# Fall 2016 Interprofessional Elective Courses

Please note: All Interprofessional Elective courses require students to contact the course director for permission to enroll in course. Upon approval, students work directly with their college/program to register for IP courses. Feel free to contact the course director or our office with additional questions: 
[baileyje@musc.edu](mailto:baileyje@musc.edu) or 843-792-4048.

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<th>Course number/name</th>
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| **IP 700 Caring for the Community: Focus on Food**  
*Food, caring for the underserved, nutrition instruction and food insecurity all intersect in this interprofessional class. Through in-class seminars, group activities, service-learning at the CARES Student-run Free clinic and community screenings, as well as hands on cooking instruction, students will increase their knowledge and capacity to address food insecurity in the underserved population of our community. Students enrolled in this course receive preference for volunteering at CARES clinic in Mt Pleasant and all CARES related events. 2 s.h.*  
*Course will meet on Wednesday evenings.* | Anita Ramsetty, [ramsetty@musc.edu](mailto:ramsetty@musc.edu) |
| **IP 717 Telehealth Teams of the Future**  
*This online course provides health professions students with detailed examination of the use of telehealth processes to transform healthcare access and delivery. Through an interprofessional context, students will explore clinical, research and educational initiatives currently underway across South Carolina. Students will learn the history and status of telehealth activities; engage with live telehealth learning experiences; understand the use of telehealth to improve healthcare access and population health; explore how team-based and academic/community partnerships can be used to advance care; and embrace the changing models of care resulting from advancing telehealth technologies. Students get real-world experience with the technologies and processes that make telehealth successful. 3 s.h.* | Ragan DuBose-Morris, PhD [duboser@musc.edu](mailto:duboser@musc.edu) |
| **IP 722 Medical Mission International**  
*This course is for students interested in participating in an organized interprofessional medical mission trip or other type of international health program. Through the travel, students are exposed to a cross-cultural and an interprofessional health care experience. Students in various healthcare professions including medicine, nursing, pharmacy, dental medicine, allied health professions, rehabilitation sciences, and health administration, may participate in a trip or program of their selection. Students will participate in a hands-on, experiential learning program with supervision from preceptors in their professional field of study. 2-2.5 s.h.* | Patricia Coker-Bolt, PhD [cokerpc@musc.edu](mailto:cokerpc@musc.edu) |
| **IP 738 Seminars in Research Ethics**  
*This seminar series expands the range of educational opportunities for students who are interested in clinical research ethics (CRE). It comprises hour-long meetings each week with leaders from MUSC research administration and clinical/translational investigators, each of whom focuses on the relation of their offices and activities to CRE. It is part of a fellowship program that leads to a Certificate in Clinical Research Ethics. This course is available both in classroom and online. Students who are on campus and are taking the course for academic credit are expected to attend the classroom seminar; all others are encouraged to attend if on campus or participate online. 1 - 1.5 s.h. Fall.*  
*Tuesdays: 12:00-1:00pm* | Andrea Boan, PhD [boan@musc.edu](mailto:boan@musc.edu) |
Interprofessional Study of Autism Spectrum Disorders (ASD) and Neurodevelopmental (NDs) Disabilities I course (Fall Semester) offers students the opportunity to gain expertise in Autism Spectrum Disorders and Neurodevelopmental disabilities. The course promotes an interprofessional approach to ASD and NDs, with emphasis on the professions of pediatrics, psychology, speech pathology, social work, nursing, occupational therapy, physical therapy, pediatric dentistry, psychiatry, neurology, genetics, special education, and others learning and working together. The course content is based on recommendations made by the AUCD’s Interdisciplinary Training Guide (National Training Directors Council, 2001), and the Core MCH Leadership competencies (http://leadership.mchtraining.net/). In addition to training in typical and atypical childhood development, as well as interprofessional training, life course issues, culture competence, public health, access to care, and family centered care are included in course content. There is a specific emphasis on empirically supported assessment and intervention methods for ASD and other NDs. The course is offered on-line, and lectures may be viewed by students on their own time via the on-line learning management system Moodle. The two courses stand alone; Interprofessional Study of ASD-ND I is not a prerequisite for Interprofessional Study of ASD-ND II. 2 - 2.5 s.h. Fall.

Fundamentals of TeamSTEPPS®
This course introduces the participant to the TeamSTEPPS® Fundamentals course. TeamSTEPPS® is an evidence-based comprehensive teamwork training system designed to improve quality and safety in healthcare and is rooted in over three decades of research in high-stress, high-risk industries such as military aviation. The Fundamentals course is designed for direct patient caregivers and includes tools and strategies specifically designed to improved communications and team-driven outcomes. In addition, the participant will be trained to be a reliable rater of team performance using the TeamSTEPPS® Team Performance Observation Tool. 1 s.h.

Integrated Interprofessional Studies
This course is designed primarily for graduate students who wish to gain an appreciation for the translational relevance of their dissertation/thesis studies through hands-on interprofessional experiences in a clinical setting. Students will select the department that best matches their dissertation work and attend available grand rounds, fellows conferences, departmental seminars, clinical discussion groups (boards), and other available small group conferences or settings within the selected department. Experiences in these activities will be discussed in class. Midway through the semester students will also have the opportunity to attend rounding with the corresponding departmental healthcare team as they visit patients. Students will then reconvene weekly as a class, with the course instructor, to review and discuss cases they have heard and share their experiences. Throughout the semester, students will select 5 cases and write Case Reports (a case summary) that discusses various aspects of the selected case. These Case Reports cover a wide range of topics from the case history, healthcare teams involved, basic science underpinnings, diagnosis, treatment, and future directions. Case Reports become more detailed and comprehensive as the course progresses. The final Case Report will be presented to the class as a PowerPoint presentation at the end of the semester. 3 s.h.

Course meetings: The course time/day will be determined by student and faculty availability.
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<td>IP-770</td>
<td>Culinary Health and Wellness</td>
<td>Students from multiple disciplines will study how the art of cooking and the science of food intersect to promote health and wellness. Students will become familiar with the science behind the role of nutrition in chronic disease prevention and management and will develop skills on how to select, prepare, cook and present foods that promote health and wellness. The class will combine independent reading and discussion and with hands-on experience in the kitchen. <strong>1 s.h.</strong></td>
<td>Susan Johnson, PhD</td>
<td><a href="mailto:johnsusa@musc.edu">johnsusa@musc.edu</a></td>
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<td>Debbie Petitpan, MS, RDN, LDN</td>
<td><a href="mailto:petitpa@musc.edu">petitpa@musc.edu</a></td>
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<td>IP 774</td>
<td>Introduction to Health Literacy and Culture Competency</td>
<td>The purpose of this course is to introduce health profession students to basic principles of health literacy. The course will focus on the issues of low health literacy; writing in plain language; health communication strategies; cultural competency and social determinants of health. Students will work in interprofessional teams on a group project to improve an identified health literacy challenge. <strong>2 s.h.</strong></td>
<td>Monique Hill, MSW</td>
<td><a href="mailto:hillmo@musc.edu">hillmo@musc.edu</a></td>
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<td>IP 776</td>
<td>Interprofessional Educational Technology</td>
<td>This course provides the opportunity to explore educational technology development and application in an interprofessional collaborative manner. After discussion between the student and faculty supervisor, an independent study project related to educational technology will be outlined and will include participation in the development, application, and/or methodological study on the use of a new or existing technology-related educational resource. Projects may also include a thorough literature review of a topic, participation in a research experiment, professional presentation, and/or the learning of a new instructional design method/strategy. Topics will be selected that have application and interest to more than one discipline. <strong>1 s.h.</strong> <strong>Course open to Nursing, OT, and PT students.</strong> <strong>Course meetings: The course time/day will be determined by student and faculty availability.</strong></td>
<td>Amanda Giles, OTD, OTR/L</td>
<td><a href="mailto:gilesak@musc.edu">gilesak@musc.edu</a></td>
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