

2016

779-03 Applied Interprofessional Collaboration

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XAVIER UNIVERSITY

College of Professional Sciences
Collaborate Innovate Educate
APPLIED INTERPROFESSIONAL COLLABORATION

Spring 2016

Course Number & Title:

NURS 779 Applied Interprofessional Collaboration

*EDSP 203/503 Special Education Communication and Collaboration **

Number of Credits: 1 semester lab credit (3 contact hours per week)

Exception: *IP content covered through 779 meets the equivalent of 1 credit hour of course requirements for EDSP 203/ 503. The remaining two credit hours are completed as content specific to Special Education and separate from the 779 course and its content.

Pre requisites: None

Time & Location:

Wednesday 03 Section: 4:15-5:30 Room

Simulations: 133a and 133b Cohen

Faculty: Lisa Niehaus (Nursing), Jackie Clippinger (Nursing), [Susan Schmidt \(Nursing\)](#), [Mary Beth Doyle \(Nursing\)](#), [Janet Schultz \(Psychology\)](#), Kathy Winterman (Education – Special Education), [Sr. Nancy Linenkugel \(Health Services Administration\)](#), [TBA \(Occupational Therapy\)](#). (Faculty list in blue font varies pending semester and section)

Nursing Integration Faculty: Kim Toole (FNP), Judi Godsey (Informatics), Linda Schmid (MSN Education), Marie Reynolds (MSN Administration and Healthcare Law)

Lead Faculty: Lisa Niehaus

OFFICE HOURS: by appointment

OFFICE: Cohen 115

EMAIL: niehausl1@xavier.edu

PHONE: 513-745-1907

Course Description:

The vision of interprofessional collaborative practice is safe, high quality accessible, patient/client centered care. How does your profession contribute to integration of care and improve the health of families and communities? Interprofessional care recognizes a culture of respect, concisely clear communication, interdependent care for client-centered outcomes, and integration of services through shared decision making. This course will provide students with an opportunity to practice across disciplines in teams to meet the needs of individuals, families and the community. *This is a 1 credit practitioner course which means approximately 3 hours of work per week.*

Xavier University Mission Statement:

Our mission is to educate each student intellectually, morally, and spiritually. We create learning opportunities through rigorous academic and professional programs integrated with co-curricular engagement. In an inclusive environment of open and free inquiry, we prepare students for a world that is diverse, complex and increasingly interdependent. Driven by our commitment to the common good and to the education of the whole person, the Xavier community challenges and supports students as they cultivate lives of reflection, compassion and informed action.

College of Professional Sciences:

CPS prepares undergraduate and graduate students in the Catholic Jesuit tradition intellectually, morally, and spiritually for careers and professions of service by: challenging students to strive for academic excellence and life-long learning, providing applied experiences grounded in theoretical foundations, promoting collaboration and community partnerships, incorporating research, scholarship, and innovation, integrating ethical behavior and a respect for individual differences and diversity

COURSE OBJECTIVES:

The reading materials, pre-class modules and class activities are designed for exploration of the potential for interprofessional collaborative practice to improve population health and the characteristics of successful teams. The student is invited to delve deep into the questions proposed in the course description by participation as an active learner in the course. Through exploration, the student will develop thinking, knowledge and understanding in the following:

Objectives	“Interprofessional Collaborative Practice Competency Domains”	Course Evaluation Strategies
1. Understand and implement the common language of interprofessional collaboration	#3 Interprofessional Communications	#1, 2, 3 &4
2. Communicate your professional roles and responsibilities as an interprofessional team member. Recognize the similarities and differences of other professions.	#2 Roles & Responsibilities	#1, 2, 3 &4

3. Describe the unique cultures, values, roles/responsibilities, and expertise of health-related and educational professions (IPEC-CC-VE, 2011, p. 17)	#1 Values/Ethics of Interprofessional Practice #2 Roles & Responsibilities	#1, 2, 3 & 4
4. Implement team dynamics to perform effectively in varied team roles demonstrating a culture of respect and collaborative problem resolution.	#1 Values/Ethics of Interprofessional Practice #4 Team & Teamwork	#1, 2, & 3
5. Communicate with individuals, families, communities and health-related/education professionals in a responsive and responsible manner that supports a team approach	#2 Roles & Responsibilities #3 Interprofessional Communications #4 Team & Teamwork	#1, 2, & 3
6. Work together to constructively resolve ethical dilemmas and interprofessional disagreements for the optimal outcomes of the individual/family/community/population centered care.	#1 Values/Ethics of Interprofessional Practice #4 Team & Teamwork	#1, 2, & 3

Reading, writing and thinking:

The journey of exploration begins with the reading assignments.

The reading material that you will read, analyze and think about is:

Interprofessional Education Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel*. Interprofessional Education Collaborative. Washington, D.C (posted on Canvas course's Home page under title Important Documents)

Swensen, S., Pugh, M., McMullan, C., Kabcenell, A. (2013). *High-Impact leadership: Improve care, improve the health of populations, and reduce costs*. IHI White Paper. Cambridge, Massachusetts: Institute for Healthcare Improvement; 2013. Retrieved from <http://www.ihl.org/resources/Pages/IHIWhitePapers/HighImpactLeadership.aspx> (posted on Canvas course's Home page under title Important Documents)

Nundy, S., Oswald, J. (2014). *The Leading Edge Relationship-Centered Care: A new paradigm for population health management*. ElsevierInc. Retrieved from <http://www.sciencedirect.com/science/article/pii/S2213076414000888> 2014. (posted on Canvas course's Home page under title Important Documents)

Kotter, J., & Rathgeber, H. (2005). *Our iceberg is melting: Changing and succeeding under any conditions*. New York: St. Martin's Press.

Agency for Healthcare Research and Quality, Team STEPPS Pocket Guide. Retrieved from

<http://teamstepps.ahrq.gov/> (posted on Canvas course's Home page under title Important Documents) Ordering details for free printed copy under Module 2

Winterman, K., & Rosas, C. (2014). The IEP checklist: Your guide to creating meaningful and compliant IEPs 1st Edition. Baltimore Maryland: Paul H. Brookes. (Free copy provided through Women of Excellence Grant, Fall 2015)

Additional Resources: (see **Bibliography**) websites – other components

TEAMSTEPPS - <http://teamstepps.ahrq.gov/>

Institute for Healthcare Improvement Open School-
<http://www.ihl.org/offerings/IHIOpenSchool/Pages/default.aspx>

Teaching/Learning Strategies:

A key element is engagement and participation in the course activities. This course is web enhanced. Some class content will be on line using Canvas. A variety of instructional methods will be used such as, simulations, guest speakers, group discussions and activities, individual readings, and written assignments. No credit will be given for class participation activities if the student is not present. Students should check the course Canvas site for Pre-class Modules and come to class prepared to discuss/participate. Early communication with the faculty is necessary for any difficulties related to course assignments, requirements and/or technical problems.

ASSIGNMENT OUTLINE/ AND DUE DATES are located by scrolling to the bottom of Canvas Course Home Page. By clicking on the Titles listed under the Details heading students are able to navigate to information describing which module contains the assignments. Contained within the information will also be a link in blue colored ink that can be clicked to navigate to the Modules Listing. Navigation to Modules is also possible by clicking the title Modules from the menu list (located on the left side of the Canvas Course Home Page). Clicking on the title Modules will populate the Modules List.

This class uses Canvas to supplement course information and augment the learning environment. The Canvas platform provides faculty information, schedule of assignments, clear links to learning resources and access to grade book. Students should access email and Canvas regularly in order to remain informed and to view/submit weekly course activities.

All assignments are to be submitted electronically through Canvas. Assignments should not be handed in via paper or e-mail.

Caveat: The schedule and procedure in this course are subject to change in the event of extenuating circumstances as well as class learning needs and desires.

EVALUATION STRATEGIES:

Undergraduate

- | | |
|--|-----|
| 1. Team Project | 20% |
| 2. Attendance/ Informed Participation (1% each week) | 15% |
| 3. Module assignments (total of all pre-class assignments, simulations, Case studies and Class activities) | 65% |

Graduate

- | | |
|--|------|
| 1. Team Project | 20% |
| 2. Attendance/ Informed Participation (0.5% each week) | 10% |
| 3. Module activities (total of all pre-class assignments, simulations, Case studies and Class activities per Canvas Modules) | 60% |
| 4. Reflection Paper | 10 % |

GRADING SCALE:

Graduate Courses

(NURS, HSA, PSYC, EDSP)

100-90%	A
89-84%	B
83-75%	C
74- 0 %	F

MOCT Graduate Grading Scale

100-93%	A
92-85%	B
84-77%	C
76-0%	F

Undergraduate Courses

100-90%	A
89-80%	B
79-70%	C
60-69%	D
59-0%	F

DESCRIPTION OF ASSIGNMENTS:

All written work and presentations are due on the date written in the Assignment Outline. Specific due dates contained in modules is located on first content page of each Module. All assignments are to be posted electronically through the Canvas Assignment feature, using the proper format indicated in the assignment description. Late assignments will be decreased by 50% of total points each day the assignment is late unless prior arrangements have been made with the instructor. All assignments must be typed in Times Roman 12-point font. Students should access email and Canvas regularly in order to remain informed and to view/submit weekly course activities.

(All assignments are to be submitted electronically through Canvas. Assignments should not be handed in via paper or e-mail.)

TEAM PROJECT:

The Team Project is due last day of class. Students will be graded on their ability to apply collaborative skills in application. All students will be assigned a team in which they will learn, work, and grow over the months of October and November. Each team will include a diverse

group of students that represent a variety of professional disciplines and a parent of a child with a disability. After learning new strategies for teaming, laws related to special education, and IEP development, each team will develop an IEP for the child that the parent represents.

The key components of the presentations are:

1. Identify the population being served.
2. Define the problem fully
3. Discuss the challenges faced by the family and student.
4. Discuss proposed IEP goals and objective
5. How the different roles of the team are integrated in the IEP goals is defined
6. A recommendation for collaborative solution for the problem stated

Undergraduate Team Project Rubric

Criteria	15 Percentage Points Possible
Students introduce themselves prior to presentation. Introduction includes a purpose statement.	1 Point
Each student participates in the presentation	1 Point
Slides are clear, organized, professionally designed with attention to proper spelling and grammar.	1 Point
Students are dressed professionally. Presentation reflects professional demeanor and demonstrates knowledge of topic.	1 Point
Students use slides only as bullet points to guide the discussion, but DOES NOT READ SLIDES. Speaks audibly, at a moderate rate and makes eye contact.	1 Point
Content is clearly and succinctly communicated. Completes presentation within designated time	2 Point
The problem is clearly defined.	1 Points
The challenges faced by the family and student are discussed.	1 Points
The population being served is identified.	1 Points
The proposed IEP goals and objective are discussed	1.5
How the different roles of the team are integrated in the IEP goals is defined	1.5
A recommendation for collaborative solution for the problem stated	2

Graduate Team Project Rubric

Criteria	20 Percentage Points Possible
Students introduce themselves prior to presentation. Introduction includes a purpose statement.	0.5 Points
Each student participates in the presentation	0.5 Points
Slides are clear, organized, professionally designed with attention to proper spelling and grammar.	1.0 Points
Students are dressed professionally. Presentation reflects professional demeanor and demonstrates knowledge of topic.	0.5 Points

Students use slides only as bullet points to guide the discussion, but DOES NOT READ SLIDES. Speaks audibly, at a moderate rate and makes eye contact.	0.5 Points
Content is clearly and succinctly communicated. Completes presentation within designated time	0.5 Points
The problem is clearly defined.	2.5 Points
Discuss the challenges faced by the family and student	2.5 Points
The population being served is identified.	2.5 Points
The proposed IEP goals and objective are discussed	2.5 Points
How the different roles of the team are integrated in the IEP goals is defined	2.5 Points
A recommendation for collaborative solution for the problem stated	4 Points

ATTENDANCE/ INFORMED PARTICIPATION:

Attendance is essential for participation in discussion and sharing with other students (15% points undergraduate/10% points graduate) is required. Class participation should demonstrate active involvement with the material being considered. Students will share their perspective about their own ideas and consider the ideas of others. Students will have a shared responsibility for learning and for creating and sustaining the learning community that will be developed within the context of this course.

Satisfactory attendance and informed participation is required for lab courses. Students are expected to participate actively throughout the duration of this course and all assignments are expected to be submitted on or before the due date.

Faculty recognizes that students are balancing multiple responsibilities outside of the course and wish to be flexible in this regard. However, “informed” participatory learning mandates that students attend class in order to optimally meet course objectives. Hence, failure to be present for participation will be reflected in the course grade. Please do not request exceptions to this policy.

MODULE ASSIGNMENTS AND CLASS ACTIVITIES:

All assignments, projects, reflection and module materials are presented in Canvas Modules. The specific assignments due each week are described on the initial page of each module. The initial page of the module contains a table that lists the due dates for the module and is a guide to verify if all assignments are completed. All assignments have rubrics for grading which are also located through the assignments of Canvas. It is beneficial for you to review the assignments carefully and fully review the rubric to recognize all aspects for grading of the assignment.

Completing assigned modules before class and responding to the assigned homework questions are the first step in preparing for each class activity. Each class will not only address the assigned class activity, but also use the course materials presented to build our collective understanding of the course’s core themes. Students need to listen carefully, think about what others are saying in the light of other course materials or previous discussions, and respond to others’ comments and questions in ways that encourage participation and reflection.

Module Assignment/Class Activity and Team Rotation schedule: Section- 03

- First day of class case study days all teams meet in Cohen ____
- On *Sim* days teams meet in Cohen 133a
- On *Project* days all teams meet in Cohen ____

Class Dates	Class Activity	Sim	Case	Project	Canvas Assignment Topic <i>*Follow table within first module page for module assignment due dates.</i>
Jan 13	Intro to course and concepts				Module 1, Intro
Jan 20	Online assignment, Read Iceberg				Module 2 Read Iceberg
Jan 27	Role Responsibility/ Penguin discussion				Module 3 Team Structure
Feb. 1	HIP 3:05-4:15 PM room TBA	Change from class meeting day* Alternative assignment for students unable to attend HIP			Module 4 Leadership
Feb 10	Rotation	1,2			Module 5 Communication
Feb 17	Rotation		1,2		Module 6 IHI Communicating after Adverse Events
Feb 24	Rotation	1,2			Module 7 Situation Monitoring
March 2	Rotation		1,2		Module 8 Mutual Support
March 7-11	Spring Break				
March 16	Online assignment,			1,2	Module 9- IEP
March 23	Online assignment,			1,2	Module 10 IEP
March 30	Online assignment,			1,2	Module 11 IEP
April 6	Project meet with parent			1,2	Module 12
April 13	Project meet with parent			1,2	Module 13
April 20	Project work day			1,2	Module 14 Reflection

					Paper due
April 27	Presentations All class meet together				Module 15 Team Project Presentation

REFLECTION PAPER: (Graduate Level Students)

The reflective paper provides an opportunity to demonstrate application of the four domains of collaborative practice described in the Interprofessional Education Collaborative and to process the experiences of this course. The Reflection Paper should reflect personal and professional growth. Reflection demonstrates application of Interprofessional Core Competencies from the four domains: Roles/Responsibilities, Communication, Values/Ethics and Teams/Teamwork. Write a minimum 1 page per domain. Include citations of sources. The deep reflection should:

- Demonstrate personal growth and identify new insights gained and impact on your professional practice from content in the course.
- Explain each domain and the related competencies.
- Describe which competency will be primary in your practice and include rationale behind your premise.

Criteria	Insightful	Adequate	Minimal	Absent	
Reflection on Growth	Reflection demonstrates insightful identification of own personal growth and knowledge gained. (3 points)	Reflection demonstrates identification of own personal growth and knowledge gained. (2 points)	Reflection minimally demonstrates identification of own personal growth and knowledge gained. (1 point)	Reflection did not address this component. (0 points)	3
Reflection on competencies and domains	Reflection demonstrates knowledge and application of the competencies from the four domains of Interprofessional Collaboration.	Reflection demonstrates knowledge and application of some of the four domains of Interprofessional Collaboration.	Reflection demonstrates minimal knowledge and application of the four domains of Interprofessional Collaboration (Minimum of 2 paragraphs per	Reflection did not address this component.	3

	(3 points)	(2 points)	domain) (1 point)	(0 points)	
Reflection on impact of knowledge on current practice	Reflection demonstrates an insightful description of how the knowledge garnered in this course will be used in your current practice setting. (3 points)	Reflection demonstrates a description of how the knowledge garnered in this course will be used in your current practice setting. (2 points)	Reflection minimally demonstrates a description of how the knowledge garnered in this course will be used in your current practice setting. (1 point)	Reflection did not address this component. (0 points)	3
Reflection on primary competency	Reflection contained an insightful description of which competency will be primary in your practice and includes rationale behind your premise. (3 points)	Reflection contained a description of which competency will be primary in your practice and includes rationale behind your premise. (2 points)	Reflection minimally contained a description of which competency will be primary in your practice and includes rationale behind your premise. (1 point)	Reflection did not address this component. (0 points)	3
Professional language	Consistently uses professional language that reflects significant understanding of concepts (2.0 points)	Frequently uses professional language that demonstrates some understanding of concepts (1.0 point)	Rarely uses professional language. Demonstrates minimal to no understanding of concepts (0.5 points)		2
APA Format	Consistently uses APA format throughout the reflection. (1 point)	Frequently uses APA format throughout the reflection. (0.75 points)	Rarely uses APA format throughout the reflection. (0.5 points)		1

COURSE POLICIES

ACADEMIC HONESTY POLICY:

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. Of the mentioned violations listed in the academic policy cheating, plagiarism, unauthorized assistance in assignments and tests will not be tolerated in this course. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University. Please refer to <http://catalog.xavier.edu> for the complete description of academic honesty policy.

Academic Policies and Procedures. Office of the Registrar, Xavier University (2012, October 8)
Retrieved from <http://catalog.xavier.edu>

COPYRIGHT POLICY:

Copyright laws and fair use policies protect the rights of those who have produced the material. To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit the library copyright Web page and download the following reference purposes: http://www.xavier.edu/library/copyright/copyright_policy_2009.pdf

Xavier University, Canvas course sites contain copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, republished, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

ACCOMMODATIONS:

Any student who has a documented disability requiring accommodations in a classroom setting must register with the Learning Assistance Center (LAC) before accommodations will be made.

The LAC provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI).

The first step of this process is to contact the Learning Assistance Center at (745-3280) on the Fifth floor of the Conaton Learning Commons, room 514, to coordinate reasonable accommodations. Documented and agreed-upon accommodations will be implemented only after

a student meets with the professor and the professor signs the LAC form.

<http://www.xavier.edu/lac/>

WRITING CENTER:

The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier University students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. <http://www.xavier.edu/writingcenter/>

ELECTRONIC MEDIA USAGE:

As a professional courtesy, all electronic devices should be turned off and stored out of sight during class. Electronic distractions and text messaging are not permitted during class. Exceptions maybe approved on a case-by-case basis with prior notification; e.g., due to a family emergency it may be necessary to have your cell phone turned on vibrate during a specific class. Use of laptops during lecture/lab is permitted for class related purposes only. Classroom activities may be recorded by a student for personal use by that student or for all students presently enrolled in the class with instructor's permission, but may not be further copied, distributed, published or used for any purpose

EMAIL ACCOUNTS:

All students are responsible to check their Xavier portal email account regularly for course and department communications.

ESSENTIAL FUNCTIONS:

To pass this course students must meet all expectations, with or without LAC generated and instructor approved accommodations, that might arise in this class as identified in the student handbook.

ON-LINE SOCIAL NETWORKING

On-line social networking (e.g., Face book, MySpace, Twitter, blogs, etc.) must be considered public information and postings containing certain information are illegal. Violations may expose the offender to criminal and civil liability. Avoid disclosing any HIPAA- or academic-protected information regarding others. Keep all postings and photographs professional; and, avoid inflammatory or unflattering information on yours or another's site. Make every effort to present yourself as mature, responsible, and professional.

For further details see the advisory opinion published by the American Occupational Therapy Association's Ethics Commission at: ESTES, J., & CHENY, L. (2010). ON-LINE SOCIAL NETWORKING: ADVISORY OPINION. IN D. SLATER (ED.) *REFERENCE GUIDE TO OCCUPATIONAL THERAPY CODE OF ETHICS AND ETHICS STANDARDS* (pp. 213-217). BETHESDA, MD: AOTA PRESS

More information can be found at American Nurses Association Social Media /Social Networking Principles Toolkit

[HTTP://WWW.NURSINGWORLD.ORG/FUNCTIONALMENUCATEGORIES/ABOUTANA/SOCIAL-MEDIA/SOCIAL-NETWORKING-PRINCIPLES-TOOLKIT](http://www.nursingworld.org/functionalmenucategories/aboutana/social-media/social-networking-principles-toolkit)

Please refer also to Xavier University Student Handbook 20.3, page 70
Online Communities policy.
<http://www.xavier.edu/deanofstudents/documents/studenthandbook.pdf>

PROFESSIONAL BEHAVIOR & PARTICIPATION:

Professional behavior is expected within the classroom as well as with communications and interactions outside of the classroom. Students are expected to attend classes; arrive on time; actively participate in class discussions; refrain from side conversations during class; stay in the room while class is in session; and, accept responsibility for actions. Professional dress is expected for all guest speakers and community activities. See your Student Handbook for departmental policies and a detailed description of professional behaviors. Participation will be noted and documented for review in final grade calculation.

COMMUNICATION:

Due to the ongoing concern of computer viruses, communication or attachments submitted through e-mail accounts other than Xavier may not be recognizable as student generated and may not be opened by the instructor.

NETIQUETTE:

The team discussion boards (components of Pre-Class Learning Modules) are created to provide an opportunity for students to actively engage in meaningful conversation on a particular topic or issue. You are encouraged to provide your honest viewpoint, but be respectful of the views of your classmates.

Do's

1. Do use correct grammar and spelling.
2. Do read the prompt, reflect on what you would like to say, and review what you've written before posting!
3. Do respect the privacy, beliefs, and opinions of your classmates.
4. Do challenge each other's ideas but not each other personally.
5. Do remember to treat others as you would want to be treated.
6. Do stick to the discussion prompt at hand when posting to a forum.
7. Do use humor and sarcasm carefully. Students cannot see your facial expressions or hear any voice inflections.

Don'ts

1. Don't type in ALL CAPS. This is regarded as shouting.
2. Don't rant or flame. This is not the place to vent your anger or start a fight.
3. Don't make inappropriate comments. Objectionable, sexist, or racist language will not be tolerated.

In the team discussion forums you will post assignments and discuss your work with others on your team. These are public forums, so whatever is posted can be seen by everyone in the course, including the instructors. If you want to send a private message, use individual email. The Chat and Collaboration forums are public space for conversation with your classmates on any topic or question.

COURSE AND RESOURCE MATERIALS:

- This course is web enhanced through Canvas.
- A variety of methods will be utilized in and out of class to enhance the learning experience:
 - Links to supplemental readings and media
 - Audience Response System
 - Canvas exercises and class participation activities
 - Examples of assignments for student reference

Course and supplemental materials/links will be made available to students through Canvas. Xavier's Library offers a convenient service of providing direct access to many full text articles on-line. If an article is not available, the library will request the article through the Interlibrary Loan system, and forward an electronic copy to you via e-mail. Only materials from reputable, professional web sites and journals should be considered.

The Canvas course software enables the instructor to know who logged into the course, where in the course site they have visited, and how long they stayed. Since "logging on" does not represent module completion, "logging on" is not part of either attendance or participation. The Technology Support people also have access to all information posted in Canvas. Consider this every time you enter the Canvas virtual classroom and post assignments or submit materials under your user name. Represent yourself truthfully at all times in this course. **Do not allow access to the course by anyone other than you. Falsifying identity is grounds for disciplinary action of all parties involved.**

Online Grade Book:

Students will have access to the online grade book via Canvas. This grade book is confidential and only available to the individual student. Unless noted otherwise, it is anticipated that grades for assignments will be posted within two weeks after the submission deadline.

Technology Needed to Participate in Program:

To use Canvas and view supplemental materials, students will need access to computer hardware, computer software, and Internet access. Either an IBM compatible PC or a Macintosh type computer is acceptable. Recommended minimum configurations will allow students adequate memory, speed, and peripherals to accomplish course tasks.

Additional programs may be needed to enable viewing and sharing of files (often called plug-ins). These can be downloaded from the internet for use:

- [Adobe Acrobat©](#)
- [Media Player©](#)
- [PowerPoint Viewer©](#)
- [Real Audio©](#)
- [Quicktime©](#)
- [Shockwave©](#)