

HEALTHCARE THEATRE:
Transforming Interprofessional Education

NURS/THEA 214-010 Fall 2017

**University of Delaware - School of Nursing & Department of Theatre
College of Health Sciences & College of Arts and Sciences**

Course Description: This 3-credit course is cross-listed between nursing and theatre. In this class, students will learn to be simulated performers (patients, family members, healthcare workers, etc.) and to give professional feedback in standardized, real-life healthcare scenarios to assess and train the medical and communication skills of healthcare providers.

Faculty:

<u>Instructor</u> Allan Carlsen acarlsen@udel.edu (302) 388-2699	<u>Instructor</u> Amy Cowperthwait cowper@udel.edu (302) 690-2893
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Teaching Assistants:

<u>Program Coordinator</u> Rob Tilley rtilley@udel.edu (302) 312-9235	<u>Assistant Coordinator</u> Kathleen Becker kebecker@udel.edu (302) 593-7851	<u>Assistant Coordinator</u> Sandy Stiltz cstiltz@udel.edu (302) 750-9673
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Office Hours: Available daily by appointment

UD's General Education Goals to Success:

At the University of Delaware, General Education sets students along the path of possessing a complete set of characteristics of one who is both broadly and deeply educated. We seek to prepare students who are:

- Engaged citizens, involved in the world around them, and who understand the major challenges and debates of the day;
- Aware of their intellectual strengths, interests, ethical values, and commitments;
- Capable of interpreting the arts and culture of contemporary and past societies; and
- Equipped with the essential skills necessary to thrive in a rapidly evolving world including the ability to be a lifelong learner, creator, and innovator.

In order to meet these goals, major requirements and general education requirements are combined to meet five objectives. We seek to prepare students who are able to:

- Read critically, analyze arguments and information, and engage in constructive ideation;
- Communicate effectively in writing, orally, and through creative expression;
- Work collaboratively and independently within and across a variety of cultural contexts and a spectrum of differences;
- Critically evaluate the ethical implications of what they say and do; and
- Reason quantitatively, computationally, and scientifically.

Course Objectives and Nursing Program Outcomes for NURS/THEA 214

1. *Nursing Outcome*: Integrate knowledge from the biological, social, behavioral, and nursing sciences in the practice of professional nursing.
Course Objective: Apply knowledge from the biological, social, and behavioral sciences to create appropriate character development and patient-centered feedback for assigned healthcare simulations.
2. *Nursing Outcome*: Apply critical thinking processes to the practice of professional nursing.
Course Objective: Analyze critical thinking and communication skills that healthcare providers address during simulations from the patient or family member's perspective.
3. *Nursing Outcome*: Provide safe, competent, and appropriate nursing care to individuals, families, and communities across the lifespan in a variety of settings.
Course Objective: Identify any patient safety issues during simulations and provide objective feedback from the patient or family member's perspective.
4. *Nursing Outcome*: Demonstrate cultural competency in provision of care to diverse populations.
Course Objective: Provide future healthcare professionals with exposure to different cultures and diverse populations in a healthcare environment.
5. *Nursing Outcome*: Demonstrate legal, ethical, and moral reasoning in decisions related to the practice of professional nursing.
Course Objective: Provide future healthcare professionals with exposure to legal, ethical, and moral reasoning decisions in a healthcare environment.
6. *Nursing Outcome*: Integrate professional role behaviors (autonomy, accountability, advocacy, collaboration, and caring) into nursing practice.
Course Objective: Provide objective, patient-centered feedback related to the professional role behaviors of the future healthcare professionals during the debriefing portion of the simulation.
7. *Nursing Outcome*: Use verbal and written communication effectively within different healthcare environments.
Course Objective: Provide objective, patient-centered feedback on the effectiveness of the future healthcare professionals' communication skills during the simulation.
8. *Nursing Outcome*: Incorporate concepts of organizational behavior and economics of healthcare delivery into nursing practice.
Course Objective: Analyze and provide objective, patient-centered feedback on the perceived organizational effectiveness of the healthcare team.
9. *Nursing Outcome*: Provide leadership to initiate change in communities, health systems, the profession, and the political arena.
Course Objective: Incorporate feedback related to leadership skills within the healthcare team during the debriefing portion of the simulation, identifying essential patient and family member education concepts.

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UD Code of Conduct and Academic Honesty: Act according to the UD Code of Conduct. This includes maintaining academic integrity. UD severely penalizes fabrication, plagiarism, cheating, academic misconduct, and any other forms of academic dishonesty. Any action that thwarts or breaks the general rules of academic work or the specific rules of the course constitutes academic dishonesty. The UD Academic Honesty Policy is in effect for this course. Everything you do in this class that applies toward your final grade must be your own work. Course faculty will strictly enforce UD's policy on academic dishonesty, and any student who violates this policy will receive appropriate disciplinary action. Any academic dishonesty is a serious infraction, and offenders will be prosecuted. If you'd like to read more, here is a link to the Code of Conduct: <http://www1.udel.edu/stuguide/16-17/code.html>

Disability Support Services: UD is committed to diversity and welcomes students with disabilities. If you have a disability-related need for a modification or reasonable accommodation in this course, please contact the Office of Disability Support Services:
325 Academy St., Suite 161, Perkins Student Center
dssoffice@udel.edu
(302) 831-4643
<http://sites.udel.edu/dss/students/>

Title IX and Mandatory Reporting Rules: Title IX is a federal law that prohibits discrimination based on the sex of employees and students of educational institutions that receive federal financial assistance. Title IX's prohibition of sexual discrimination includes prohibition of sexual harassment and sexual violence. If an instructor at any time during this course is made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, stalking), the instructor is obligated by federal law to inform UD's Title IX office. No matter when or where this incident is disclosed to an instructor, your privacy will be protected (meaning, the incident will not be disclosed to other people in the department or across the university), but confidentiality cannot be promised (meaning, the instructor is required to report the incident to UD's Title IX Coordinator).

You are also able to go to the website of the University's Office of Equity and Inclusion if you would like to discuss an incident with a trained individual in a confidential setting (<http://sites.udel.edu/oei/>).

You are not alone, and this is not your fault. There are members of the UD community that you can speak to confidentially, including licensed counselors and members of the clergy. These individuals can be found at the Center for Counseling and Student Development, as well as in Student Wellness and Promotion and within pastoral care. At UD, we provide 24-hour crisis assistance and victim advocacy and counseling. For information on the various places you can turn for help: <http://sites.udel.edu/sexualmisconduct/>

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Class Schedule:

All classes will be on Thursdays and will be held in McDowell 114. Materials covered in each class as listed below are subject to change.

- *Thursday, 8/31 — 6pm-9pm:* introduce each other and the course, review syllabus, discuss assignment #1, improvisational skits
- *Thursday, 9/7 — 6pm-9pm:* **Assignment #1 due**, improvisational performance of assignment #1, lecture on objective feedback, discuss assignment #2
- *Thursday, 9/14 — 6pm-9pm:* **Assignment #2 due**, small group discussions of assignment #2, character-specific breakout sessions, discuss **Exam #1** (to be completed online the following week)
- *Thursdays, 9/28, 10/12, 10/26, 11/9 — 6pm-7:30pm:* discuss simulation experiences, review character descriptions, rehearse as necessary
- *Thursday, 11/30 — 6pm-7:30pm:* discuss final exam and self-reflection essay, end-of-semester celebration! (**Final Exam** and **Self-Reflection Essay** to be completed online during last week of semester)

Resources: No required textbooks! Your character descriptions will all be accessible through Sakai, and those are your required readings. Make sure that you're on top of your Google Calendar as your simulations and rehearsals will be uploaded there, and respond punctually to your emails and texts from faculty and TAs. When sending/responding to emails for Healthcare Theatre, make sure that you CC all instructors and TAs so we can all stay in the loop together.

Google Calendar: Google Calendar is your best friend in this class. Use it, read it, breathe it, love it. All of your simulations and dress rehearsals will be posted here, as will all the class times. It is our job to schedule you for your roles; it is your responsibility to stay up to date with your calendar. If you like using the Google Calendar app on your phone, great! However, keep in mind that sometimes changes take longer to show up on the app than they do on the web version of the calendar. Using the excuse that you didn't see a simulation or rehearsal on your app will not be accepted.

Attendance: You are required to attend each of the Thursday evening courses. You must be punctual and prepared for each of the dress rehearsals and simulations to which you are assigned. In extreme cases due to illness, personal emergency, inclement weather, etc., you must notify faculty and TAs immediately (aim for at least 24 hours ahead of time) if you're unable to attend a class, dress rehearsal, or simulation. If you foresee a scheduling conflict, you must send an email to all faculty and TAs at least two weeks prior. If you miss class or an assignment resulting from an absence, the work must be made up to the instructors' satisfaction.

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Simulation Responsibilities: You will be informed of your dress rehearsal times by email ahead of time, and they will be worked around your class schedule. Arrive on time and prepared to take a quiz about your role and scenario by having already read and completed your assigned character descriptions on Sakai.

If the simulation is in McDowell, report to McDowell 217 at least 15 minutes prior to your scheduled simulation unless you are coming directly from a class. If the simulation is elsewhere (STAR, Belmont House, etc.), a meeting point will be discussed ahead of time. Be prepared with proper clothing for your role.

Email Etiquette: Professionalism and communication are two very important factors of this course. Because of this, here are guidelines for you to follow when sending or responding to emails with the 214 team. All verbal agreements between instructors, students and/or TAs have to be backed up by emails. We will communicate with you by email via your udel email. It is your responsibility to check your messages every 24 hours. In return we will check our email several times each day and will respond within 24 hours (during the week) and 48 hours (on the weekend) providing you have followed the rules below. If you do not get a response within the scheduled time, chances are you did not follow these rules. Failure to do so may have a direct effect on your grade.

- Always use a subject heading that identifies the class and the issue about which you wish to communicate (e.g., Subject: "THEA241-010, Absence explanation").
- Always copy all instructors and TAs listed on the syllabus.
- Always "reply all" to keep the email thread going. Do not start a new email each time.

Grading:

- Class participation and assignments (first 3 weeks) — 15%
- Third-week exam on patient feedback — 10%
- Faculty evaluation completed by instructors — 45%
- Dress rehearsal preparedness and quiz — 5%
- Peer evaluation completed by advanced students (3 total for semester) — 5%
- Cumulative final exam — 10%
- Self-assessment essay — 10%

Note: *If you do not complete the exams or the self-assessment essay within their respective assigned time frames, we reserve the right to deduct up to 10% from the exam or essay for each 24 hours the exam or essay is late. Be on top of your work!*

100-93.34% = A	86.66-83.34% = B	76.66-73.34% = C	66.66-63.34% = D
93.33-90.00% = A-	83.33-80.00% = B-	73.33-70.00% = C-	63.33-60.00% = D-
89.99-86.67% = B+	79.99-76.67% = C+	69.99-66.67% = D+	< 60.00% = F