Boise State University
Foundational Studies Program Course Application Form
Due to the Foundational Studies Program by August 19, 2011

After the Foundational Studies Program has approved a course, departments will continue through the regular department and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

Table of Contents (Click title to go to that section)
- Instructions: ............................................................................................................................................................ 1
- Part I. Course Information: .................................................................................................................................... 1
- Part II. Syllabus Statement:.................................................................................................................................... 2
- Part III. Design for Accessibility: ........................................................................................................................ 2
- Part IV. Evidence of Quality Course Design: ...................................................................................................... 3
- Part V. Additional Justification (Optional): .......................................................................................................... 3
- Course Design Table..............................................................................................................................................4

Instructions:
1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part I. Course Information:

Course Number and Title: HLTHST 400 Interprofessional Practicum

Type of Foundational Studies Course – (Choose One):
[ ] DLS (Disciplinary Lens – Social Science)
[ ] DLL (Disciplinary Lens – Literature and Humanities)
[ ] DLV (Disciplinary Lens – Visual and Performing Arts)
[ ] DLM (Disciplinary Lens – Mathematics)
[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)
   Includes Lab: [ ] Yes [ ] No
[ ] CID (Communication in the Discipline)
[x] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[ ] Face to Face
[x] Fully Online
[ ] Hybrid
[ ] Concurrent Enrollment
[ ] Other (briefly describe):
Part II. Syllabus Statement:

In the space below, include the syllabus statement 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 1-3 credits. 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. (See example statements appended to this form.)
**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.

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**Part IV. Evidence of Quality Course Design:**

Please use the table below (column headings for this table should not be changed) to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used for reporting to the Foundational Studies Program should be consistent across different sections of the course.

**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” is not sufficient to make the case for including the course in the Foundational Studies Program, additional (optional) narrative can be added here.

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**Foundational Studies Program Director Signature**

**Date**
Boise State University
Foundational Studies Course
Course Number and Title: HLTHST 400 Interprofessional Practicum

Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO Criteria</th>
<th>Foundation ULO Notions of Exemplary Work</th>
<th>Course Learning Outcomes: By the end of this course, each student should be able to…</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>ULO 1: Writing</td>
<td>• 1.4 - Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions</td>
<td>• Define a problem/issue with an actionable interprofessional focus</td>
<td>ULO 1, 3, and 4:</td>
<td>• 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</td>
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<td>• 1.10 - Exploits wide range of communication strategies appropriate to contexts (including electronic ones</td>
<td>• Collaboratively construct a synthesis of literature of the problem/issue</td>
<td></td>
<td>• Incorporate multiple peer reviews; use Google Docs as appropriate</td>
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<tr>
<td>ULO 3: Critical Inquiry</td>
<td>• 1.5 - Improves across a series of drafts that are the result of drafting, revising and editing in response to feedback</td>
<td>• Collaboratively evaluate the evidence and develop reasoned solution(s) to the problem/issue</td>
<td></td>
<td>• Present white paper to instructors and peers for review/revision; students practice proofreading skills.</td>
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<td>• 1.9 - Uses wide variety of resources to locate sources</td>
<td>• Develop a written “white paper” based on the reasoned solution; take in consideration alternate perspectives and/or ideas (Professional, cultural, social)</td>
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<td>ULO 4a: Innovation</td>
<td>• 3.2 - Connect and organize evidence, data, reasoning</td>
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<td></td>
<td>• 3.1 - Articulate a problem with an active interprofessional focus</td>
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<td>• 4a.6 - Demonstrates ability to connect, synthesize and transform ideas</td>
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</table>
| ULO 1: Writing          | • 1.3 - Uses the text conventions of writing in the professional field (APA)  
• 1.2 - Adopts an appropriate voice, tone, and level of formality (APA format)  
• 1.6 - Controls mechanical features such as syntax, grammar, punctuation (APA format) | • 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 2: Communication    | • 2.6 - Critical listener  
• 4a.3 - Makes a contribution to solving a problem  
• 4b.1 - Contributes to team meetings  
• 4b.5 - Fosters a constructive team climate | • Demonstrate effective team skills through positive and/or constructive faculty and peer evaluations upon completion of the course. | ULO’s 2, 4a and 4b:  
• Peer/group evaluation based on end of program and ULO objectives  
• 50% group effort  
• 50% average of peer grades  
• Assessment Rubric 4b – Team work | • Team members to complete self, peer, and group mid-term and end of semester evaluations |
| ULO 4a: Innovation      |                                           |                                                                 |                                              |                                               |
| ULO 4b: Teamwork        |                                           |                                                                 |                                              |                                               |