*Students should also review their participating school's related syllabus as this course guide is meant as a supplement.

Course Title: Interprofessional Social and Ethical Dilemmas in Healthcare (ISEDH)

Course Level: Undergraduate/Graduate

Course Credits: Varies, depending on the participating school (see school-based syllabi)

Format: Online (with both synchronous asynchronous components)

Platforms: Canvas & Zoom

Duration: 15 Weeks

Start Date: January 5, 2024

End Date: April 30, 2024

Description

Interprofessional Social and Ethical Dilemmas in Healthcare (ISEDH) is delivered online each spring semester to enhance healthcare students' ethical competence in an interprofessional team environment. Competence in this area is crucial for healthcare professionals to recognize ethical dimensions in team-based decision-making situations and is essential for delivering high-quality patient care.

This course is available to participating TAMU Health schools (schools of dentistry, medicine, nursing, and pharmacy) as a stand-alone course or as content that is integrated into existing courses.

Delivery & Organization

ISEDH incorporates both synchronous and asynchronous elements of online instruction and is delivered via Texas A&M's Canvas Learning Management System (LMS). It follows the case-based

instruction (CBI) model. This model is a learner-centered approach that requires students to analyze complex case studies that explore historical or hypothetical situations and dilemmas they are likely to encounter in practice. They also demand critical thinking and problem-solving skills.

Students are assigned to interprofessional teams where they discuss five cases that focus on social and ethical dilemmas in healthcare. A faculty facilitator is assigned to guide each team. Student teams discuss each case using sets of questions and work together to develop potential solutions to the conflicts in the case scenarios.

ISEDH Faculty of Record

The Faculty of Record are those faculty who: 1) have participated on the ISEDH Planning Committee and 2) are responsible for submitting official grades in Howdy for their respective schools.

Name	School	Email
Lara Coseo	*School of Dentistry*	thurman@tamu.edu
Don Chaffer	*School of Medicine*	donchaffer@tamu.edu
Bryn Esplin	*School of Medicine*	bryn.esplin@tamu.edu
Alison Pittman	*School of Nursing*	pittman@tamu.edu
Asim Abu-Baker	*School of Pharmacy*	abu-baker@tamu.edu

ISEDH Faculty Facilitators

Faculty from across participating TAMU Health schools (including the Faculty of Record) are each assigned as facilitators to two interprofessional student teams. They are responsible for:

- Facilitating and moderating discussion boards and student team discussions;
- Taking attendance;
- Ensuring Readiness Assurance Testing completion (see *iRAT/tRAT* below);
- Answering student questions; and
- Assigning ISEDH student grades.

Faculty Facilitators (are in direct contact) work closely with the Faculty of Record on academic matters and to resolve student-related issues. Students should communicate first with their Faculty Facilitator. If additional input is needed, the Faculty Facilitator will contact the Faculty of Record.

Course Material

The course material for ISEDH is designed to provide a comprehensive exploration of team-based responses to ethical issues in healthcare through the study of five distinct cases (see *Case Overview* below). Students work both independently and collaboratively to understand, identify, and address

ethical dilemmas. These cases encompass a wide array of topics, including privacy, behavior, professionalism, cultural conflicts, socioeconomic status, work fatigue, communication, and more. Across the cases, there is a representation of multiple healthcare professions highlighting their unique modes of practice. Even if a particular discipline is not present in a case, students will learn about the roles and responsibilities of the disciplines present in the scenario. These cases will facilitate students' appreciation of the diversity among disciplines and promote the development of interprofessional ethical practices.

Case Overview	
Case	**Concepts Covered**
Maintaining Professionalism Orientation / Case 1	Informed consent, professionalism, humor, burn-out, compassion fatigue, moral distress, provider behavior, obesity, cancer, appendectomy
A Mother with HIV Module 2 / Case 2	HIV, rape, IPV, differing cultural practices/expectations, HIV disclosure
False Identity Module 3 / Case 3	Pregnancy, immigration issues, dealing with inaccurate identity information between providers
A Clash of Cultures Module 4 / Case 4	Differing cultural practices/ expectations, female circumcision, patient's/women's/children's rights
Scope of Practice Module 5 / Case 5	Rural health care, access to care, socio-economically disadvantaged patients, infected molar, and scope of care

Course Goal and Essential Components

ISEDH aims to foster team-based learning and encourages students from multiple healthcare backgrounds to build their interprofessional and ethical competencies in preparation for collaborative practice. Toward this goal, ISEDH modules incorporate the following:

Stage 1: Pre-Team Zoom Meeting (Asynchronous)

Module Overview (Cases 1-5)

The Module Overview contains a faculty introduction to the case along with instructions, the case summary, and a set of associated case questions. Students can also review the case text in the module. (Module 1 differs slightly from Modules 2-5 as the Module 1 case discussion occurs during the scheduled online Orientation.)

Online Discussion: Part 1 (Cases 2-5)

After the Module Overview, students engage each other in asynchronous, in-depth online discussions by applying knowledge, agency, independent research, and critical thinking to interprofessional ethical cases. Students also debate the pros and cons of responses to various approaches being suggested. This will take place through Discussion Boards in Canvas.

Stage 2: Team Zoom Meeting (Synchronous)

Student teams will meet synchronously via Zoom with their faculty facilitators, first at the scheduled Student Orientation for Case 1 and later for each of the Cases 2-5. Student teams will establish their own Zoom links for cases 2-5 and ensure the entire team and faculty facilitator have calendar invites with the links.

During these meetings, students will do the following:

- Complete the iRAT (see *iRAT/tRAT* below) - ~5 minutes
- Discuss the iRAT questions - ~10 minutes
- Complete the tRAT (see *iRAT/tRAT* below) - ~5 minutes
- Engage in a robust discussion of the Case - ~40 minutes

Students can also ask questions, seek clarifications, and discuss assignments/projects with the facilitator during these meetings.

iRAT/tRAT

ISEDH Readiness Assurance Testing (RAT) is meant to provide additional context for each case, provide a framework within which students can teach concepts to one another, and set the stage for the next phase of the Team Meeting: the graded live case discussion. The RAT is broken down into two parts: 1) Individual Readiness Assurance Testing (iRAT) and 2) Team Readiness Assurance Testing (tRAT). Both iRAT and tRAT are delivered online in the Canvas Modules.

At the beginning of the Team Zoom Meeting, students will take the iRAT individually. They will then discuss the iRAT questions as a team to establish the best answer for each. After that, they will complete the tRAT as a team (a single submission that any individual student can submit).

Completion of the iRAT/tRAT is part of the *team grade* for the Team Zoom Meetings.

Stage 3: Post-Team Zoom Meetings (Asynchronous) (Cases 1-5)

Online Discussion: Part II

For Cases 2 through 5, students will return to the Discussion Board after the Team Zoom Meetings to express introspection, reflection, and new perspectives by engaging peers in a substantive discussion. The grade for the Online Discussion will consider content from both pre- and post-Team Zoom Meetings.

Case 1 will only engage in this aspect of the Asynchronous Online Discussion.

Stage 4: Final/Capstone Project & Peer Review

For the Final/Capstone Project, student teams identify an ethical issue in the healthcare literature or from a current event where two or more disciplines are represented. The student team will respond to the ethical issue in an 8-10 minute video presentation. They will rate each others' performance and contributions to the team effort thereafter.

2024 Course Learning Objectives (CLO)

By the end of this course, students will demonstrate an ability to work in an interprofessional team while maintaining a climate of mutual respect and shared values by:

CLO1. Value diversity, identities, cultures, and differences that characterize patients, populations, and the health team.

CLO2. Value the expertise of health professionals and the implications these factors can have on team functions and health outcomes.

CLO3. Manage ethical dilemmas specific to interprofessional patient/population-centered care.

CLO4. Maintain competence in one's own profession in order to contribute to interprofessional care.

CLO5. Reflect on self and team performance to inform and improve team effectiveness.

2024 Program Learning Outcomes (PLO)

To accomplish the learning objectives, students will employ and will **be assessed on** the following _2023 Interprofessional Education Collaborative (IPEC) Core Competencies_:

VALUES AND ETHICS
PLO1. Apply high standards of ethical conduct and quality in contributions to team-based care.

COMMUNICATION
PLO2. Examine one's position, power, hierarchical role, unique experience, expertise, and culture toward improving communication and managing conflicts.

ROLES AND RESPONSIBILITIES
PLO3. Differentiate each team member's role, scope of practice, and responsibility in promoting health outcomes.

TEAMS AND TEAMWORK
PLO4. Use shared leadership practices to support team effectiveness.

General Content of the Course

ISDEH will comprise of the following five modules:

Module	Case	Course Level Learning Objective	Program Level Learning Objective	Assessment
1.0	Maintaining Professionalism	CLO1, CLO3, CLO4, CLO5	PLO1, PLO2, PLO3, PLO4	*Team Zoom Meeting (Synchronous)* <u>Students</u>: iRAT (individual score) and tRAT (team score) <u>Faculty Facilitator</u>: *Team Meeting Discussion Rubric* to assign team score
2.0	A Mother with HIV	CLO1, CLO2, CLO3, CLO5	PLO1, PLO2, PLO3, PLO4	*Post-Team Zoom Meeting* <u>Faculty Facilitator</u>**:** Use *Discussion Board Rubric* to assign individual student scores for Pre- *and* Post-Teams Zoom Meeting Discussion Board content
3.0	False Identity	CLO1, CLO2, CLO3, CLO5	PLO1, PLO2, PLO3, PLO4	
4.0	A Clash of Cultures	CLO1, CLO2, CLO5	PLO1, PLO2, PLO3, PLO4	
5.0	Scope of Practice	CLO1, CLO2, CLO4, CLO5	PLO1, PLO2, PLO3, PLO4	
Final/Capstone Project & Peer Review		CLO1, CLO2, CLO3, CLO4, CLO5	PLO1, PLO2, PLO3, PLO4	<u>Students</u>: Rate each others' performance use *Peer Review Rubric* <u>Faculty of Record</u>: Grades capstone project *Capstone Review Rubric*

Grading Policy

Students are expected to follow the directions and participate in the activities within each module of and meet all assignment submission deadlines. All written assignments must reflect APA formatting

(see *Policies & Resources, Written Work* below). Attendance at the Team Zoom Meetings with faculty facilitators is mandatory unless the student has an excused absence as indicated in **Student Rule 7**. Students will receive either a Complete or Not Complete for ISEDH.

Modules will open on the first Monday of the Module at 12:01 AM CST, and graded activities must be completed by 11:59 PM CST on the posted due date. The grading structure for this course is:

Assessment of Learning	Total Percentage of Course Grade
Discussion Boards	30%
Team Zoom Meetings (Synchronous Sessions with team's Faculty Facilitator)	30%
Final/Capstone Team Project: case study, including peer review	40%

Students must achieve 70.0% or greater to successfully complete the course. The Standard Letter Grading Scale is as follows:

A	90 - 100%	Complete
B	80 - 89%	Complete
C	70 - 79%	Complete
D	60 - 69%	Not Complete
F	< 60%	Not Complete

Course Schedule 2024

JAN 10 - JAN 21, 2024

Module 1

CASE 1: Maintaining Professionalism

Dates	Activity/Assignment	Purpose/Due Date
01/10/24 - 01/16/24	Students Submit Brief Introductory Video & Review Module	Online Team Introductions & Orientation Preparation
01/17/2024 5:00 pm - 6:30 pm	Mandatory Online Orientation Zoom Link: https://tamu.zoom.us/j/97348746667	Faculty/Students Orientation Team Meetings (Breakout Rooms) - Live Introductions, Case 1 iRAT/tRAT, & Case Discussion
01/17/2024 - 01/21/2024	Case 1 Canvas Discussion Board Posts	Due 01/21/2024

JAN 22 - FEB 11, 2024

Module 2

CASE 2: A Mother with HIV

Dates	Activity/Assignment	Purpose/Due Date
01/22/2024 - 01/28/2024	Case 2 Discussion Board Posts: Part 1	Due 01/28/2024
01/29/2024 - 02/04/2024	Mandatory Team Meeting with Faculty Facilitator Zoom Link: Time and Zoom Link Established by Teams	Case 2 iRAT/tRAT & Case Discussion

| 02/05/2024 - 02/11/2024 | Case 2 Discussion Board Posts: Part 2 | Due 02/11/2024 |

FEB 12 - MAR 3, 2024

Module 3

CASE 3: False Identity

Dates	Activity/Assignment	Purpose/Due Date
02/12/2024 - 02/18/2024	Case 3 Discussion Board Posts: Part 1	Due 02/18/2024
02/19/2024 - 02/25/2024	Mandatory Team Meeting with Faculty Facilitator Zoom Link: Time and Zoom Link Established by Teams	Case 3 iRAT/tRAT & Case Discussion Capstone Project Introduction
02/26/2024 - 03/03/2024	Case 3 Discussion Board Posts: Part 2	Due 03/03/2024

Spring Break 2024

Saturday, MAR 09 - Sunday, MAR 17

MAR 18 - APR 07, 2024

Module 4

CASE 4: Clash of Cultures

Dates	Activity/Assignment	Assessment/Purpose/Due Date
03/18/2024 - 03/24/2024	Case 4 Discussion Board Posts: Part 1	Due 03/24/2024

03/25/2024 - 03/31/2024	Mandatory Team Meeting with Faculty Facilitator Zoom Link: Time and Zoom Link Established by Teams	Case 4 iRAT/tRAT & Case Discussion
04/01/2024 - 04/07/2024	Case 4 Discussion Board Posts: Part 2	Due 04/07/2024

MAR 25 - APR 14, 2024

Module 5

CASE 5: Scope of Practice

Dates	Activity/Assignment	Assessment/Purpose/Due Date
04/08/2024 - 04/14/2024	Case 5 Discussion Board Posts: Part 1	Due 04/14/2028
04/15/2024 - 04/21/2024	Mandatory Team Meeting with Faculty Facilitator Zoom Link: Time and Zoom Link Established by Teams	Case 5 iRAT/tRAT & Case Discussion
04/22/2024 - 04/28/2024	Case 5 Discussion Board Posts: Part 2	Due 04/28/2024

Final/Capstone Project

02/19/2024 - 04/28/2024	Final/Capstone Project Peer Review	Due 04/23/2024 Due 04/28/2024

04/25/2024	Remediation Session: Case Discussion Zoom Link: https://tamu.zoom.us/j/95545184022	For excused absences only (See *Missing a Mandatory Team Zoom Meeting* below) Remediation Case iRAT/tRAT & Case Discussion

Policies & Resources

Written Work

All written work requires students to use the APA (American Psychological Association) style 7th edition referencing format, including citations should they choose to include them. Students are encouraged to become familiar with referencing software (e.g., RefWorks or EndNote) but are responsible for assuring appropriate citation styles are used. References should be scholarly and cited appropriately.

TAMU Library Website on Citations:
https://library.tamu.edu/services/library_tutorials/citing_sources/index

Purdue OWL APA Format Website:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.htmlLinks to an external site.

Missing a Mandatory Team Zoom Meeting

Students will be excused from missing mandatory Team Zoom Meetings meetings *only* for the reasons stated in Student Rule 7 or other reasons deemed appropriate by the faculty facilitator in consultation with the faculty of record.

Students with excused absences can remediate the missed session by attending a **make-up session scheduled for Thursday, April 25, 2024, 5:30-6:30 PM.**

Faculty of record and faculty facilitators are "under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" **(**Student Rule 7, Section 7.4.2).

Other Resources
Canvas-related student resources are made available on the ISEDH Canvas Homepage. Students are encouraged to familiarize themselves with these resources and use them when needed. Students should also see their course syllabi for School and University policies, including additional student resources.