

Case Studies in Interdisciplinary Health Care Course
University of Cincinnati
Winter Quarter 2010



Course Information

Title: Case Studies in Interdisciplinary Health Care

Course numbers:

- 21-SW-595-901 for School of Social Work students
- 25-PHRX-685-001 for College of Pharmacy students
- 29-NURS-601-001 for College of Nursing students
- 35-HLTH-650-001 for College of Allied Health students

Credit: 3 undergraduate or graduate credits

Class meeting day and time: Mondays from 4:00 to 6:30PM

Class location: TBA



798032 www.fotosearch.com



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Faculty Instructors

School of Social Work

Ruth Anne Van Loon, PhD, LISW

Associate Professor & Associate Director, School of Social Work

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Ruth Anne Van Loon is a social work practitioner with experience in hospitals, hospices, and primary care settings. At UC, she teaches courses in gerontology, health care practice, loss and grief, and clinical social work. Her research interests center on coping with chronic and terminal illness, especially among older adults. She is the Principal Investigator for the School of Social Work's Hartford Partnership Program for Aging Education and Chair of undergraduate programs.

College of Pharmacy

Bethanne Brown, PharmD, RPH

Assistant Professor of Clinical, James L. Winkle College of Pharmacy

Room 133B Health Professions Building

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Bethanne Brown is a registered pharmacist with 20+ years of experience. Her experiences include hospital, retail, home infusion and academia. She brings both the practical side of health care along with a strong desire to connect with the community at large. Her teaching/research interests include service-learning, cultural competence, interdisciplinary education and providing care to the underserved.

Andrea Wall, BSPH

Assistant Dean for Student and Alumni Affairs and Associate Professor of Pharmacy Practice

James L. Winkle College of Pharmacy

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Andrea Wall has been a pharmacist for 30 years and has practiced in community pharmacy and as a consultant in long term care. Her areas of interest are in geriatrics, experiential education and curricular outcomes and assessment.

College of Nursing

Valorie Grant, MSN, MEd, RN

Instructor of Clinical Nursing, College of Nursing

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Valorie Grant is a Registered Nurse with 25 years of experience. Her experience is in Spinal Cord Rehab, Med-Surg and Cardiac Care and academia. She manages the Clinical Skills Lab at the College of Nursing and specializes in simulation for the undergraduate and graduate nursing programs. She is also involved in the Rapid Response simulation training at University Hospital. Other teaching and service include training educators about cultural and generational competence.

Bonnie J. Brehm, PhD, RD, LD

Professor, College of Nursing

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Bonnie Brehm is a registered dietitian and professor in the College of Nursing and serves as the Nutrition Coordinator in the College of Medicine. In her interdisciplinary position, she teaches nutrition for disease prevention and treatment to nursing students and medical students. She also conducts research in the area of obesity, specifically studying the effect of weight loss diets on health parameters.

College of Allied Health Sciences

Phyllis Breen, MA, CCC-SLP

Communication Sciences and Disorders, College of Allied Health Sciences

Room G-45B, French East

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Phyllis Breen is a licensed Speech-Language Pathologist with extensive experience as a practicing clinician in a range of settings. She is currently responsible for the clinical education and practicum experiences for graduate students in the Department of Communication Sciences and Disorders on-campus as well as in its distance learning programs. Her teaching expertise includes supervision and professional issues.

Becky Smith, MEd, RD

Nutritional Sciences, College of Allied Health Sciences

Room 363C

(513)558-7506

Rita.Smith@uc.edu

Becky Smith is a registered and licensed dietitian. She has extensive experience in clinical dietetics and food service management in a variety of healthcare settings. She is currently an associate clinical professor in the Department of Nutritional Sciences, College of Allied

Health Sciences, where she teaches courses in food science and food service management to dietetics and food and nutrition majors.

Nancy Steinberg Warren, MS, CGC

Associate Professor and Director, Genetic Counseling Program, College of Allied Health Sciences

Room E5.265, Cincinnati Children's Hospital Medical Center

(513)636-4475

Nancy.Warren@uc.edu

Nancy Steinberg Warren is a board-certified genetic counselor with extensive experience in clinical, health department, education and academic settings. She is currently Director of the Genetic Counseling Graduate Program, a joint program of the University of Cincinnati, College of Allied Health Sciences and Cincinnati Children's Hospital Medical Center Division of Human Genetics. She has a strong interest in the role of cultural diversity in health care, and in teaching students about cultural competence.

The faculty instructors welcome you to this course.

We are looking forward to learning with you!

Introductory Case Studies

About one year ago, you graduated from the University of Cincinnati in the specialty of your dreams. You have been working as a health care professional at Hilltop Community Hospital ever since. Hilltop is a full service hospital serving adults and children in the Greater Cincinnati area. Hilltop is noted for providing culturally competent interdisciplinary health care services. When checking your afternoon schedule, you note that you were inadvertently double-booked. The regular scheduling person is out of the office and there is no information about the reason for referral for the listed patients: Sarah Jones and Praviditha Rashidamanian. Another member of the team may be able to meet with one patient, so you need to make a quick decision about who you should see. You can see that two women just checked in; they are in the waiting room.

Case 1: A young woman appears to be around 30 years old. You notice that she appears to look worried. However, you also note that she is very pretty and trim; she could be a model with her attractively styled hair and striking green eyes. She is dressed in casual, but stylish, pop culture fashion (your favorite!). She has come to the appointment alone.



Case 2: An older woman appears to be around 60 years old. You notice that she also appears worried and you think she might be of Indian background since she is dressed in a sari. (You mentally note that this patient MUST be Praviditha...that really sounds like an Indian name...but you are afraid to pronounce it! What if you say it wrong?) You've never worked with someone from India before and you feel insecure about your ability to help this patient. She is accompanied by an older man, who you assume is her husband.



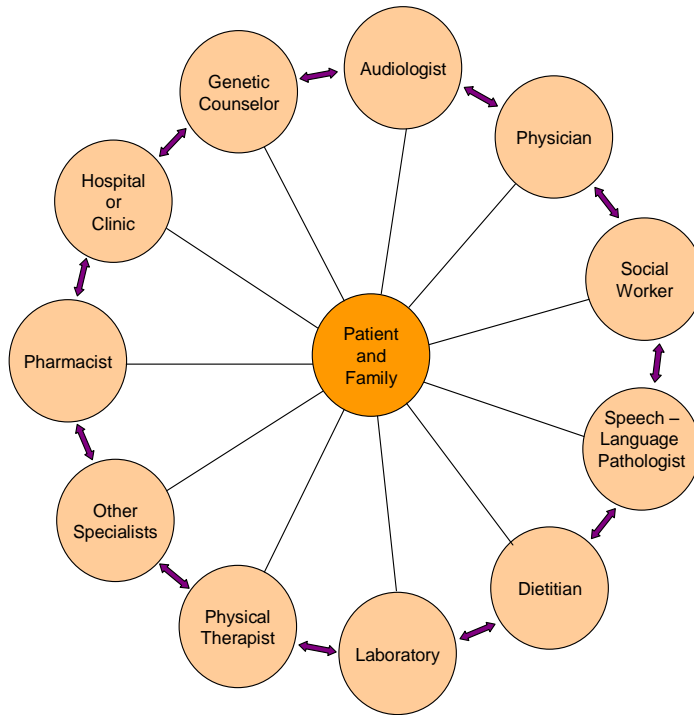
- Which patient is which? How will you know?
 - If you had to choose to see only one of these women in your health care practice today, which case would you choose, Case 1 or Case 2? Why?
 - If you knew the woman described as Case 1 was of Iraqi Jewish background (which you know nothing about), would you make a different choice? Why?
 - If you knew that the woman described as Case 2 was a Seventh Day Adventist (just like you) would you make a different choice? Why?
 - Did this scenario cause you to question your knowledge, skills, ability and/or willingness to effectively serve all patients?
 - Did you make some assumptions about these women and their reasons for seeking health care?
 - Did you feel more positive about one patient than the other?
 - In what way(s) do you explore your patients' religious and cultural histories and health beliefs?
 - What do you need to know about your patients to provide effective health care?
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A fundamental premise of the *Interdisciplinary Health Care Case Studies course* is that health care practitioners are more effective with our clients when we are self-aware. Health care trainees react to and relate to our patients' physical, mental spiritual and/or cultural characteristics on multiple intellectual and emotional levels. Health care providers may also have conscious and unconscious biases, which may effect our patient interactions, interviews, management, counseling, and follow up. Due to the growing racial/ethnic diversity of the US, the need for health care providers to treat patients in a culturally competent manner is critical. Do you have the knowledge, skills and attitudes that you need? This is cultural competence.

For three hours/week, this course “promotes” you from a health care trainee to a full-fledged health care practitioner. You will be the expert in your field, and you will work closely with other health care providers. Your interdisciplinary health care team will sort out the challenging medical and psychosocial issues of diverse and complex cases. You will gain experience and support for effectively dealing with the health care concerns of *all* patients, no matter how different they may be.

You have probably provided multidisciplinary health care before. A multidisciplinary team is composed of health providers from several discrete disciplines who each provide vital information to facilitate a patients' care. A case manager or physician then takes all the relevant information and makes decisions, often with input from the family. This class focuses on providing interdisciplinary health care. Collaborative interdisciplinary team work is a bit different because each member depends on the others' expertise. The combined cooperative input from each member of the team and each member of the family results in client-centered decisions and culturally relevant health care plans. To provide this kind of care, participants need good listening and communication skills, and a thorough understanding of the unique and overlapping knowledge and skills of each member of the team. Participants hold respect for each member of the team and for the family.

Think of collaborative interdisciplinary teamwork as a ferris wheel. Each player has something to contribute to make the ride successful. The patient and family control when they want to start, how fast they go, who gets to ride, etc. While this model of interdisciplinary health care provision might seem new or scary at first, after a few rounds, we hope you will experience the thrill (professional reward) of providing effective culturally competent interdisciplinary health care by taking this course.



Adapted from <http://kathyjward.com/blog>

Course Goals

Students completing this course will be culturally competent health care professionals who contribute to and respect the interdisciplinary team approach to health care and consider the physical, mental, spiritual, and cultural aspects of patient care.

Student Performance Objectives

By participating in class and completing assignments, students will

1. Contribute discipline-specific knowledge and skills to patient care.
2. Analyze case-based problems, using ethical principles and an interdisciplinary approach.
3. Effectively collaborate with other health professions students.
4. Progress in the development of cultural competence.

Course Alignment

This meta-course introduces pre-service health care trainees to the theory and practice of providing culturally competent interdisciplinary health care. Enrollees are typically students with senior standing or graduate students in health care training programs. We will accept other interested pre-health care students if space allows and with permission of a faculty instructor from your college. Because of the variety of represented disciplines, we do not require specific course pre-requisites. However, you must be interested in learning about interdisciplinary health care and cultural competence, and you should have the knowledge and skills listed below.

Required Course Skills

Before taking this class, students will need to know:

- basics of health care language (medical terminology; understanding of health care delivery systems)
- basics of their own profession (theoretical framework, ethical standards, terminology, procedures, practices, resources, practice settings)
- communication skills
- teamwork skills
- basic understanding of culture and cultural competence
- the characteristics of professionalism in health care settings
- computer skills (word processing, internet, email, Blackboard, PubMed).

Before taking this class, students will need to be able to:

- work effectively in teams (able to communicate well with each member; able to listen and respect each member)
- represent and be a role model for your profession
- suggest appropriate patient care strategies (contribute appropriate knowledge/skills from your discipline)
- honestly assess one's own cultural awareness, experience and biases and have a willingness to increase cultural competency over time
- demonstrate professionalism at all times.

Expected Student Behavior

Students are expected to come to class each week prepared to contribute their knowledge and insights. We will all learn from each other. Reading and written assignments must be completed before coming to class, and written assignments must be typed and free of spelling and grammatical errors. There will be extensive peer review and interaction. More than your physical presence is required in class. We are looking for attentiveness, vitality and enthusiasm during class, and participation in class may raise your final course grade. The give-and-take of information, ideas, insights and feelings is essential to the success of this class. Thoughtful, informed, balanced and candid speech is most helpful, especially when critiquing each other's work.

Expected Professional Behavior

Students are expected to act professionally at all times, meet deadlines, solve problems, cooperate with classmates and generally contribute in a positive manner to the class. Working in the real world often means searching for solutions in a group context. Teamwork, listening, empathy, enthusiasm, emotional maturity, and consideration of other people's concerns are all essential to success. Please bring these qualities and values with you to class. It is as important to "practice" these interpersonal skills as it is to learn new intellectual content. Students will be evaluated on their professional demeanor in class.

Text and Readings

There is no required textbook for this course. Reading assignments are required for all classes; all assignments are posted on Blackboard.

Group Work

Students will carry out most of the class work in interdisciplinary teams. On the first day of class, you will be assigned to an interdisciplinary small group of 5-6 students representing diverse health care professions. You may be the only member of your profession in your group, although some groups may have two members of the same profession, or no member of a particular profession. You will be permanently assigned to this group for the entire quarter. Each student will have an assigned role within the group as recorder, time-keeper, etc. Over the course of the quarter, you will become more familiar with the disciplines represented in your group. Indeed, this is one of the desired learning outcomes of the course. Each student will be evaluated by the other group members to ensure everyone is contributing knowledge, ideas and energy to the common goal. Since we can anticipate that each student will want to participate in his/her own unique ways (some students are more vocal and others are more reflective, etc), it will be necessary to use active listening skills and empathy when working within your groups. While everyone may not agree all the time, all discussions and interactions should be respectful, honest, and safe for sharing diverse perspectives, with the goal of reaching consensus on recommendations for the case. These are the essential communication skills to becoming culturally competent interdisciplinary health care providers. The performance of the entire group will be evaluated by the faculty.

Student Performance Assessments

This course has no tests or quizzes, so we expect students to pay serious attention to the following performance assessment measures. These activities give students diverse opportunities to demonstrate your understanding of the material, ability to work in interdisciplinary teams, and improving ability to provide culturally competent care.

All students will be expected to:

- attend and participate in all classes
- complete reading assignments
- submit assigned entry passes
- use self-directed learning and research to contribute profession-specific expertise and problem solve as necessary on all assigned cases. Each student will have a specific role as an interdisciplinary team member (recorder, etc). Each group will prepare a one-page summary of their recommendations
- prepare and present one case orally to the entire class with the interdisciplinary team
- attend a cultural event of your choice in the community and prepare a one page reflective paper on the experience*
- complete a final written reflective assignment.

*Graduate students will also prepare a 5 minute in-class oral presentation on the community-based cultural event they attended.

Attendance Policy

Attendance is mandatory at each class session. Only university-approved absences (such as illness with a doctor's note) will be accepted.

- Student attendance is documented by completing entry pass assignments or signing the class attendance log, depending on the class, and by completing the group written summary of the case discussions.
 - If you are absent, the following procedure must be followed:
 1. Call or e-mail your faculty contact PRIOR to the start of the class time to notify us of your absence.
 - Nursing: Valorie Grant at 513-558-5221 or Valorie.Grant@uc.edu
 - Pharmacy: Bethanne Brown at 513-558-8872 or Bethanne.Brown@uc.edu
 - Allied Health: Phyllis Breen at 513-558-8510 or Phyllis.Breen@uc.edu
 - Social Work: Ruth Ann Van Loon at 513-556-4628 or Ruth.Anne.Vanloon@uc.edu
 2. Complete the make-up exercise assigned by the deadline set by the instructor.
- Failure to follow steps 1 and 2 will result in a lowering of your grade by one letter.

Tardy Policy

Arriving late to class is not acceptable. Because we meet only once/week, we begin class promptly at 4PM. If you arrive late, you will miss essential case information and/or part of a video, and/or you may miss the expertise of an invited guest speaker. When you arrive late, you disrupt learning for everyone. Whenever you arrive after class begins, one point will be deducted from the total number of possible points (100). Leaving early from class is also not acceptable. We will end class promptly at 6:30PM. Whenever you leave from class early, a one point will be deducted from the total number of possible points.

Individual Needs

We welcome all pre-health care students in this course. If you have special needs based on disabilities, cultural or religious practices, please talk to a faculty instructor before the beginning of the course about any specific issues.

Grading

The final grades will be based on the number of points earned by the student by the end of the course, using the following scale:

A	90-100 points
B	80-89 points
C	70-79 points
D	60-69 points
F	59 points or less

Graded activities:

- 35 points: Team facilitation of one case study
- 25 points: Participation in case study discussions
- 25 points: Entry Pass Assignments
- 15 points: Reflective self assessment/cultural awareness paper
- Pass/Fail: Cultural event presentation (graduate students only). Graduate students who fail to meet expectations for this assignment will have their final grade reduced by 10 points (one letter grade).

Academic Integrity and Professional Ethics

Students and faculty alike are expected to maintain the expected standards of the University of Cincinnati and our respective health professions at all times. Professional, respectful

language and behaviors are required. You do yourself a great disservice if you attempt to use unethical means of raising your grade rather than behaving and performing to the best of your ability. Cheating now, rather than taking the necessary time to study and master the required material, will not give you the proper background needed to do well in your health professional career.

All students are expected to adhere to the standards of conduct and policies of academic integrity set by the University of Cincinnati. Failure to do so will result in appropriate disciplinary action. See the following websites for complete information:

http://www.uc.edu/conduct/Code_of_Conduct.html
http://www.uc.edu/conduct/Academic_Integrity.html

Links to the ethical standards of each of the participating disciplines are listed below. If you are not fully aware of the standards in your profession, you should read them before the class begins. As the expert in your field, these are the criteria that should guide your actions, and they will be used to evaluate your performance in this class.

Dietetics: http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/home_779_ENU_HTML.htm

Genetic Counseling: <http://www.nsgc.org/about/codeEthics.cfm>

Nursing: <http://www.nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/EthicsStandards/CodeofEthics.aspx>

Pharmacy: http://www.uspharmd.com/pharmacist/Pharmacist_Oath_and_Code_of_Ethics.html

Social Work: <http://www.socialworkers.org/pubs/Code/code.asp>

Speech-Language Pathology: <http://www.asha.org/practice/ethics/>

Content Outline

The content of the course is summarized below. A graphic of the course content can be found at the end of the syllabus. The course goal of teaching the essentials of interdisciplinary health care provision in a culturally competent manner is reinforced in multiple ways throughout the course. Students should expect assessments such as attendance and participation, peer assessments, and reflective exercises to be themes underlying the entire course. Also, students will participate in interdisciplinary groups occurs in every class.

Objective 1: Students will contribute discipline-specific knowledge and skills to patient care.

Assessment: Entry passes; reflective self-assessment

Class activity: Cases; professions workshop

Objective 2: Students will analyze case-based problems, using ethical principles and interdisciplinary approaches.

Assessment: Care plan

Class activities: Cases; developing a care plan; guest speakers; ethics exercise

Objective 3: Students will effectively collaborate with other health professions students.

Assessments: Reflective self-assessment; case study presentation

Class activity: Cases; icebreaker activity

Objective 4: Students will progress in the development of cultural competence.

Assessment: Entry passes; heritage exercise; cultural event

Class activities: Cases; guest speakers; cultural competence video; graduate student oral presentations of cultural event.

Course Schedule

Class #1: 1/4/10

- Review syllabus, presentation guidelines, final paper requirements, evaluation forms.
- Professions discussion
- Establish groups and icebreaker activity

Class #2: 1/11/10

- Professions Exercise
- People First Language
- Assignment of Cases, Presentation /Small Group Discussion Guidelines
- *Emily Smith* Case
- Cultural Competence Video and exercises

1/18/10: No Class--Martin Luther King Day

Class #3: 1/25/10

- Small groups work in-class to prepare for cases

Class #4: 2/1/10

- *Alicia Mercado* Case
- Health Beliefs exercise

Class #5: 2/8/10

- Guest Speaker: Vanessa Nino (interpreter)
- *Mohammad Kochi* Case

Class #6: 2/15/10

- Small groups work in-class to prepare for cases
- Heritage exercise
- *Sheila's Story*

Class #7: 2/23/09

- Guest Speaker: Donna Shambley-Ebron (African American Culture)
- *Robert Phillip's* Case

Class #8: 3/1/10

- Guest Speaker: Devon Berry, PhD, College of Nursing
- *Stanley's Story*

Class #9: 3/8/10

- End of quarter cultural exchange
- Presentations by graduate students

Class #10: 3/15/10: This is an extra class time used only if UC cancels a usual Monday class.

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