications via Blackboard and email become an issue and are not corrected. The following is a link on Net Etiquette: [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

**Boise State University STATEMENT OF SHARED VALUES**

In addition to the policies governing academic integrity, Boise State University has adopted a Statement of Shared Values. In a culture of intellectual inquiry and debate, where the search for knowledge and discovery flourish, campus community members are expected to demonstrate civility, abide by norms of decorum, and adhere to the principles of civil discourse. Civility is
expressed in the Statement of Shared Values which includes Academic Excellence, Caring, Citizenship, Fairness, Respect, Responsibility, and Trustworthiness. We encourage you to read these statements carefully, and consider them when interacting with faculty, fellow students, and members of the community. [http://www.boisestate.edu/osrr/sosv/info.html](http://www.boisestate.edu/osrr/sosv/info.html)

**ADA INFORMATION**
Any student needing information on American Disabilities Act (ADA) services at the university should contact the Boise State University Disability Resource Center at 208 426-1583 or [http://disabilityresourcecenter.boisestate.edu/](http://disabilityresourcecenter.boisestate.edu/)

**COPYRIGHT STATEMENT**
Some of the materials in this course may be copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

**COURSE POLICIES AND GUIDELINES**

**ATTENDANCE POLICY**

Regular access to internet and computer are a requirement of this course. Please make sure you check your Boise State University e-mail regularly or have your Boise State University e-mail account automatically forward your mail to the email address you check on a regular basis.

We expect you to visit the course regularly to stay up-to-date with your group’s activities and communication. We also expect you follow the agreed-up group norms and to participate in all activities, including the ungraded discussions. Your participation in the Discussion Board activities is a requirement of group planning for the Capstone Project. **Failure to complete the first week’s activities (in the 1st Week Activities tab) may result in you being administratively withdrawn from the course.**

Review the course schedule and note required assignments and how your grade will be determined. Students are expected to participate in all group activities and objectives. If you know of a time you will not be able to meet this requirement, please notify the faculty by email or phone message. Generally, **there are no make-up assignments.**

**CRITERIA FOR ASSIGNMENTS AND GROUP WORK**

**Class Participation**
It takes many managers, health care practitioners, and other executives to care for a patient and to manage a health care organization. Having the skills to manage a team, evaluate critical problems and execute solutions is required to be an effective leader. Our future employers believe interprofessional teamwork is a critical skill for all health related disciplines. Learning together helps to foster this teamwork. The skills of collaboration and cooperation must be learned and practiced. That is why, in this course, you will work and learn in groups and be evaluated on your progress in this area.
ASSIGNMENT POLICY

We believe it is important that assignments be completed and turned in on dates and/or times designated. This helps foster accountability, an essential skill in employees and team members in the health care field.

Late assignments/journals without prior permission from instructor:
- Assignments turned in 1 day after the due date will lose 50% of the grade.
- Assignments turned in 2 days after the due date will receive a 0.

Late Capstone Project without prior permission from instructor:
- Final Capstone Project turned in 1 day after the due date will lose 50% of the final course grade.
- Final Capstone Project turned in incomplete will lose 50% of the final course grade resulting in failure of the class.
- Final Capstone Project not turned in will lose 100% of the final course grade resulting in failure of the class.

We do recognize that emergencies can occur. **It is the student’s responsibility**, to contact the instructor **prior to the due date**, to see if an alternate due date and time can be negotiated.

The instructor reserves the right to change the syllabus and schedule if warranted and unexpected situations arise.

COURSE BEHAVIORAL NORMS AND PROFESSIONAL EXPECTATIONS

Faculty members in higher education have a unique responsibility to encourage debate and to promote intellectual inquiry. To do so, we must bring civility to discourse and respect to our conversations and encounters. Fostering a classroom environment conducive to student learning and evocative dialogue is critical. Therefore, co-creating classroom and clinical norms on the first day of class is essential in fostering a civil environment. This process instills in students a sense of ownership and commitment to a respectful academic environment. When norms are created and implemented, students and faculty are more likely to abide by them.

A critical component of successful learning is the mutual respect and the expectation for success that both teachers and students bring to their interactions, whether in a face-to-face or distance setting. As your instructor, I commit to creating a professional and respectful atmosphere in this course, where people may share experiences and ask question in a safe and supportive environment. It is my expectation that we will follow similar norms in the classroom, in clinical field experience settings with agency personnel, with other students and faculty within our school, and in our interactions outside the course setting. Civil, respectful behavior is equally as important in our communications away from the real or virtual classroom, whether in a face-to-face discussion, an email, a voicemail, or on a social networking site. By setting norms and treating each other with respect and courtesy, we model the role of a professional.
ASSIGNMENTS AND COURSE REQUIREMENTS

CAPSTONE PROJECT

The Capstone Project for this course is a group-developed Position Paper. The purpose of a Position Paper is to gain the support of your audience for your viewpoint of an issue. It requires your group to take a clear position on an issue, and uses facts and evidence to support the position you take.

You will complete your Capstone Project working in a self-directed group. This project requires an in-depth focus on a core topic from the Healthy People 2020 list of science-based national objectives and health improvement priorities. Your Capstone Project must satisfy the following University Learning Outcomes (ULO’s):

- Written Communication (ULO 1)
- Critical Thinking/Inquiry (ULO 3)
- Innovation and Teamwork (ULO 4)

See the Capstone Project Assignment - Position Paper Overview document on the course Blackboard site under the Weekly Materials tab.

THE PROCESS

The Capstone Project begins with your group’s interest in exploring a health-related objective or priority issue through in-depth learning and scholarly inquiry. Then, your group will plan how to develop your position paper while meeting the university learning outcomes. Throughout the process, the group norms you have established will guide you. This project should allow you to work as a group to acquire knowledge and use that knowledge to take a reasoned position. This project should focus on applied learning, using skills and knowledge from your professional programs. Project completion timeline is outlined in the Course Calendar under the Course Materials tab. A midterm report to your instructor is due detailing the project phase and individual input into the project development process.

FINAL PROJECT REPORT/PRESENTATION

A presentation of the final project report will be posted online to your instructor and the entire class. Each group will be responsible for evaluating another group’s final project. Details of the evaluation and specific group selection will be provided by your instructor.

PROJECT ASSIGNMENTS AND ASSESSMENT OF PROJECT OUTCOMES

The assignment and assessment process of your Capstone Project are designed to emulate the type of project responsibilities, cross-functional collaboration experience, and team process evaluation that professional encounter during their careers. See the Course Calendar and Timeline document under the Course Materials tab for assignment due dates.
Deliverable 1 – Capstone Project (Group Position Paper) Proposal

Review Capstone Project Assignment – Position Paper Overview Document under the Weekly Materials tab prior to completing the proposal. Post the Project Proposal on the group Discussion Board under the Groups Tab.

a. Capstone Project Proposal
   i) One page abstract containing:
      (1) Statement of project topic (from Health People 2012 Topic/Objectives list)
      (2) Statement of topic focus (developed after discussion among group members)
      (3) Thesis statement (developed after discussion and Literature Review)
      (4) Preliminary background on the project (From Literature Review)
   ii) Schedule of tasks and individual group member responsibilities. (If you develop this in a grid or table format, just attach the grid as a second page to your proposal.)

Deliverable 2 - Midterm progress report and teamwork assessment
a. A formal group midterm report is turned in to the instructor. All group members will add a paragraph to the report and detail their individual project contributions and group interactions (discussion board postings, etc.) Post the group report to the Midterm Report and Assessment folder on the group Discussion Board under the Groups Tab.

b. A Teamwork assessment will be completed by each group member and posted to the Midterm Report and Assessment folder on the group Discussion Board under the Groups Tab. The assessment forms are found under the Weekly Materials tab.

Deliverable 3 - Final Capstone Project Assignment (Group Position Paper) and Self-Assessment
a. The Project Report will be posted for all course members to access and read on the course Discussion Board tab.

b. The Project Report will include a listing of contributions from each group member

c. Self-assessments will be completed by each group member and emailed to instructor. The assessment form is found under the Weekly Materials tab.

Deliverable 4 – Evaluation of another group’s project presentation (assigned by instructor)

Deliverable 5 - Contributions to the discussion board. (Monitored by instructor)

Deliverable 6 - Individual member journal
a. Perspectives and reflections on the interprofessional team concept and experiences.
   i. The individual journal posting is completed as part of the final course paperwork
   ii. Each entry will be posted in the Journals tab
   iii. The Journal questions are found under the Weekly Materials tab.

Relevant Rubrics and Assessment Forms – Posted under the Weekly Materials tab
## ULO Criteria and Notions of Exemplary Work

**MO E 1 Uses the text conventions of writing in the professional field (APA)**

**MO E 2 Adopts an appropriate voice, tone, and level of formality (APA format)**

**MO E 3 Controls mechanical features such as syntax, grammar, punctuation (APA format)**

**MO E 4 Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions**

**MO E 5 Exploits wide range of communication strategies appropriate to contexts (including electronic ones)**

**MO E 6 Improves across a series of drafts that are the result of drafting, revising and editing in response to feedback**

**MO E 7 Uses wide variety of resources to locate sources**

### Course Learning Outcomes

*By the end of this course, each student should be able to...*

1. Write with a clear purpose.
2. Improve across a series of drafts by revising and editing. (ULO 1)
3. Submit writing which uses correct syntax, grammar and punctuation. (ULO 1)
4. Write in genres appropriate to the discipline. (ULO 1)

**Assessment Method: Evidence of Student Learning**

- ULO 1: All written assignments will be graded for syntax, grammar, punctuation and the ability to write with a clear purpose.
- ULO 1: Journal/Blog entries will have specific instructions regarding genre and focus.
- ULO 1: Written assignments in different genres-professional audience (proposal and midterm and final reports), student to instructor (blog/journal), student to student (group work-i.e. Google Docs).

**Planned Teaching & Learning Activities/Pedagogy**

- Written teamwork and self-evaluations
- Journal
- Written project proposal and mid-term report
- Formatting will be required for the proposal, midterm and final report.
- Reading assignments model grammar, genre and writing with a clear purpose

5. Define a problem/issue with an actionable interprofessional focus. (ULO 1)
6. Collaboratively construct a synthesis of literature of the problem/issue. (ULO 1)
7. Collaboratively evaluate the evidence and develop reasoned solution(s) to the problem/issue. (ULO 1)
8. Develop a project based on the reasoned solution; take in consideration alternate perspectives and/or ideas (Professional, cultural, social). (ULO 1)

**Assessment of Outcomes**

- ULO 1, 3, and 4a: Develops a preapproved project. Provides key facets of proposal and how evidence based practice is used to support or refute argument Assessment Rubric 3 – Critical Analysis
- ULO 4b: Respond to instructor/peer feedback in a timely and respectful manner
- Assessment Rubric 4a – Assimilate information

- Using various peer reviewed journals and other resources, student teams will create an interprofessional project to enable effective collaboration and improve health outcomes (Sinfield, 2011).
- Management of group processes using a variety of communication, self-monitoring, and feedback strategies
- Present to instructors and peers for review/revision and final presentation
<table>
<thead>
<tr>
<th>ULO 3 Connect and organize evidence, data, reasoning</th>
<th>9. Articulate a problem with an active interprofessional focus (ULO #3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ULO 2 Articulate a problem with an active interprofessional focus</td>
<td>10. Collect, organize and evaluate evidence/data/reasoning in an interdisciplinary team (ULO #4a)</td>
</tr>
<tr>
<td>ULO 4a Demonstrates ability to connect, synthesize and transform ideas</td>
<td>20. Collect, organize and evaluate evidence/data/reasoning in an interdisciplinary team (ULO #4a)</td>
</tr>
<tr>
<td>ULO 3 Organize evidence and data with reasoned thoughtfulness</td>
<td>11. Develop an awareness of and work with alternate perspectives and/or ideas (professional, cultural, social) (ULO #4a)</td>
</tr>
<tr>
<td>ULO 3 Articulate a problem with a current interprofessional focus</td>
<td>12. Demonstrate ability to connect, synthesize and transform ideas (ULO #4a)</td>
</tr>
<tr>
<td>ULO 4a Demonstrates ability to connect, synthesize and transform ideas</td>
<td>13. Integration of course content, skills learned and applied contexts (ULO #3)</td>
</tr>
<tr>
<td>ULO 4a Makes a contribution to solving a problem</td>
<td>14. Contributes to interdisciplinary activities to solve a problem (ULO #4a)</td>
</tr>
<tr>
<td>ULO 4b Contributes to team meetings</td>
<td>15. Demonstrate effective team work through negation, collaboration and communication (ULO #4b)</td>
</tr>
<tr>
<td>ULO 4b Fosters a constructive team climate</td>
<td>16. Application of self direction and evaluation of team’s progress, attainments and outcomes of project (ULO #4b)</td>
</tr>
<tr>
<td>ULO’s 4a and 4b: Midterm and end-of-course evaluations based on group participation and individual contributions to group project planning and development, as well as end of program and ULO objectives</td>
<td>Assessment Rubric 4b – Team work</td>
</tr>
<tr>
<td>ULO 4b</td>
<td>17. (ULO #4b)</td>
</tr>
<tr>
<td></td>
<td>18. Facilitates team member contributions (ULO #4b)</td>
</tr>
<tr>
<td></td>
<td>19. Fosters a constructive team climate (ULO #4b)</td>
</tr>
<tr>
<td></td>
<td>20. Demonstrates ability to connect, synthesize and transform ideas (ULO #4a)</td>
</tr>
<tr>
<td></td>
<td>21. Collect, organize and evaluate evidence/data/reasoning in an interdisciplinary team (ULO #4a)</td>
</tr>
<tr>
<td></td>
<td>22. Develop an awareness of and work with alternate perspectives and/or ideas (professional, cultural, social) (ULO #4a)</td>
</tr>
<tr>
<td></td>
<td>23. Integration of course content, skills learned and applied contexts (ULO #3)</td>
</tr>
<tr>
<td></td>
<td>24. Contributes to interdisciplinary activities to solve a problem (ULO #4a)</td>
</tr>
<tr>
<td></td>
<td>ULO’s 4a and 4b: Midterm and end-of-course evaluations based on group participation and individual contributions to group project planning and development, as well as end of program and ULO objectives</td>
</tr>
<tr>
<td></td>
<td>Assessment Rubric 4b – Team work</td>
</tr>
<tr>
<td></td>
<td>25. Team members to complete self, discussion process, and teamwork assessments during course</td>
</tr>
</tbody>
</table>
Reference(s)


