



## Schools of Education, Nursing, and Social Work

### INTER PROFESSIONAL COLLABORATION AND PRACTICE IN URBAN SCHOOLS AND COMMUNITIES

#### Summer Session I

May 10 & 15 – Room 1119

June 14-21 - Room ES 1128

#### I. Course Instructors

Name	School	Address	Phone	E-Mail
Anne Belcher	Nursing	NU 461	274-4750	abelche@iupui.edu
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#### II. Course Location and Time

The seminar is scheduled to meet for four hours every day. The course initially meets on Wednesday, May 10 and Monday, May 15 at 5:45 pm – 7:00 Monday through Friday from 8:30 am – 12:30 pm. The class meets in ES1128.

#### III. Course Text

##### Required

The instructors will provide articles through Oncourse or will be distributed in class. You will be required to purchase Jonathan Kozol's *Amazing Grace*. This book is available at most bookstores, online at Amazon.com or Barnes and Nobles.com.

- Kozol, Jonathan (1995). Amazing grace. New York: Harper

##### Recommended

These books are not required for this course but are highly recommended for students interested in a deeper understanding of some of the concepts discussed in this course.

- Calfee, D, Wittwer, F., Meredith, M. (1998). *Building a full-service school: A stop-by-step guide*. San Francisco, CA: Jossey-Bass.
- Dryfoos, J., Quinn, J., Barkin, C. (2005) *Community schools in action: Lessons from a decade of practice*. New York, NY: Oxford University Press.
- Epstein, J. (2001) *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.
- Hooper-Briar, K. & Lawson, H. (1996). *Expanding partnerships for vulnerable children, youth, and families*. Alexandria, VA: Council on Social Work Education.
- Pounder, D. (1998). *Restructuring schools for collaboration: Promises and pitfalls*. Albany, NY: State University of New York Press.
- Weiss, H.; Kreider, H., Lopez, M., Chatman, C. (2005) *Preparing educators to involve families: From theory to practice*. Thousand Oaks, CA: Sage.

#### **IV. Course Rationale and Description**

Professional Practice in Urban Schools and Communities is an interdisciplinary seminar for undergraduate/graduate students designed to prepare professionals to work collaboratively by engaging you in a critical analysis of contemporary issues using a variety of philosophical approaches and practice examples. No one professional can know enough to meet or anticipate all the needs of children, families, or he/ she faces. Professional practitioners, at all levels, are realizing that the demographic changes in our society are requiring people who have expertise and the ability to work together in creative, innovative ways.

The overall aim of this course is to assist professionals in integrating their expertise to better serve children and families. The seminar focuses on the development of Interprofessional Practitioners through the Schools of Education, Nursing, and Social Work. The curriculum plan, while specifying some intended learning outcomes, is decidedly one that values the ethic of social justice and builds on the questions, problems raised, and experiences of students in professional practice at the university. Principles of inter-professional practice include a focus on prevention of problems; cultural competence; supportive development of youth, families, and communities; provision of high quality services that meet professional standards; integration of services into schools and communities; accessibility; and collaborative advocacy of systemic and comprehensive services. An expected outcome of this process is the development of a community of leaders who are committed to social justice, cultural competence, and ethical values in urban communities. Inter-professional practitioners working in an ecological, holistic way

- Are service oriented
- Integrate critical inquiry and reflective practice
- Anticipate and effect change, decision making and conflict resolution
- Are skilled inter-professional communicators and leaders
- Are effective in collaborative team building
- Are culturally competent and value social justice
- View the student in the context of their family and the larger community and society

#### **V. Course Objectives**

On completion of this seminar, students are expected to

1. Demonstrate effective communication at two levels: the interprofessional practice level and the student/family level.
2. Recognize, analyze, and critique his/her personal and professional cultural beliefs and biases and evaluate the impact of these beliefs on one's interprofessional practice.
3. Apply the concepts related to cultural relevancy and be able to infuse them into interprofessional practice.
4. Recognize and evaluate the principles, values, interests, and concerns operating within schools and communities as important components for developing advocacy strategies and public policies.
5. Analyze the impact of policy on access, costs, and/or quality of life concerns in their respective practice settings.
6. Develop critical thinking and inquiry skills to refine interprofessional practice by engaging in solo reflection, group deliberations, and cooperative inquiry.
7. Identify and assess the range of resources available and needed within communities and collaborate to develop school, family, and organizational partnerships to access resources and build services.
8. Create a "community of leaders" which incorporates ideas of effective management, transformational

leadership, concepts of power, control, trust, commitment, motivation, ethics, effective communication, and change.

9. Locate and review relevant literature and research findings for incorporation into one's own interprofessional practice.

## **VI. Course Construction, Philosophy, and Assignments**

In this seminar, teaching and learning is viewed as an integrated phenomenon in which both instructors and students participate in the creation of knowledge about interprofessional work in urban communities. A multi-disciplinary team of instructors will facilitate the learning process. You are encouraged to identify and contribute relevant literature to the seminar. We suggest that you complete the reading assignments before class, participate in class discussions, engage in self-reflection, small group projects, and generate case studies from our professional practice and significant life experiences. Faculty will work together with students to deconstruct individualist ideas of practice and construct a model for interprofessional practice. Several individuals who have distinguished themselves in community work will serve as "community faculty."

### ***E-mail and Oncourse***

Students are required to have an active **email account**. Email accounts are available to all IUPUI students. Computer labs where students can use email accounts also are available at various locations throughout the IUPUI campus. Students also are expected to use Oncourse. We will post announcements and course material to Oncourse on a regular basis. Oncourse also includes access to websites of interest.

### ***Adaptive Educational Services***

If you have special needs that may require modification of instruction or assessment, please contact the Office of Adaptive Educational Services at IUPUI. Visit the office website for eligibility requirements at [http://www.iupui.edu/it/aes\\_html/aes000.htm](http://www.iupui.edu/it/aes_html/aes000.htm) or call 317-274-3241 (TDD/TTY: 317-278-2050).

## **VII. Course Assignments**

### ***Kozol Readings - 100 points***

The Kozol assignment requires that you identify five passages from the book that leave you with an impression or remind you of a personal experience. As you read Amazing Grace, select five passages that leave you with an impression or remind you of a cultural experience you had. Type each of the passages and write your response to that passage. We will discuss your selected passages in small groups on June 19, 2006. You will be graded on your participation in the group discussion and on how well you demonstrate critical thinking and reflection in your reaction to the passage you selected.

### ***Class Participation, Collaboration and Professionalism – 100 points***

Class attendance for this seminar is mandatory. Class participation includes class discussions and group collaboration. Class participation also requires critical thinking and the application of the reading assignments to discussions and course reflections. Group interprofessional collaboration is also a critical part of this course. Peer assessments will be completed at the end of the group assignment to determine the interprofessional collaborative group processes and outcomes.

### ***Class Reflections and Oncourse Discussion – 200 points***

In-class reflections will be completed from 11:30 to noon. Your reflections should demonstrate how you are applying the concepts from the assigned readings to your ideas about interprofessional collaboration and other topics associated with the class. The reflections are due at the end of class on June 15, 16, 19, 20. Each reflection is worth 25 points. Two Oncourse discussions will be worth 50 points each. The discussion forum will be posted on June 14 and 21 and must participate in the forum no later than Friday of that same week.

### **Interprofessional Collaborative Practice Group Project – 200 points**

Early in this course, you will have an opportunity to visit a community a community-based organization. This field experience will take place on June 14, 2006 during our regular class period and attendance is mandatory

This assignment requires the creation of an interdisciplinary group project. In small groups, students will collaborate to document inquiry of the community center. Building upon the small group exercise you completed in class, you will develop a proposal that reflects an interdisciplinary team approach to a school and/or community concern. Questions you should ask include: 1) what are the issues in the school and community that the proposal will address? 2) What data supports the assets/deficits of the school/community?

As a group, you should consider an inquiry topic to research. In your final report (written report and presentation), integrate the following information to support your topic.

- ✓ Identify the demographics of the community.
- ✓ State what are the community issues? (identify your methodology for ascertaining this information).
- ✓ Review the literature related to the issue or topic you selected.
- ✓ State what resources are available to the community.
- ✓ A critical part of your report is the discussion or the opportunities and challenges of Interprofessional collaboration in addressing problems.
- ✓ We expect to see a reflection of the knowledge gained from our class meetings, readings, and research.

Your final written report should be submitted on the day of your presentation, June 21, 2006. Each group may receive up to 200 points for this project. Please let us know in advance if your team will need a computer for a Power Point presentation. Your project will be assessed based on the following criteria:

Criteria	Points
Demographics and description of the community	15
Research findings (interviews, surveys, observation etc.)	20
Literature Review	25
Interprofessional collaborative statement	40
Group collaboration	50
Presentation	50
<b>Total points</b>	<b>200</b>

### **IX. Course Policies**

The following course policies will be in effect:

1. Students are expected to attend class every session, to arrive on time, and to prepare by reading the assigned readings and reflecting on them prior to class.
2. Academic dishonesty (including cheating on exams and plagiarism in papers) is not consistent with ethical conduct in inter-professional practice and is unacceptable. In cases of academic dishonesty, university guidelines will be followed. Any student caught cheating or plagiarizing (offering the work of someone else as one's own) will fail the course. To avoid plagiarism, credit sources whenever you use someone else's language or ideas. Such crediting must be detailed and specific. Normally, simply including a work in your list of references is insufficient. Rather, you must specifically acknowledge a source each time you use that source, paragraph-by-paragraph, even sentence-by-sentence, as necessary. See the APA Manual for guidelines for in-text references and the [IUPUI Student Handbook on Student Rights and Responsibilities](#).
3. Students are expected to respect the opinions and feelings of other students, instructors, and guest speakers, even though they differ from their own and to demonstrate respect through their behavior.

4. A formal evaluation of the course and its instruction will be completed at the end of the course, consistent with the Schools' Academic Policies. Student suggestions and feedback have been helpful in shaping the structure of this course.

## X. Calendar at a Glance

Date	Topics	Reading and Assignments
May 10	Introduction to course – Defining Interprofessional Collaboration - All Communication – (case studies) – Anne Belcher Oncourse orientation - Monica Medina	Dryfoos Murtadha, Belcher et al
May 15	Community Resources – Elsa Iverson Cultural Competency – Monica Medina	Lawson and Briar – Connecting the Dots Diller & Moule – Cultural Competency
May 24	Oncourse Discussion – Participatory Action Research - Anne Belcher	Higgins & Metzler - -Implementing Community Based Participatory Research
June 7	Oncourse Discussion - Reflective Practice Case studies – Elsa Iverson	Russ – Reflective Practice
June 14	Debrief online discussions Assign groups and review – Interprofessional Collaborative Practice Group Project	Groups visit community centers
June 15	Cycle of Oppression (Primos and Segundans) Visit from Jackie Garvey Group time	Gorski -Savage Unrealities Payne- Understanding Poverty <i>Reflection</i>
June 16	Policy and Power – Anne Belcher Visit from John Day -	Group time <i>Reflection</i>
June 19	Amazing Grace Discussion – Monica Medina Group time	Kozol – <i>Amazing Grace</i> <i>Reflection</i>
June 20	Leadership – Pat Stafford	Crow – Implications for Leadership <i>Reflection</i>
June 21	Presentations - Course Evaluation	<i>Group Project Paper</i>