

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number IPE 301: Interprofessional Education and Ethics

State the requested change and reason. A memo may be attached if more space is necessary.

This new course will be the first is a new "prefix" housed in the School of Social Work. Due to the nature of interprofessional practice and education, any credentialed professional in any of the professional helping and/or allied health fields are qualified to teach the course. The course will/may be used as an elective/optional/required course in multiple degree plans, including, but not limited to Social Work, Teacher Education, Nursing, Occupational Therapy, Communication Sciences and Disorders, Athletic Training, Nutrition/Dietetics, and Psychology.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³						
		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD
Change to a Course								
1.	Title (description unchanged)	A	A	A		I		I
2.	Description (not affecting content)	A	A	A		I		I
3.	Course term(s)	A	I	A		I		I
4.	Content (substantive change)	A	A	A		I		A
5.	Number of hours (lecture, lab, contact)	A	A	A		A		A
6.	Course number within the hundred	A	A	I		I		I
7.	Course number beyond the hundred	A	A	A		A		A
8.	Prerequisites	A	A	A		I		I
9.	Course fee(s)	A	--	A		--		A
10.	From U to G or G to U	A	A	A		A		A
11.	Cross list with another department: U or G level	A	A	A		A		A
12.	Department of record	A	A	A		A		A
13.	Open or close a course	A	A	A		A		A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A		A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

Approval Chart for Curriculum Changes

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	-	-	-		A		A	A	A
2.	Admission requirements	-	-	-		A		A	A	A
3.	Policies governing academic probation and suspension	-	-	-		A		A	A	A
4.	Requirements for graduating with honors	-	-	-		A		A	A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
(s) Thomas L. Winter	4/21/20
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
	4-28-2020
Signature	Approval date
Signature	Approval date

Dean(s)	
	4-28-2020
Signature	Approval date
Signature	Approval date

Teacher Education Council	
Chair's signature	Approval date

General Education Council	
Chair's signature	Approval date

Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	IPE
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Stephen Baldrige, Jennifer Shewmaker, Kateline East
2	Course Instructor	TBD (team taught)
3	Course Title	Interprofessional Education and Ethics
4	Course Abbreviation for Banner if title is more than 30 characters	IPE Ethics
5	College	CEHS
6	Department or School	SOCW
7	Number of Credit Hours	1
8a.	Number of contact hours – lecture	16
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	1
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☐ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☒ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation

14	Number of faculty workload hours	1 (team taught – 1 per faculty)
15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	This course will engage students interested in helping related professions in a conversation about professional ethics across disciplinary lines. Students will gain understanding about interdisciplinary ethical guidelines, how they impact clients, and how they impact practice. The use of hands-on, interdisciplinary case studies will be used to present ethical dilemmas.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Must have sophomore standing and be enrolled in a major in either the College of Education and Human Services or the School of Nursing. Others may enroll with permission.
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	
20	If the course is cross-listed, specify the Course ID(s)	
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☒ No ☐ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all , even, or odd years?
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2022

24	Is this course required for a degree/s?	☒ No ☐ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☐ No ☒ Yes If yes, provide course ID, term, and enrollment: SOCW 440, Spring 20, 12
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

The course is currently being offered as an elective. Various degree plans may incorporate it in different ways (required, recommended, etc.) in the upcoming years, but for now it will remain an elective.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

Interprofessional education (IPE) is a growing requirement in multiple professional/allied health fields and their accreditation requirements. ACU currently has several IPE activities as part of different courses, but does not have any courses explicitly addressing this need. This course will begin to address that gap in several degree plans. The IPE Task Force has developed learning outcomes and competencies (attached).

III. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.
2. State the overarching course goal(s) in performance terms.

The intended audience of this course are students primarily enrolled in professional programs that have a need for IPE or have explicit accreditation guidelines requiring IPE (Communication

Science/Disorders, Athletic Training, Nutrition/Kinesiology, Teacher Education, Nursing, Occupational Therapy, Social Work, Psychology). Prerequisite skills should be those gained in introductory courses typically taught on the 100-200 level.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Work in cooperation with those who receive services, those who provide services, and others who contribute to or support the delivery of services.	IPE Ethical Case Study
2	Interact with high standards of ethical conduct within the client/student, family, and IPE team relationship.	IPE Ethical Case Study Class Participation and Discussion
3	Manage ethical dilemmas specific to IPE situations within one's own professional scope of practice.	IPE Ethical Case Study Class participation and Discussion Current Events Media Assignment
4		
5		

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

Currently no text is used.

IV. Supporting Documentation

Required of all applications

1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section II-B.

Interprofessional education at ACU: When students from two or more professions learn about, from, and with each other to demonstrate effective collaboration and improve social determinants of health and/or educational outcomes (adapted from World Health Organization, 2010).

IPE Competencies

At the completion of the IPE experience at ACU, students will be able to:

Values/Ethics of Interprofessional Practice

- Work in cooperation with those who receive services, those who provide services, and others who contribute to or support the delivery of services.
- Interact with high standards of ethical conduct within the client/student, family, and IPE team relationship.
- Manage ethical dilemmas specific to IPE situations within one's own professional scope of practice.

Roles/Responsibilities

- Communicate one's roles and responsibilities clearly to clients~~client~~/students~~student~~, families, and other professionals.
- Communicate with team members to clarify each member's responsibility in executing components of a treatment plan or intervention.
- Use unique and complementary abilities of all members of the team to optimize client/student services.

Interprofessional Communication

- Organize and communicate information with clients/students, families, and team members in a form that is understandable, avoiding discipline-specific terminology when possible.
- Express one's knowledge and opinions to team members involved in client/student service with confidence, clarity, and respect, working to ensure a common understanding of information and treatment and service decisions.
- Recognize how one's own uniqueness, including experience level, expertise, culture, power, and hierarchy within the team, contributes to effective communication, conflict resolution, and positive interprofessional working relationships (University of Toronto, 2008).

Teams and Teamwork

- Describe the process of team development and the roles and practices of effective teams.
- Use process improvement strategies as needed to increase the effectiveness of interprofessional teamwork and team-based services.
- Reflect on individual and team performance for individual, as well as team, performance improvement.

Abilene Christian University

College of Education & Human Services

IPE 301: Interprofessional Education and Ethics

1 credit hour

SPRING 2020

ACU Duncum Center

Friday, February 28, 5:00 - 9:00 PM

Saturday, February 29, 9:00 AM - 4:00 PM

Sunday, March 1, 1:00 PM - 4:00 PM

Stephen Baldridge, PhD, LMSW Associate Professor Director, BSSW Program Assistant Dean, College of Education & Human Services Hardin Administration Building Office 109A Email: snb09a@ACU.edu (Preferred method of contact) Office phone: (325) 674-2076 (I don't answer) Cell: (214) 263-2354 Office Hours: By appointment	Lory Chrane, M.A., CCC-SLP Instructor, Undergraduate Program Director Communication Sciences and Disorders Office Don Morris, Room 117 Email: lac16a@acu.edu Office Phone: 674-2074 Cell: 540 539 3939 Office Hours: Tues/Thurs 1-4 and by appointment
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Course Description

This course will engage students interested in helping related professions in a conversation about professional ethics across disciplinary lines. Students will gain understanding about interdisciplinary ethical guidelines, how they impact clients, and how they impact practice. The use of hands-on, interdisciplinary case studies will be used to present ethical dilemmas.

School of Social Work Mission Statement

The Abilene Christian University School of Social Work seeks, within the context of a Christian higher education institutions, to:

- Prepare graduates as effective and ethical professionals who incorporate best evidence in practice;
- Advance social work knowledge through research and other scholarly activities;
- Promote social justice for vulnerable persons everywhere through service and leadership roles.

College of Education and Human Services Mission Statement

The mission of the College of Education and Human Services is to equip students for global service and leadership through exemplary practice in education and human services, informed by a Christian perspective.

University Mission Statement

ACU's mission is to educate students for Christian service and leadership throughout the world.

Students

Must have sophomore standing and be enrolled in a major in either the College of Education and Human Services or the School of Nursing. Others may enroll with permission.

Teaching and Learning Methods

Research demonstrates that adult learners learn best when they are actively and cooperatively involved in their learning. Therefore, the use many different types of learning for this class, including group discussion/activities, films, and project-based pedagogy.

Statement Concerning Christian Perspective

Students will examine the relationship between Spiritual beliefs, especially Christian beliefs and values and professional ethics. The resolution of ethical dilemmas when conflicts arise is explored.

Course Policies

Disability Policy: If you have a documented disability and wish to discuss academic accommodations, please feel free to contact me. The ACU Student Disability Services Office (a part of Alpha Academic Services) facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Disability Services and you must complete a specific request for each class in which you need accommodations. Call extension 2750 for an appointment with the Director of Disability Services.

Statement of Academic Integrity: Violations of academic integrity and other forms of cheating, as defined in ACU 's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the policy. While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full policy is available for review at the provost's office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education and academic departments.

Mobile devices: As with anything that can distract you in class, please be courteous and professional with your mobile devices.

Professional Expectations: Professionalism is reflected in the completion of work in a timely manner and punctuality to class. Furthermore, the respect of the instructor and classmates is always expected at all times. You are expected to cultivate these attributes in the class.

Attendance: Given that this course only meets three times, 100% attendance is mandatory. Much of your grade depends on class discussion, participation, and attendance. Any absence without prior discussion and approval from professors will result in failure of the course.

Written Work: Written assignments must meet acceptable college writing standards. Please, feel free to utilize the Writing Center <http://www.acu.edu/academics/cas/english/degrees/writingcenter>. Please

write using whichever style is deemed the most acceptable within your given major.

Late Work: Late work will not be accepted in this course.

Major Assignments & Grading Criteria

Attendance, class participation, and discussion (20%)

- Come to class (prepared)
- Participate actively in group discussions
- Participate in the viewing of all episodes and presentations shown in class
- Ask critical questions related to course content

Code of Ethics Comparison Presentation (20%)

This assignment will require students to become familiar enough with the code of ethics that most closely resembles that of their chosen profession vs that of another helping profession. More information will be given no later than 1 week prior to the class starting.

DUE IN CLASS ON February 28.

Current Events Media Assignment (10%)

Students will be asked to find a recent event (i.e. a media clip) that shows a potential ethical dilemma in their chosen field of study. This will require a reflection that will be brought to class and discussed.

DUE IN CLASS ON February 29.

IPE Ethical Case Study (50%)

Based on readings and class activities, students will be asked to find a professional in their field that works with other professions to interview about their view of ethical decision making and personal experience with professional ethics. Students will write a reflection on this interview, and do in-depth assessment of how they (personally) anticipate dealing with ethical dilemmas when working with other professionals. Knowledge of class materials will be used adequately. More information will be given in class.

DUE BY MIDNIGHT ON March 22, 2020.

Course Grade

90-100 = A

80-89 = B

70-79 = C

60-69 = D

59 or less = F

Tentative outline/schedule

Friday

- Introduction and syllabus
- Introduction to ethics
- Overview of interprofessional ethics
- **CODE OF ETHICS PRESENTATION DUE**

Saturday

- **CURRENT EVENTS MEDIA ASSIGNMENT DUE**
- Model(s) for ethical decision making
- Ethical dilemmas across the disciplines

Sunday

- Group ethical dilemmas and role plays

MARCH 22

- IPE ETHICAL CASE STUDY DUE (MIDNIGHT)

Student learning outcomes:

Student Learning Outcome	Measurement
Work in cooperation with those who receive services, those who provide services, and others who contribute to or support the delivery of services.	IPE Ethical Case Study
Interact with high standards of ethical conduct within the client/student, family, and IPE team relationship.	IPE Ethical Case Study Class Participation and Discussion
Manage ethical dilemmas specific to IPE situations within one's own professional scope of practice.	IPE Ethical Case Study Class participation and Discussion Current Events Media Assignment

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: April 28, 2020
TO: Dr. Stephen Baldrige
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for IPE Course – Interprofessional Education and Ethics

After reviewing the course proposal and course syllabus, the library does have adequate resources to support the proposed course. Thank you for letting us review the course proposal.

April 16, 2020

Dr. Stephen Baldridge
Hardin Administration Bldg. 109A
snb09a@acu.edu
325-674-2076

Re: Review of ST 440

Dear Dr. Baldridge,

Thank you for submitting ST 440: Interprofessional Education and Ethics to us for a review. I have reviewed it based on the ACU Syllabus Guidelines. I found the syllabus to meet all requirements except one item:

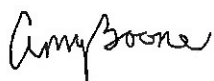
- Description of how learning and Christian faith are integrated in the course

You could add this item in the document to be submitted further to the council, and there is no further need to bring it back to the Adams Center for review. We appreciate you working with us in the review process.

Please note that this letter is intended as a reference, which will be read by the members of the council, who may also have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.

Sincerely

A handwritten signature in cursive script that reads "Amy Boone".

Amy Boone
Adams Center for Teaching and Learning