Boise State University
Foundations Course Application Form
Fall 2011

(DRAFT FORM – final form will have this format, but will be online)

Instructions:
1. Complete one form per course
2. Attach this Foundations Course Application Form to the back of the departmental “Request for Curriculum Action” form for submission to the Foundations Program Office.

Part 1. Course Information

<table>
<thead>
<tr>
<th>Course Number and Title: HLTHST 400 (FF) Interprofessional Practicum</th>
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</thead>
</table>

Type of Foundations Course - (choose one):
- □ DLS (Disciplinary Lens – Social Science)
- □ DLM (Disciplinary Lens – Math)
- □ DLL (Disciplinary Lens – Literature and Humanities)
- □ DLN (Disciplinary Lens – Natural, Physical and Applied Science)
- □ DLV (Disciplinary Lens – Visual and Performing Arts)
- □ CID (Communication in the Discipline)
- □ X FF (Finishing Foundations)

Delivery Format(s) - (Check all that apply):
- □ Face to Face
- □ Concurrent Enrollment
- □ X Fully Online
- □ Hybrid
- □ Other (briefly describe):

Part II. Syllabus Statement

In the space below, include the syllabus statement developed for this course, which will appear on the first page of the syllabus for each section of this course. Template and examples are appended to this application form.

Boise State's Foundations Program provides undergraduates with a broad-based education that spans the entire university experience. HLTHST 400: Interprofessional Practicum satisfies Foundation Program’s Finishing Foundations (FF) requirement of 1 credit. It supports the following University Learning Outcomes (ULOs) along with a variety of other course-specific goals.

- ULO 1: Write Effectively
- ULO 2: Oral Communication
- ULO 3: Critical Inquiry
- ULO 4: Innovation and Teamwork
HLTHST 400, Interprofessional Practicum provides a culminating one credit capstone experience that is required during the last two semesters of degree completion for any student graduating with a degree offered through the College of Health Sciences. Upon registration, students will be assigned to an interdisciplinary group, and given a topic for critical inquiry. Activities will be provided to assist with mirroring the problem solving/communication requirements in the health care environments. After successful completion of this course, you will have improved your ability to:

1-Articulate a problem with an active interdisciplinary focus ULO 3 #1
2-Collect and Organize evidence/data/reasoning in an interprofessional team ULO #2
3-Evaluate evidence and develop reasoned argument collaboratively
4-Develop an awareness of and work with alternate perspectives and/or ideas (Professional, cultural, social)
5-Demonstrate effective written communication skills
6-Demonstrate effective team skills
7-Make a contribution to solving a problem ULO #3
8-Demonstrate ability to connect, synthesize and transform ideas ULO #3
9-Facilitate team member contributions ULO #4
10-Foster a constructive team climate ULO #4

Part III.  Design for Accessibility

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices.

FF 400: Interprofessional Practicum; offered online:
There are no tests given in this course, hence testing accommodations are not necessary. All lecture notes delivered through course sessions are posted to Blackboard such that all students can access notes if desired. PowerPoint slides used in class lectures, insofar as they contain graphs or other visual representations of content, will be verbally described to students on an as-needed basis. We will add textual descriptions accessible by screen readers to images used on the course web site on an as-needed basis. All students have complete access to all course materials; hence no special accommodations should be necessary for students.

Part IV. Evidence of Quality Course Design and Alignment with Foundation ULOs

Attach a document containing the table below (add or delete rows as needed). All sections of the course should share similar student learning outcomes. Assessment and Teaching and Learning Activities may vary from instructor to instructor—in the table, please report representative strategies that may be used. Assessment activities used for reporting to the Foundations program should be consistent across different sections of the course.
<table>
<thead>
<tr>
<th><strong>Foundation ULO</strong> Criteria and Notions of Exemplary Work</th>
<th><strong>Course Learning Outcomes</strong> “By the end of this course, each student should be able to...”</th>
<th><strong>Assessment Method: Evidence of Student Learning</strong></th>
<th><strong>Planned Teaching &amp; Learning Activities/Pedagogy</strong></th>
</tr>
</thead>
</table>
| • ULO 1 Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions | • Define a problem/issue with an actionable interprofessional focus  
  • Collaboratively construct a synthesis of literature of the problem/issue  
  • Collaboratively evaluate the evidence and develop reasoned solution(s) to the problem/issue  
  • Develop a written “white paper” based on the reasoned solution; take in consideration alternate perspectives and/or ideas (Professional, cultural, social) | ULO 1, 3, and 4: Develops a “white paper” from an approved listing of broad ideas is provided to students  
  Provides key facets of proposal and how evidence based practice is used to support or refute argument | • Using various peer reviewed journals and other resources, student teams will create a “white paper” document (“APA format) to influence health care personnel towards a solution to a problem  
  • Incorporate multiple peer reviews; use Google Docs as appropriate  
  • Present white paper to instructors and peers for review/revision; students practice proofreading skills. |
| • ULO 1 Exploits wide range of communication strategies appropriate to contexts (including electronic ones) | • Using various peer reviewed journals and other resources, student teams will create a “white paper” document (“APA format) to influence health care personnel towards a solution to a problem  
  • Incorporate multiple peer reviews; use Google Docs as appropriate  
  • Present white paper to instructors and peers for review/revision; students practice proofreading skills. | | |
| • ULO 1 Improves across a series of drafts that are the result of drafting, revising and editing in response to feedback | • Produce evidence of solution through an effective communication of idea and philosophy via a written strategy. The product must be available for viewing by an audience of stakeholders who would be impacted with its message.  
  • Demonstrates professional writing with critical analysis and reflection. | ULO 1: “White Paper” due at the end of the semester reflecting all learning objectives  
  Assessment Rubric 1 - Writing | • Review key aspects of APA format as related to this assignment  
  • Final “white paper” submitted to instructor(s) at end of the semester |
| • ULO 1 Uses wide variety of resources to locate sources | • Demonstrate effective team skills through positive and/or constructive faculty and peer review assessment. | ULO’s 2, 4a and 4b: Peer/group evaluation based on end of program and ULO objectives  
  • 50% group effort | • Team members to complete self, peer, and group mid-term and end of semester evaluations |
| • ULO 3 Connect and organize evidence, data, reasoning | | | |
| • ULO 3 Articulate a problem with an active interprofessional focus | | | |
| • ULO 4a Demonstrates ability to connect, synthesize and transform ideas | | | |
| • ULO 1 Uses the text conventions of writing in the professional field (APA) | | | |
| • ULO 1 Adopts an appropriate voice, tone, and level of formality (APA format) | | | |
| • ULO 1 Controls mechanical features such as syntax, grammar, punctuation (APA format) | | | |
| | | | |
| • ULO 2. Critical listener | | | |
| • ULO 4a Makes a contribution to solving a problem | | | |
Part V. Additional Justification (optional)

If the brief justification provided to the University Curriculum Committee in the proposal to accompany the “Request for Curriculum Action” seems insufficient to make the case for inclusion of the course in the Foundations program, additional (optional) narrative can be included here.
Boise State University
Foundational Studies Review Committee: Course Application Evaluation Form
Fall 2011

Course Information

Course Title: HLTHST 400                Number of Credits: 1

Type of Foundational Studies Course (choose one)

☐ DLS (Disciplinary Lens – Social Science)  ☐ DLL (Disciplinary Lens – Lit and Humanities)
☐ DLV (Disciplinary Lens – Visual and Performing Arts)  ☐ DLM (Disciplinary Lens – Math
☐ DLN (Disciplinary Lens – Natural, Physical and Applied Science)
☐ CID (Communication in the Discipline  ☐ FF (Finishing Foundations)

Review Committee Checklist

☒ Syllabus Statement - statement introduces the student to the purpose and role of the course in the Foundational Studies Program curriculum.
☒ An appropriate number of Course Learning Outcomes are specified for the course and are clearly designed to support the Foundational Studies Program ULOs.
☒ Course Learning Outcomes are appropriately designed for level of the course and address both content mastery and skill-based outcomes.
☒ The types and numbers of assessments planned for the course are appropriate for measuring the content or skills being assessed
☒ Course learning activities are likely to promote the achievement of the stated outcomes
☒ Course design and materials have considered best practices for accessibility to course materials and ideas by all students (e.g., alternatives to auditory and visual content)

Feedback from Review Committee:

The syllabus statement should specify that the total number of credits for the course is one.

Electronically signed by Vicki Stieha,
Director, Foundational Studies Program

CERTIFIED FOR APPROVAL 9--2011.
Boise State University