

Foundations of IPE Supplementary Clinical Experience Syllabus

Approved: 2/13/2019

Credit Hours: 0.5

Contact Information

Name	Position	Phone/Pager	Email
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Course Information

Brief Description of Course

University of Utah 1st and 2nd year Medical students are invited to participate in a VA Patient Bedside Experience at the SL VA Hospital medicine ward. Work with a Nurse's Assistant (VA Health Tech) then a Registered Nurse on the busy Acute Medicine/2E ward for 4, 4 hour shifts over fall or spring semester.

Learn how to improve your communication style and gain patient trust. With time and patient approval, you will be able to perform patient cares and learn how to operate medical devices on the medicine floor. You will have the opportunity to improve your communication skills with a patient population that may be 3-4x your age and to become more aware of all the contributors to a patient's healthcare team - from housekeepers to health techs, clerks to nurses.

Reduce your stress in a hospital environment and gain some basic verbal and nonverbal communication skills to facilitate your relationships with patients and staff.

Course Goals

As a result of successfully completing the Foundations of IPE Supplementary Clinical Experience Course, students will be able to:

1. Understand the daily flow on a busy hospital ward.
2. Interact with older adults while cleaning/bathing/transporting them.
3. Understand how communication can be facilitated and how it can break down between staff members and disciplines.
4. Operate some basic medical devices on the medicine ward.
5. Experience the benefits of teamwork and how to work well with team members of all disciplines.

Course Format & Schedule

Timeline

Fall Semester 2021: August 23, 2021 – December 3, 2021

Winter Semester 2022: January 10, 2022 – April 29, 2022

4 shifts of 4 hours duration each, M – F 7:30 – 11:30, 11:30 – 15:30, 15:30 – 19:30

Total work: 16 hours minimum

Educational and Instructional Modalities

Modality	Percentage
Clinic Time	90-95%
Personal Reflection	5-10%

Role of the Student in this Course

Students will work 1:1 with a Nurse's Assistant (VA Health Tech) then a Registered Nurse on the busy Acute Medicine/2E ward for 4 shifts of 4 hours each over the semester. Students will learn how to improve their communication style and gain patient trust. With time and patient approval, they will be able to perform patient cares and how to operate medical devices on the medicine floor. They will have the opportunity to improve their communication skills with a patient population that may be 3-4x their age and to become more aware of all the contributors to a patient's healthcare team - from housekeepers to health techs, clerks to nurses. Students will not perform any duties without the direct knowledge of the nurse manager and supervision of the Health Tech or Registered Nurse to whom they are assigned.

Required Textbook(s)/Readings – None

Additional Resources

Available upon request from the course director

Assessment & Grading

Assessments

Assessment Name	Weight toward Final Grade	Course Goal Assessed	Due Date
Interprofessional Attitudes Scale (IPAS) – Pre Clinical Experience	Must Complete	3,5	Prior to 1 st clinical experience
4 Half-Day Clinical Experiences (See Appendix A for Clinical Experience Rating Form)	Must Complete with Satisfactory Ratings	1,2,3,4,5	Prior to Last Day of Term
IPAS – Post Clinical Experience	Must Complete	3,5	After last clinical experience
Self-Reflection Essay of 250-500 words (See Appendix B for Reflection Prompt and Grading Rubric)	Must Pass	3,5	Last day of semester

Grading Criteria

Grading will be by participation in the clinical experience and completion of the IPAS scales pre and post as well as the reflection assignment, which will be graded by the course director with direct feedback to the students.

Grading System

Students will receive a final letter grade of PASS (P), or FAIL (F) for this course.

PASS: A student who completes the IPAS pre- and post- experience surveys, satisfactorily completes the 4 Half-Day Clinical Experiences, and passes the Self-Reflection Essay will be assigned a grade of PASS for the course.

FAIL: A student who fails to achieve ALL of the criteria for PASS, will be assigned a grade of FAIL for the course.

Student Feedback

Student feedback is an important aspect of curriculum quality improvement. Thus, students are expected to complete all assigned feedback surveys specific to a course by the due date.

Standard Policies

Please refer to the Student Handbook (on the Student Affairs website) for these policies:

- Accommodations**
- Addressing Sexual Misconduct**
- Attendance policy**
- Dress Code**
- Examination and Grading Policies**
- Grade or Score Appeal**
- Professionalism, Roles & Responsibilities**
- Mistreatment**

Alternate Name and/or Personal Pronoun

Class rosters are provided to the instructor with the student's legal name as well as 'Preferred' first name (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, we will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise us of any name or pronoun changes (and please update CIS) so we can help create a learning environment in which you, your name, and your pronoun will be respected.

Center for Disability & Access Services

The School of Medicine seeks to provide equal access to its programs, services and activities for all medical students. The Center for Disability and Access (CDA) provides accommodations and support for the educational development of medical students with disabilities. Medical students with a documented disability and students seeking to establish the existence of a disability and to request accommodation are required to meet with the CDA Director for recommended accommodations. The CDA will work closely with eligible students and the Academic Success Program to make arrangements for approved accommodations. The School of Medicine and CDA maintain a collegial, cooperative, and collaborative relationship to ensure compliance with federal and state regulations for students with disabilities.

Steven Baumann EdD, School of Medicine Senior Director of Academic Success Program, serves as the liaison between the School Of Medicine and the CDA.

Contact Information:

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University of Utah Center for Disability and Access

Olpin Student Union Building, Room 162 Phone (Voice/TDD): (801) 581-5020

<http://disability.utah.edu>

APPENDIX A: CLINIC EXPERIENCE RATING FORM

Clinic Experience Grading Rubric (per session)	
Meets Expectations	Does Not Meet Expectations
Attends the session they signed up for	Not present and does not communicate the absence or arrange for a make-up session
Asks questions and engages in discussion with nurse or nurse's assistant	Does not participate/contribute to any discussion between the student and nurse or nurse's aide
Asks appropriate questions of the patients the student interacts with about teamwork among health disciplines and their experience in the hospital	Does not speak to patients about their experience or perspective

APPENDIX B: SELF REFLECTION WRITING PROMPT AND GRADING RUBRIC

Writing Prompt:

In 250-500 words, address the following questions based on your shadowing experience at the VA and related to the course objectives:

1. *Understand the daily flow on a busy hospital ward.* – Describe points of communication between disciplines as you observed them (i.e. between physician and nurse, or physician and therapist, or nurse aide to nurse, etc.).
2. *Interact with older adults while cleaning/bathing/transporting them.* – How is the care of patients more 'complete' with the contributions of other team members?
3. *Understand how communication can be facilitated and how it can break down between staff members and disciplines.* – Provide an example you noticed of either exemplary communication between disciplines of the healthcare team or poor communication between disciplines of the healthcare team and how that helped or hindered the care received by the patient.
4. *Experience the benefits of teamwork and how to work well with team members of all disciplines.* – Describe one 'take home' message that you will take from this experience when you begin working as a medical student in these settings in your MS3 and MS4 years.

Written Assignment Grading Rubric	
Meets Expectations	Does Not Meet Expectations
Readable, may contain some minor grammatical/spelling errors	No work turned in/work turned in past deadline
Answers the questions provided in the writing prompt	Does not meet minimum length requirement/scope
	Egregious grammatical/typographical errors which significantly interfere with readability