Office of Interprofessional Initiatives

COURSE NUMBER: IP 710
COURSE NAME: Transforming Health Care for the Future
CREDIT HOURS: 2 semester hours
COURSE PREREQUISITE/ COREQUISITE: None
COURSE DIRECTOR: Jennifer Bailey, MEd
41 Bee Street, Telephone: 843-792-8230
E-mail: baileyje@musc.edu
COURSE COORDINATOR: Sarah Velasco, velasco@musc.edu, 843-792-4048
COURSE FACILITATOR: Varies by Section

COURSE DESCRIPTION

This course provides the foundation for beginning health professions students to understand the complexities of the health care system and the role of interprofessional collaboration to improve the system. Through an interprofessional context, students will explore the art and science of teamwork and communication skills, cultural competency, ethical issues, healthcare disparities, social determinants of health, and evidence-based medicine.

COURSE OBJECTIVES

At the completion of this course, the successful student will:

1. Demonstrate basic teamwork skills in an interprofessional learning environment.
2. Define the role of health professions and identify opportunities to seek the expertise of health professions different from their own for improving health care delivery and research.
3. Identify ways in which interprofessional collaboration methods can improve health care delivery systems through attention to: a) patient safety and error reduction; b) evidence-based decision making; c) the interactions between ethics, culture and biomedicine; c) healthcare disparities; d) social determinants; and e) population health.
4. Describe the tools and strategies within the training system, TeamSTEPPS.
5. Recognize effective and ineffective team dynamics in the clinical setting.
6. Discuss and reflect upon observed team dynamics in order to suggest strategies to overcome barriers.
7. Demonstrate concepts to improve health care delivery through completion of a group project.
CONTENT OUTLINE
• Module 1: Interprofessional Collaboration
• Module 2: The Health Care System and Calls for Improvement
• Module 3: TeamSTEPPS and Evidence-Based Practice
• Module 4: Population Health and Social Determinants of Health
• Module 5: Health Equity and Ethics
• Module 6: Final Assignments

GRADING & ASSESSMENT
This course is graded pass/fail. To pass the course, students must:
• Attend all classes
• Complete module assignments (see “IP 710 At-A-Glance” on pgs. 4-5) the Thursday PRIOR to each class meeting (with the exception of the first class meeting, there are no assignments due prior to class).
• Respond to discussion/reflection questions for Module 1, 2, 5, and 6
  o Responses will be evaluated on a scale from “below expectations” to “exceeds expectations”
  o For responses evaluated as “below expectations,” students will be asked to resubmit the assignment.
  o NOTE: Students who receive more than two “below expectations” evaluations during the semester will be at risk for failure.
• Complete pre- and post-test module quizzes (Module 1 and 2)
  o Pre-test quizzes are NOT graded
  o Post-test quizzes must have minimum passing score of 70%. You have one attempt.
• Participate in class discussions
  o You will be assigned to a small group during the first class session. Your small group will lead a class discussion. The module discussions are assigned as follows:
    ▪ Group A – Module 3 (October 10)
    ▪ Group B – Module 4 (October 24)
    ▪ Group C – Module 5 (November 7)
  o Each group must review module materials and prepare discussion questions as a team. Each group must submit their prepared questions to the facilitator by 5:00 PM the Sunday prior to class meeting.
  o Each group will facilitate the in class discussion around the prepared questions.
• Participate in group project work
  o Leadership of group discussion when assigned
  o Complete team evaluations
  o Final case study project
• Complete the course evaluation at the end of the course
• Complete team evaluations

CONCERNS
If you have any questions or concerns regarding the course, please contact Sarah Velasco (velasco@musc.edu) at 843-792-4048 or Jennifer Bailey (baileyje@musc.edu).

REQUIRED TEXTS
There is not a required text for this course. Each module will have links to readings, on-line resources and other
learning resources that will be helpful in completing the module assignments. In addition, students are encouraged to find and utilize relevant and appropriate outside resources.

PARTICIPATION POLICY
All classes are required. If a student does not participate for two consecutive weeks, the student will be at risk for course failure. Class participation is defined for IP 710 as the weekly contact with the course. Contact with the course is accessing of the content module, posting assignments to the discussion for the module, and participating in class meeting discussions. If a student anticipates difficulty with meeting these requirements, the student needs to immediately contact the course director.

HONOR CODE
Students are expected to adhere to the campus Honor Code for the course: http://academicdepartments.musc.edu/esl/studentprograms/honorcode/ and are to be familiar with and abide by its provisions. The Honor Code Policy applies to all tests, written assignments, project work, and verbal and electronic communication.

PLAGIARISM STATEMENT
Plagiarism is a form of academic misconduct and is the use of another person’s words or ideas without providing credit to that person. It is the theft of another person’s words and ideas to give the impression that you created them. These words and ideas may be from a variety of sources including printed works, speeches, presentations, and/or Internet sites and documents. Appropriate and complete referencing of words and ideas obtained from others is a requirement in ALL courses. If a work is anonymous, as may be the case with some Internet documents, it still must be fully referenced.

Charges of plagiarism will result if you fail to provide adequate documentation of another person’s words or ideas, whether published or unpublished. Additionally, the purchasing of a pre-written paper, having someone else write a paper or complete an assignment for you with or without payment, and submitting another person’s work as your own are other examples of plagiarism and will be referred to the University Honor Council.

Plagiarism of a portion of any assignment, either written or verbal, will result in a course failure. Additionally, the faculty member may refer the event to the University Honor Council for further action. Suspension or dismissal from the university is an option provided for by the University’s Honor Code for cases of academic misconduct.

If there is any portion of this policy that is unclear to you or that you wish to discuss further, please contact your course faculty member as soon as possible. To not do so indicates that you fully understand the policy.

ACCOMMODATION OF DISABILITIES STATEMENT
Section 504 of the Rehabilitation Act to 1973 and the Americans with Disabilities Act of 1990 require MUSC to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustments or accommodations must self-identify with the Course Director.

Continue below for IP 710 “At-A-Glance” Assignment Due Dates & Checklist
<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Class Meeting Date/Time</th>
<th>Who Is Leading Discussion This Week?</th>
<th>Assignments &amp; Due Date</th>
</tr>
</thead>
</table>
| Module 1 Interprofessional Collaboration | Monday, August 29 12:00 – 12:50 PM | Facilitator | _Module 1 Pre-Test  
_Module 1 Post-Test  
Review Learning Sources  
Answer Online Discussion Questions  
Components 1-3 for Final Project |
| **Due Date:** Thursday, September 15 by 11:59 PM |
| Module 2 The Health Care System and Calls for Improvement | Monday, September 19 12:00 – 12:50 PM | Facilitator | _Module 2 Pre-Test  
_Module 2 Post-Test  
Review Learning Sources  
Answer Online Discussion Questions  
Components 1-3 for Final Project |
| **Due Date:** Thursday, September 15 by 11:59 PM |
| Module 3 TeamSTEPPS & Evidence-Based Practice | Monday, October 10 12:00 – 12:50 PM | Group A | _Review Learning Sources  
_Component 4 for Final Project  
Submit TeamSTEPPS Video Rating |
| **Due Date:** Thursday, October 6 by 11:59 PM |
| Module 4 Population Health and Social Determinants of Health | Monday, October 24 12:00 – 12:50 PM | Group B | _Review Learning Sources  
_IHI TA 101 Completion Report  
Components 5-7 for Final Project  
Team Evaluation |
| **Due Date:** Thursday, October 20 by 11:59 PM |
| Module 5 Health Equity & Ethics | Monday, November 7 12:00 – 12:50 PM | Group C | _Review Learning Sources  
_IHI 102 Completion Report  
Components 8-10 for Final Project  
Answer Online Discussion Questions |
| **Due Date:** Thursday, November 3 by 11:59 PM |
Prior to Each Class Meeting:

- Think about how module content relates to your group’s final project. Feel free to email your facilitator your thoughts for feedback.
- Group scheduled to lead the discussion should send facilitator proposed questions for discussion by 5:00 PM the Sunday prior to class meeting.

Class Meetings

- Class meetings are scheduled to follow the completion of each module. Either the facilitator or the assigned project group will lead the day’s discussion. Students should be prepared to discuss the module content as a large group. Students will then meet in interprofessional teams to work on their final project.
- For a more detailed breakdown of each module, please see pages 11-16.

| Module 6 Final Assignments | Week of November 14 Date and Time determined by facilitator and class | Groups A, B, and C | __Final Assignment Full Presentation

**Due Date:** Monday, November 14 by 11:59 PM

- __Final Reflection Questions
- __Course evaluation
- __Team Evaluation

**Due Date:** Friday, November 18 by 11:59 PM
Final Assignment: Root Cause Analysis

Students will work in interprofessional teams of 4-6 students to analyze and provide recommendations surrounding a fictitious sentinel event. The team is to conduct a root cause analysis and develop a presentation that presents recommendations. Students will likely meet face to face during the semester to complete the project and are encouraged to do so. Students are to schedule meetings on their own; faculty facilitators do not need to be present. Student teams have a discussion forum in Moodle that may be used to communicate about project work in your small group (A, B or C).

The presentation will be in the form of a PowerPoint presentation and include all 10 components listed below (approximately 15-18 slides depending on the number of team members and recommendations). Each member of the team is responsible for submitting the required components below on Moodle by the respective due dates.

**Module 2: Components 1-3 Due on September 15, 2016**
1. Information about your team (1 slide)
2. Background about the hospital (1 slide)
3. Situation and Background about the case (1 slide)

**Module 3: Component 4 Due on October 6, 2016**
4. Assessment: Create a fishbone diagram of at least 3 - 4 contributing problems (1 slide with diagram)

**Module 4: Components 5-7 Due on October 20, 2016**
5. Recommendations: provide at least 3 – 4 recommendations addressing identified contributing problems (1 slide PER recommendation). Each recommendation needs to have evidence to support its value and should be a cost-effective/feasible recommendation.
6. Each team member must address the role of a health professional and state how they would have responded as that professional to the events in the case, including any resources/evidence to support their response. Students may select their own profession or they can select a different profession represented in the case. Each team member must identify a unique professional role in the case. (1 slide per team member)
7. Conclusion regarding recommendations. (1 slide)

**Module 5: Components 8-10 Due on November 3, 2016**
8. Using an “upstream” or “big picture” population health approach, suggest an intervention program or strategy that could have led to problem prevention prior to the case. (1 slide)
9. Describe how your team effectively used TeamSTEPPS principles or communication skills to complete the project. Make reference to TeamSTEPPS principles located in Module 3. (1 slide)
10. Describe the value of an interprofessional approach to health care delivery. Include how interprofessional collaboration will influence your roles as future health care professionals. (1 slide)

The team is responsible for compiling all slides and sending to their facilitator who will use the grading rubric on the following page to determine a final grade for the powerpoint and presentation during the final session. You will have **15 minutes** for your team to present.

**Final Project Presentations: November 14 – 18, 2016 (Exact day and location TBD)**
Sentinel Events and Root Cause Analysis

Sentinel Event:

- An unexpected occurrence involving death or serious physical or psychological injury, or the risk thereof.
- Such events are called "sentinel" because they signal the need for immediate investigation and response.

Root Cause Analysis:

- **Process** for identifying the root cause(s) of an event
- Focus primarily on systems and processes of care
- This is not a process that seeks to assign blame or point fingers at one individual or discipline
- Issues related to individual performance are managed outside of this process

Resource: IHI Open School Course PS 201: Root Cause Analysis

Fishbone Diagram:

A fishbone diagram is used to show the causes of an event, and is commonly used in a root cause analysis to organize analysis of the system components contributing to the sentinel event. An example of a fishbone diagram is below.

```
          The Problem
           /     \
       Cause 4   Cause 3
          |       |
         /     \     /     \     /     \
    Cause 2 Detail  Cause 1 Detail  Detail  Detail
          |       |
         /     \     /     \     /     \     /     \     /     \     /     \     /     \     /     \  
    Detail  Detail  Detail  Detail  Detail  Detail  Detail  Detail
```
# Final Project Grading Rubric

<table>
<thead>
<tr>
<th>Power Point Presentation</th>
<th>1 Below Expectations*</th>
<th>2 Meets Expectations</th>
<th>3 Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Included required components (1-10 on previous page)</td>
<td>Addressed fewer than the 10 required components</td>
<td>Addressed all 10 required components</td>
<td>Included all 10 required components and showed evidence of creativity in design or presentation</td>
</tr>
<tr>
<td>Content addressed contributing factors, recommendations, and population health program or strategy appropriately</td>
<td>Addressed fewer than 3 problems and/or made fewer than 3 recommendations, did not address “upstream” prevention, or failed to cite evidence in recommendations</td>
<td>Addressed 3-4 major problems, presented 3-4 evidence-based cost-effective recommendations, and suggested an appropriate “upstream” prevention program/intervention</td>
<td>Addressed 4 or more major problems, presented at least 3 innovative evidence-based cost-effective recommendations, and suggested a novel or innovative “upstream” prevention program/intervention</td>
</tr>
<tr>
<td>Free of grammatical errors/misspelled words</td>
<td>Grammatical errors and/or misspelled words evident</td>
<td>No grammatical errors or misspelled words</td>
<td>N/A</td>
</tr>
<tr>
<td>Overall Presentation</td>
<td>Presentation went over 18 minutes or did not use time appropriately to present slides, poorly organized, lacked visual interest, or used inappropriate images</td>
<td>Presentation fell within 12-18 minutes and used time appropriately, well organized, visually attractive, and appropriate use of images or media</td>
<td>Presentation was 15 minutes and used time appropriately, well organized, visually unique, and innovative use of images or media</td>
</tr>
</tbody>
</table>

## Teamwork

| Presentation included appropriate reflection of team effort (i.e., all students participated and contributed to the final presentation) | Team did not collaborate or communicate well, not all team members participated and contributed to project | Team communicated well. Each member contributed in a valuable way to the project. | Each member contributed in a valuable way to the project. All data sources indicated a high level of mutual respect and collaboration. |
| TeamSTEPPS application | Failed to address effective use of TeamSTEPPS principles or communication skills | Addressed use of TeamSTEPPS principles or communication skills in project completion | Demonstrated innovation and/or creativity in addressing effective use of TeamSTEPPS principles or communication skills |

*If Below Expectations is rated in two or more areas, students will need to address these deficiencies and re-submit the project presentation.*
Please note – one overall grade is assigned to all questions within each Module. A grade of “below expectations” will be given to any assignment when one part of the assignment falls within “below expectations” criteria described in the rubric. If a student receives below expectations, s/he must resubmit their discussion question answers.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking</td>
<td>Issue/ problem to be considered critically is stated without clarification or description.</td>
<td>Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</td>
</tr>
<tr>
<td>Depth of reflection</td>
<td>Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported.</td>
<td>Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported.</td>
<td>Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported.</td>
</tr>
<tr>
<td>Evidence and practice</td>
<td>Response to the questions expresses opinion without use of appropriate resources, inclusion of evidence based practice or use of logic based response.</td>
<td>Provides a response to the questions; response is based upon appropriate, evidence-based resources and expresses thoughts in a valid, well-reasoned answer (beyond opinion). References are cited.</td>
<td>Provides a response to the questions; response is based on appropriate, evidence-based resources which are cited; and references additional resources to support their response.</td>
</tr>
<tr>
<td>Overall response: length and grammar</td>
<td>Less than substantive response, poor grammar</td>
<td>Substantive response and good grammar</td>
<td>Substantive response, good grammar and comments indicate deeper understanding of course material and/or meaningful response.</td>
</tr>
</tbody>
</table>
**IP 710 Team Evaluation**

**Instructions:** Please review the team evaluation below. You will complete a team evaluation in Moodle in Module 4 and a final evaluation in Module 6.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>The team members communicate with each other clearly and effectively.</td>
<td>Never</td>
</tr>
<tr>
<td>People in this team work together collaboratively to solve problems.</td>
<td>Never</td>
</tr>
<tr>
<td>Leadership in this team creates an environment where things can be accomplished.</td>
<td>Never</td>
</tr>
<tr>
<td>The team holds members accountable for their contributions to the shared goals.</td>
<td>Never</td>
</tr>
<tr>
<td>The team operates in a manner such that everyone shares the same goals, vision and relevant facts when approaching situations and problems.</td>
<td>Never</td>
</tr>
</tbody>
</table>
Module 1: Interprofessional Collaboration

Class: August 29, 2016

**Due Date:** Thursday, September 15 by 11:59 PM

<table>
<thead>
<tr>
<th>Objectives</th>
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</thead>
</table>
| 1. For at least 2 professions other than your own, identify:  
  a. Assumptions about the professions  
  b. What individuals in the professions value about their professional work  
  2. Advocate for health care system improvement.  
  3. Describe effective team behaviors and the impact of disruptive behavior on teams. |

<table>
<thead>
<tr>
<th>Learning Sources</th>
<th>Complete?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the <em>Health Professionals Roles and Training</em> document</td>
<td></td>
</tr>
<tr>
<td>Read the <em>IPEC Competencies</em> document</td>
<td></td>
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<tr>
<td>Review <em>Promoting Professional Conduct</em> presentation slides (PDF)</td>
<td></td>
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<tr>
<td>Video: &quot;Prevalence and Impact of Unprofessional Conduct&quot;</td>
<td></td>
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<tr>
<td>Video: Watch “The Lewis Blackman Story” video</td>
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<tr>
<td>Video: “Interprofessional Collaborative Practice (RWJF)”</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Assessment</th>
<th>Complete?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 Pre-test <em>(must take before you can access learning sources, discussion questions, &amp; post-test)</em></td>
<td></td>
</tr>
<tr>
<td>Module 1 Post-test</td>
<td></td>
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</tbody>
</table>
| Answer online discussion questions on Moodle:  
  1) How would you advance interprofessional collaboration in the health care system today?  
  2) What questions do you still have after going through the course content? Post at least two questions along with one reference you found that supports your discussion around interprofessional collaboration. | |
# Module 2: The Health Care System and Calls for Improvement

**Class:** September 19, 2016  
**Due Date:** Thursday, September 15 by 11:59 PM

| Objectives | 1. Compre U.S. healthcare indicators with other nations.  
| | 2. Describe reimbursement methods in the healthcare system.  
| | 3. Describe extent of preventable medical errors in the U.S. healthcare system.  
| | 4. Discuss methods to improve the quality of healthcare (i.e. reduce medical errors). |

| Learning Sources | Read *To Err is Human* (PDF)  
| | Read *Free from Harm* (URL)  
| | Watch the video *Health Insurance Explained* (URL)  
| | Read the powerpoint on *Getting Your Arms Around the US Health Care System* (PPT)  
| | Read *The Triple Aim: Care, Health, and Cost* (URL)  
| | Read Chapter 14: *Health Care in Four Nations* (URL)  

| Assessment | Module 2 Pre-Test *must take before you can access learning sources, discussion questions, & post-test*  
| | Module 2 Post-Test  
| | Answer online discussion questions on Moodle:  
| | 1) How does interprofessional collaboration align with the triple aim?  
| | Provide examples of how your profession can assist with meeting the triple aim.  
| | 2) What questions do you still have after going through the course content? Post at least two questions along with one reference you found that supported interprofessional collaboration.  

| Other | Submit Final Project Components 1-3 |
Module 3: TeamSTEPPS and Evidence-Based Practice

Class: October 10, 2016
Assignment Due Date: Thursday, October 6 11:59 PM

| Objectives | 1. Describe the principles, tools and strategies of TeamSTEPPS  
2. Discuss and reflect upon observed team dynamics in order to suggest strategies to improve team effectiveness.  
3. Describe the steps of evidence-based decision making. |
|---|---|

| Learning Sources | Complete Introduction to Evidence-Based Practice Module (URL)  
Watch the TeamSTEPPS video (YouTube)  
Read the presentation on Principles of TeamSTEPPS (PDF)  
Watch video: “Sue Sheridan”  
Review TeamSTEPPS Observation Tool and Behavioral Examples |
|---|---|

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Submit TeamSTEPPS Video Rating</th>
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<tr>
<th>Other</th>
<th>Submit Final Component 4</th>
</tr>
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</table>
# Module 4: Population Health and Social Determinants of Health

**Class:** October 24, 2016  
**Due Date:** Thursday, October 20 11:59 PM

<table>
<thead>
<tr>
<th>Objectives</th>
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<tbody>
<tr>
<td>1. Define population health.</td>
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<tr>
<td>2. Identify social determinants of health.</td>
</tr>
<tr>
<td>3. Describe how a social determinant affects the health of an individual and a community.</td>
</tr>
<tr>
<td>4. Describe the responsibilities of clinicians and health care systems in optimizing population-level outcomes with available resources.</td>
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<tr>
<td>5. Provide examples of population-level interventions designed to improve overall health and reduce costs of care.</td>
</tr>
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<table>
<thead>
<tr>
<th>Learning Sources</th>
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<tbody>
<tr>
<td>Complete the Institute for Healthcare Improvement Open School's Introduction to the Triple Aim for Populations: TA 101 Modules (3) (URL)</td>
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<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>Submit IHI Completion Report for TA 101</td>
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<tr>
<td>Complete Team Evaluation</td>
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<tr>
<th>Other</th>
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<tbody>
<tr>
<td>Submit Final Project Components 5-7</td>
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</tbody>
</table>
## Module 5: Health Equity and Ethics

**Class:** November 7, 2016  
**Due Date:** Thursday, November 3 11:59 PM

### Objectives
1. Recognize at least two causes of health disparities in the US and around the world.
2. Describe at least three initiatives to reduce disparities in health and health care.
3. Identify several ways you can help reduce health disparities.
4. Identify how a health care professionals’ own cultural background (e.g., personal and professional) influences care delivery.
5. Identify ethical principles to guide aspects of team work.

### Learning Sources

<table>
<thead>
<tr>
<th>Complete?</th>
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</thead>
<tbody>
<tr>
<td>Complete the Institute for Healthcare Improvement Open School’s Improving Health Equity: TA 102 Modules (URL)</td>
</tr>
<tr>
<td>Read “Theory and practice in interprofessional ethics: A framework for understanding ethical issues in health care teams” (PDF)</td>
</tr>
<tr>
<td>Read “The Chart” (URL)</td>
</tr>
</tbody>
</table>

### Assessment

<table>
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<tr>
<th>Complete?</th>
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</thead>
<tbody>
<tr>
<td>Submit IHI TA 102 Completion Report</td>
</tr>
</tbody>
</table>
| Answer online discussion questions on Moodle: Read the scenario and answer the following:  
1) If you were a member of the health care team, how would your cultural background affect your approach to the situation? Would your cultural background affect your duty to respect the patient’s wishes (autonomy), and to do what is best for the patient (beneficence)?  
2) In “The Chart” by Rafael Campo, the speaker, who is presumably a health care provider, makes an observation about the content of the patient chart. How does this speaker differ from the doctor at the end of the poem?  
3) How does the doctor’s medical error highlight the importance of patient stories & cultural sensitivity? |

### Other

| Submit Final Project Components 8-10 |
Module 6: Final Assignment

Class: Week of November 14
Final Project Due Date: Monday, November 14 11:59 PM
Final Reflection Due Date: Friday, November 18 11:59 PM

| Objectives | 1. Conduct a root cause analysis of a sentinel event  
 | | 2. Developed evidence-based strategies to address causes of errors  
 | | 3. Identify ways in which your team worked effectively  
 | | 4. Self-assess progress towards interprofessional competencies  

| Learning Sources | No learning sources for this module  
 | | See next page for rubric  

| Assessment | Final Project Full Presentation (in class) and submit to Facilitator  
 | | Final Reflection Discussion Post (on Moodle):  
 | | 1) Identify and explain how you applied TeamSTEPPS principles and/or communication tools (Module 3) to complete the team projects during the semester  
 | | 2) Identify IPEC Competencies or Sub-competencies (Module 1) in which you now feel comfortable with your knowledge or ability to apply in practice.  
 | | 3) What was the most valuable lesson you learned from working with students from other professions?  

| Complete? |  

Complete Team Evaluation

Complete Course Evaluation