Interprofessional Education in Health Sciences and Medicine

MEDS3060
Fall Semester 2017
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. The course will also examine a role for evidence-based complementary and alternative medicine approaches.

**Learning Objectives**

- Describe the diversity of health professions and the benefits of interprofessional endeavors
- Discuss the contribution of various health professions and related fields (e.g. biomedical research) to modern medicine
- Describe the interdisciplinary team approach to the delivery of modern healthcare in general terms and in specific case settings

**Course Director**
Bryan Mackenzie, PhD (Email: bryan.mackenzie@uc.edu)
Tel: (513)558-3627 • Office: MSB 4257A • Office hours: By appointment

**Registration**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Level</th>
<th>Section</th>
<th>Credits</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>MEDS3060</td>
<td>Undergraduate</td>
<td>002</td>
<td>1</td>
<td>Program/Area 26-MEDS only, Level ≥ 50 credit hours</td>
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**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 by email to the Course Director no later than Friday, December 8, 2017 to receive a passing grade for fall semester.

**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 or contact the office at 513-556-3349.

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**Interprofessional Education in Health Sciences and Medicine**
MEDS3060 / MCP8060

**Fall Semester 2017**

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

Medical Sciences Building 4051

Uptown Campus–East (Medical)

<table>
<thead>
<tr>
<th>Date</th>
<th>Interdisciplinary Medical Team</th>
<th>Instructor</th>
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| Aug 23 | **Class Orientation**         | **Bryan Mackenzie, PhD**
Associate Professor of Physiology
UC College of Medicine
http://med.uc.edu/psp/primary-directory/Index/Pubs/mackenb/ |
| Aug 30 | **Registered Dietitian**      | **John Pantel, MS, RDN, LDN**
Instructor, Department of Nutritional Sciences
UC College of Allied Health Sciences
http://cahs.uc.edu/nutritionalsciences/directory |
| Sep 6  | **Physician Assistant and Nurse Practitioner** | **Michael Bowen, PA-C, RN, MA**
Physician Assistant
Department of Otolaryngology–Head & Neck Surgery
UC College of Medicine and UC Hospital |
| Sep 13 | **Physical Therapist**        | **Thomas Herrmann, EdD, PT, CSCS, AT, ATC**
Associate Professor and Interim Chair, Department of Rehabilitation Sciences
UC College of Allied Health Sciences
http://cahs.uc.edu/RehabSciences/directory |
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<tr>
<th>Date</th>
<th>Title</th>
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<th>Position and Affiliations</th>
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<tr>
<td>Sep 20</td>
<td>Genetic Counselor</td>
<td>Melanie Myers, MS, PhD, CGC</td>
<td>Associate Professor of Pediatrics, Director, Genetic Counseling Graduate Program, UC College of Medicine and Cincinnati Children’s Hospital Medical Center</td>
<td><a href="http://www.geneticcounseling4u.org/about/faculty.html">http://www.geneticcounseling4u.org/about/faculty.html</a></td>
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<tr>
<td>Sep 27</td>
<td>Pharmacist</td>
<td>Rowena Schwartz, PharmD, BCOP</td>
<td>Associate Professor of Pharmacy Practice, UC–James L Winkle College of Pharmacy, UC College of Medicine and UC Hospital</td>
<td><a href="http://pharmacy.uc.edu/divisions/pharmacy-practice/faculty/Index/Pubs/schwarr5/">http://pharmacy.uc.edu/divisions/pharmacy-practice/faculty/Index/Pubs/schwarr5/</a></td>
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<tr>
<td>Oct 4</td>
<td>Hospitalist</td>
<td>Kevin Dell, MD</td>
<td>Associate Professor of Medicine, Department of Internal Medicine–General Internal Medicine, UC College of Medicine and UC Hospital</td>
<td><a href="http://intmed.uc.edu/contact/directory/profile.aspx?epersonID=dellkn">http://intmed.uc.edu/contact/directory/profile.aspx?epersonID=dellkn</a></td>
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<td>Oct 10</td>
<td>Mid-Collegiate Experience: Touch Point Conference</td>
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<td>Students enrolled in MEDS3060 will participate in the Mid-Collegiate Experience: 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. See Page 4 for more information</td>
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<td>Oct 18</td>
<td>End-of-Life Care</td>
<td>Douglas R Smucker, MD</td>
<td>Adjunct Professor of Family and Community Medicine, Director, Hospice and Palliative Medicine, UC College of Medicine and UC Hospital</td>
<td><a href="http://www.familymedicine.uc.edu/contact/directory/profile.aspx?epersonID=smuckedr">http://www.familymedicine.uc.edu/contact/directory/profile.aspx?epersonID=smuckedr</a></td>
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<td>Oct 25</td>
<td>Nurse</td>
<td>Carolyn R Smith, PhD, RN</td>
<td>Assistant Professor of Nursing, UC College of Nursing</td>
<td><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></td>
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<td>Nov 1</td>
<td>Clinical Psychologist</td>
<td>Abbigail Tissot, PhD</td>
<td>Clinical Psychologist, Assistant Dean (Admissions), UC College of Medicine</td>
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**Mid-Collegiate Experience: Touch Point Conference**

October 10, 2017  
**Time:** 9:00 am – 12:30 pm  
**Location:** Tangeman University Center – Great Hall (West Campus) [See map](#)

Students enrolled in MEDS3060 will participate in the Mid-Collegiate Experience: 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 (Touch Point) Conference**

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.

“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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1 Original article published 1/23/14 at [http://healthnews.uc.edu/news/?/23775/](http://healthnews.uc.edu/news/?/23775/)