

OUHSC Interprofessional Provider Wellness Seminar Series
Interprofessional Mindfulness
Fall 2019-Spring 2020
OUHSC Nicholson Tower Auditorium
Select Fridays, See Schedule
12:00-1:00 pm Principles & Practicals
1:00-1:30 pm Embodied Practice
08/2019-04/2020

This syllabus is intended as a guide for this course. Dates, assignments, and evaluation are subject to revision by the instructor and will be announced in advance when possible.

COURSE FACULTY

Course Director: Office of Interdisciplinary Programs
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COURSE DESCRIPTION

This course, when offered, will provide didactic, simulation, and/or hands-on experience to provide qualified learners an opportunity to pursue academic investigation of interprofessional issues. Topic, quantity, and variety of offerings will vary by semester and section number. Course offerings may be sponsored by individual colleges or departments. Course may be repeated.

Course Components: Varies
Delivery method: Varies

Current Offering:

An eight-part seminar series offered to campus participants on the topic of provider wellness through interprofessional mindfulness. Course will evaluate mindfulness from perspective of emotional and social intelligence. First, participants will examine interpersonal emotional and social intelligence strategies for implementation in health workforce settings. Second, concepts will be applied to interprofessional teams with relation to the IPEC Core Competencies for Interprofessional Collaborative Practice with strategies also applied.

PREREQUISITE(S)

Student participants should have completion of the IPE First-Year Experience (All Professions Day) and/or permission of instructor.

CLASS TYPE

Lecture/Clinical

COURSE OBJECTIVES

- Engage in continuous professional and interprofessional development to enhance team performance and collaboration.
- Act with honesty and integrity in relationships with patients, families, communities, and other team members.
- Understand emotional and social intelligence concepts and practice related skills.
- Understand Social Style and Versatility concepts and practice related skills.
- Identify personal areas for development.
- Apply concepts of emotional and social intelligence to interprofessional teams.
- Apply and evaluate strategies for interpersonal and interprofessional mindfulness.

LEARNING OUTCOMES

From the Interprofessional Educators & Practitioners Association curricular framework based on departmental accreditation requirements and the [IPEC Core Competencies for Interprofessional Collaborative Practice](#).

- Competency 1 Work with individuals of other professions to maintain a climate of mutual respect and shared values. (Values/Ethics for Interprofessional Practice)
- Competency 2 Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations. (Roles/Responsibilities)
- Competency 3 Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease. (Interprofessional Communication)
- Competency 4 Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable. (Teams and Teamwork).
- Identify, describe, and compare/contrast the roles and responsibilities of other disciplines to interact, coordinate care, and to emphasize the team approach to patient-centered care; demonstrate knowledge of professional roles and responsibilities while advocating for own profession's role and value on the team during delivery of interprofessional care.
- Recognize the cultural influences and articulate the values and ethics applied to interprofessional team dynamics that impact the delivery of care; demonstrate mutual respect, understanding, and values to meet patient needs while advocating for the value and role of own profession when delivering patient care in an interprofessional team.

CLASS PREPARATION

Participants are responsible for all assigned readings and materials, whether discussed in class or not (including any written or verbal updates, all lecture material, case studies, independent study, other information provided, etc.). All assignments are due on the date listed.

PROFESSIONALISM

Participants are required to meet the professionalism standards set by their program/department.

ATTENDANCE

Participants are expected to arrive on time at all meetings. Student absences should be reported to the student's program/department and team facilitator.

DRESS CODE

Participants are expected to be in professional/clinical dress as outlined in dress code requirements of the participant's program/department.

PARTICIPATION

Learners are expected to participate in the team process according to their agreed upon team strategy. Student learners are held to the practicum participation requirements as set by their program/department.

CONDUCT OF THE COURSE

Instruction Mode

Traditional: Face-To-Face Contact: Instructors interact with students in the same physical space 75% or more of the time.

Required Texts and Materials

- Emotional and Social Competence Inventory (ESCI). Will be provided to participants.
 - Pending numbers, two options, ESCI paid, University version free for research purposes , 150 participants
- Social Style and Versatility assessment. Will be provided to participants.
 - Self- \$38, Multi-rater \$112 per person 150 participants
- WHO: <https://www.who.int/reproductivehealth/self-care-national-health-systems/en/>
- IHI: <http://www.ihl.org/Topics/TripleAim/Pages/default.aspx>

Recommended Reading:

- Bullock, B. G. (2016) *Mindful Relationships: Seven Skills for Success – Integrating the science of mind, body, and brain*. Edinburgh: Handspring Publishing. ISBN-13: 978-1909141704
- Bolton, Robert; Bolton, Dorothy Grover. (2009) *People Styles at Work...And Beyond: Making Bad Relationships Good and Good Relationships Better*. HarperCollins Publishing. ISBN-13: 978-0814413425
- Goldman, Daniel. (2005) *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam. ISBN-13: 978-0553383713
- Goldman, Daniel. (2007) *Social Intelligence: The New Science of Human Relationships*. Bantam. ISBN-13: 978-0553384499
- Cook-Cottone, Catherine. (2015) *Mindfulness and Yoga for Self-Regulation: A Primer for Mental Health Professionals*. ISBN-13: 978-0826198617

Evaluation Methods

Each seminar series will include a pre/post assessment allowing participants to self-reflect on their knowledge regarding the learning objectives. Participants will complete a pre-post assessment of Emotional and Social Competence. Participants will also complete a single assessment of Social Style and Versatility.

Competency attainment will be measured by self-assessment of understanding of and comfort with interpersonal and interprofessional emotional and social intelligence skills.

Grading Rubrics

Participation is pass/fail.

Student Evaluation of the Course (Cannot be included in course grade)

A program evaluation survey will be sent to all participants following completion of the experience.

EVALUATION AND GRADING

Grading Scale

Pass/Fail

Pass:

- Complete Pre-and Post-Emotional and Social Competence Inventory (ESCI)
- Complete Social Style and Versatility assessment
- Complete seminar series evaluation survey
- Attend four of the eight series sessions

COURSE OUTLINE/SCHEDULE

	Seminar Title	Learning Objectives	Learning Activities & Wellness Method	Competency Measurement	Collaborators	Date Offered
Interpersonal Mindfulness using Emotional and Social Intelligence						
1.	Self-Awareness / Know Yourself	<ul style="list-style-type: none"> Define Emotional and Social Intelligence Understand Social Style and Versatility Understand the role of relationship in developing self-awareness 	<ul style="list-style-type: none"> Method: Relationship experiment 1 (insight) 	<ul style="list-style-type: none"> Pre-assessment of ESCI Inventory Social Style and Versatility assessment 	<ul style="list-style-type: none"> Dr. Ibay 	Aug 23, 2019
2.	Self-Management / Control Yourself	<ul style="list-style-type: none"> Understand the role of the Mind-Body connection in emotional regulation Review different techniques to develop emotional flexibility Understand predictable backup behaviors 	<ul style="list-style-type: none"> Method: Mind-Body scan; B.R.E.A.T.H.E.; Box breath; Identify stress triggers Relationship experiment 2 (ego log) 	<ul style="list-style-type: none"> Self-assessment of emotional regulation 	<ul style="list-style-type: none"> Dr. Ibay 	Sep 13, 2019
3.	Social Awareness / Know Others	<ul style="list-style-type: none"> Identify common barriers to communication Understand various social environment and interpersonal dynamics 	<ul style="list-style-type: none"> Method: Listening activities Relationship experiment 3 (resonate) 	<ul style="list-style-type: none"> Self-assessment of empathy 	<ul style="list-style-type: none"> Dr. Ibay Dr. B. Grace Bullard 	Oct 4, 2019
4.	Relationship Management / Do Something for Others	<ul style="list-style-type: none"> Describe the relational aspect of mindfulness Identify the four parts of interpersonal versatility 	<ul style="list-style-type: none"> Method: Listen and Assert Relationship experiment 4 (3-part assertion) 	<ul style="list-style-type: none"> Self-assessment of relationship management 	<ul style="list-style-type: none"> Dr. Ibay 	Nov 8, 2019

	Seminar Title	Learning Objectives	Learning Activities & Wellness Method	Competency Measurement	Collaborators	Date Offered
Interprofessional Mindfulness using Emotional and Social Intelligence						
5.	Role Awareness: Know your Discipline/ Profession	<ul style="list-style-type: none"> Work with individuals of other professions to maintain a climate of mutual respect and shared values. (Values/Ethics for Interprofessional Practice) Understand the role of relationship in developing role-awareness Identify common professional discipline biases 	<ul style="list-style-type: none"> Method: Collective storytelling; Shared mindsets; professional training; Triangulation Relationship experiment 5 (informational interview) 	<ul style="list-style-type: none"> Self-assessment of professional scope of practice 	<ul style="list-style-type: none"> Dr. Ibay 	Jan 24, 2020
6.	Roles / Responsibilities Limitations	<ul style="list-style-type: none"> Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations. (Roles/Responsibilities) Understand the role of the Mind-Body connection in developing professional self-regulation 	<ul style="list-style-type: none"> Method: Not my job! case study; Seek complementary partners Relationship experiment 6 (not my role – practice observing vs interfering/judging) 	<ul style="list-style-type: none"> Self-assessment of professional scope of practice 	<ul style="list-style-type: none"> Dr. Ibay 	Feb 14, 2020

	Seminar Title	Learning Objectives	Learning Activities & Wellness Method	Competency Measurement	Collaborators	Date Offered
7.	Recognize Other Disciplines/ Professions	<ul style="list-style-type: none"> Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease. (Interprofessional Communication) Understand interprofessional practice environments and interprofessional power dynamics Identify common barriers to interprofessional communication 	<ul style="list-style-type: none"> Method: Rotational observations (12/24 hr) Communication framework Mediation Professional jargon Relationship experiment 7 (no-owner issues; missing conversations) 	<ul style="list-style-type: none"> Self-assessment of professional scope of practice of other care team members 	<ul style="list-style-type: none"> Dr. Ibay Dr. B. Grace Bullard 	Mar 6, 2020
8.	Do Something for Others, IPE	<ul style="list-style-type: none"> Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable. (Teams and Teamwork) Describe the interprofessional aspect of mindfulness Identify the four parts of interprofessional versatility 	<ul style="list-style-type: none"> Method: Who's the leader?, Complete the past Relationship experiment 8 (past → future → present) 	<ul style="list-style-type: none"> Post-assessment of ESCI Inventory 	<ul style="list-style-type: none"> Dr. Ibay 	Apr 3, 2020

Required Policy Statements

This syllabus is intended as a guide for this course. Dates, assignments, and evaluation are subject to revision by the instructor. Any such revisions will be announced in advance.

Copyright

This syllabus and all related course material are protected under US Copyright Law and may not be further disseminated in any form or format without the prior explicit written consent of the faculty member. Failure to comply with this provision may subject the student to disciplinary action and/or state or federal action.

Student Professional Behavior in an Academic Program

Ethical and professional behaviors are considered a core competency in an academic program and thus are key factors in a student's good academic standing. Upon acceptance of an offer of admission, the student commits to comply with all professional conduct regulations established by the University, respective college, and program. The complete Student Professional Behavior in an Academic Program policy is at www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf.

Academic Misconduct Code

The Academic Misconduct Code describes academic misconduct as any acts intended to improperly affect the evaluation of a student's academic performance or achievement. Academic Misconduct includes but is not limited to cheating, plagiarism, fabrication, fraud, destruction, bribery or intimidation, assisting others in any act proscribed by the Code, or attempting to engage in such acts. The policy and procedures related to academic misconduct are detailed in the Academic Misconduct Code found in Appendix C of the Faculty Handbook at www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf.

Academic Appeals

The Academic Appeals policy outlines the procedure a student must follow to request a hearing for appeals related to evaluation in a course, thesis or dissertation defense, or general or comprehensive exam. It also outlines the appeal process for a suspension or dismissal or under the Student Professional Behavior in an Academic Program Policy and for appeals of decisions resulting in dismissal, expulsion, or suspension from a program or of being required to repeat a semester of year. The sole basis for an academic appeal is an alleged prejudiced or capricious academic evaluation or decision. Policy and procedure details are in Appendix C of the Faculty Handbook at www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf.

Accommodation on the Basis of Disability

The University of Oklahoma is committed to the goal of achieving equal educational opportunity and full participation for students with disabilities. Accommodations on the basis of disability are available by contacting the Disability Resource Center (DRC) by email at drc@ou.edu or by calling (405) 325-3852 or Voice (405) 325-4173/TDD. Information on policies and registration with the Disability Resource Center may be found on the DRC website at: www.ou.edu/drc. Students requesting accommodations related to work in a course must contact the DRC as soon as possible; accommodations are not made retroactively.

Sexual Misconduct

For issues regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including Advocates-On-Call 24/7, counseling services, mutual “No Contact orders,” scheduling adjustments, and disciplinary sanctions against the perpetrator. Information is available from the Sexual Misconduct Office at (405) 325-2215 (8AM-5PM) or the Sexual Assault Response Team at (405) 605-0013 (24/7).

Adjustment for Pregnancy/Childbirth Related Issues

Students needing modifications or adjustments to course requirements because of documented pregnancy-related or childbirth-related issues should contact the college’s Assistant/Associate Dean for Student Affairs (or academic advisor) or the Disability Resources Center (www.ou.edu/drc) as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. See www.ou.edu/content/eoo/faqs/pregnancy-faqs.html for answers to commonly asked questions.

Course Drop/University Withdrawal

The student is responsible to submit required University paperwork before the deadlines to drop or withdraw from a course, shown in the Academic Calendar at <http://admissions.ouhsc.edu/AcademicCalendar.aspx>. Missed homework and examination grades will be entered as a grade of zero if a student fails to formally drop the course or withdraw from the University.

Encryption

Students and trainees must have personally-owned and University-issued laptops, smartphones, and external storage devices, such as flash drives and hard drives, that are used for University Business, encrypted by Campus IT through a Device Security Clinic <http://ouhsc.edu/registerdevice> or similar, prior to using the device for University Business (unless they have been notified by College or Department personnel that they are specifically, individually exempt). University Business does include checking HSC email. Removal of encryption by Campus IT is required upon a student’s departure from the University.

HIPAA Compliance. The University of Oklahoma complies with all federal and state laws related to the confidentiality of patient and research participant medical information, including the Privacy and Security Regulations issued pursuant to the Health Insurance Portability and Accountability Act (HIPAA). Students are required to comply with these laws and related University policies and procedures, including the HIPAA Privacy and Security policies <http://ouhsc.edu/hipaa/policies.asp>. Students are required to complete the University’s mandatory annual HIPAA training at <http://ouhsc.edu/hipaa>. Students must also comply with the related policies and procedures of their departments and any facilities in which they rotate.

- **Responsible Conduct of Research.** Students, as members of the University community, have the responsibility to ensure the integrity and ethical standards of any research activity

with which they are associated directly or of which they have sufficient knowledge to determine its appropriateness. Students are governed by the Policy on Ethics in Research (Faculty Handbook Section 3.25) at

www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf.

- **Distance Learning Notification:** In a Distance Learning Classroom (DLC), a student's voice, physical presence, materials, and participation in classroom activities may be transmitted to distance learning sites and videotaped or digitally captured. DLC video/digital archives are used internally by the University for educational and informational purposes.