HS 435: Telehealth in the Health Professions

Session 3 (AY 2021-2022)

11/29/21-1/21/22

ONLINE COURSE

Instructor: Jana Cason, DHSc, OTR/L, FAOTA
(502) 873-4212
jcason@spalding.edu
Virtual office hours and videoconference meetings by appointment
TECHNOLOGY RESOURCES AND DEVICES NEEDED FOR THIS COURSE: This course is a fully online course with no in-person class meetings. Students must have continual access to a computer and internet service throughout the course in order to achieve success in this class. If you do not have access to these technologies outside of the university, you can access Spalding internet in the Library or in the computer labs. All students can access software discounts and review technology support and helpdesk services available to you through Spalding University. To access Canvas support, click the help button from your Canvas dashboard or from within your Canvas course. ‘Netiquette rules’ associated with the use of electronic devices and communication promoting a respectful positive teaching-learning environment are required.

A. PROPERTY RIGHTS: This curriculum outline is the property of the Auerbach School of Occupational Therapy (ASOT), Spalding University Louisville, Kentucky. No part of this outline may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, mechanical, electronic, photocopying, recording, or otherwise, without written permission from the Chair of ASOT at Spalding University, Louisville, Kentucky.

B. CHANGES IN COURSE OUTLINE: The purpose of this syllabus is to serve as a guideline and is in no way a binding contract between student and faculty. The outline/guideline is subject to change, decided by circumstances that occur throughout the session. Students will be notified of any changes as they occur. If you have questions concerning the syllabus, it is your responsibility to seek clarification.

C. ACCOMMODATIONS: Any student who, because of a disability, may require special arrangements in order to meet course requirements should contact the instructor as soon as possible to make such accommodations as may be necessary. Students must provide written verification of the need for such accommodations from the Office of Accessibility Services (accessibility@spalding.edu).

D. UNIVERSITY POLICIES: The current Spalding University Catalog delineate pertinent academic policies, including academic and professional integrity. The university catalog is available on-line @ www.spalding.edu. Every student is responsible for compliance with the policies of the university and school and must uphold academic integrity as outlined in the University Catalog.

E. DROP/WITHDRAWAL DATES: The last date to drop this class is 12/3/21 and the last date to withdraw is 1/7/22. Specific withdrawal information is available from the office of the University Registrar. Additionally, you must contact University Financial Aid before dropping or withdrawing from any class, as the action of dropping or withdrawing from a class may impact your financial aid status.

F. ACCESS TO COURSE DOCUMENTS ON CANVAS: Your access to this course on the Canvas platform will only be available to you for 90 days after the completion of the course. If there are items you need or want to access after the course is completed, you need to complete this process prior to the 90 days. Courses cannot be reloaded for your access to documents once they are archived.

G. STUDENT COURSE EVALUATIONS: Students are requested to complete course evaluations at the close of each academic course. Your completion of the surveys assists in developing effective learning outcomes and a high-quality curriculum. We value your thoughts about the teaching learning environment and appreciate your consideration for completing the surveys. Your opportunity to provide feedback will close about 2 days after the course is completed.

LINKAGE TO SPALDING UNIVERSITY'S MISSION AND STRATEGIC INITIATIVES FOR ACADEMIC EXCELLENCE

In keeping with Spalding University’s long tradition, rigorous study across and within the academic disciplines, curriculum fosters a commitment to life-long learning, service, and the promotion of peace and justice among students and faculty. Courses are designed to give students opportunities to practice core university competencies that
emphasize the joy of discovery, animate the creative intellect, and promote the development of personal and intellectual competencies needed for success in the students’ chosen profession.

To this end, students engaging in course actions will show evidence of the ability to:

- Think critically;
- Communicate effectively using oral, visual, and written skills;
- Comprehend social issues from different perspectives such as literary, artistic, historical, cultural, philosophical, scientific, global, political, technological, and economic;
- Use scientific and mathematical skills to solve problems;
- Demonstrate effective interpersonal skills; and
- Understand one’s personal values and religious beliefs and respect those of others.

**COURSE OBJECTIVES:** The table below identifies course objectives and assessment measures.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Describe how telehealth is being used as a service delivery model in health professions (e.g., athletic training, nursing, occupational therapy, physical therapy, psychology, social work, etc.).</td>
<td>Exploration of Telehealth within Health Professions Discussion Forum</td>
</tr>
<tr>
<td>2 Define telehealth technology including videoconferencing (synchronous), store-and-forward (asynchronous), remote patient monitoring, and mobile health (mHealth).</td>
<td>Weekly Assigned Reading/Resources Quizzes</td>
</tr>
<tr>
<td>3 Discuss strategies for adhering to ethical practice and telehealth etiquette when using telehealth technologies.</td>
<td>Telehealth Ethics and Best Practices Assignment</td>
</tr>
<tr>
<td>4 Identify values and ethics, roles and responsibilities, teamwork, and interprofessional communication to facilitate interprofessional practice.</td>
<td>Interprofessional Practice Assignment</td>
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</tbody>
</table>

**COURSE INSTRUCTOR:** Jana Cason, DHS, OTR/L, FAOTA  
Phone: (502) 873-4212; Email: jcason@spalding.edu  
Videoconference (by appointment) via personal meeting link: https://meeting.windstream.com/my/janacason

**CREDIT HOURS:** HS 435 is a three (3) credit hour course

**ATTENDANCE POLICY:** This class is fully online with no in-person class meetings. The course is designed asynchronously; you will be able to complete the weekly modules at your own pace with assignments due as outlined in the course schedule. It is recommended that you work on the material early in the week to allow time to fully benefit from the assignments. Please do not procrastinate and rush through the assignments (including review of your peers’ posts). Doing this will shortchange your learning. **Assignments with a peer-review component (e.g., online forum posts) WILL NOT be accepted late.** Other assignments may be accepted late per the late assignment policy.

**LATE ASSIGNMENT POLICY:** Late assignments will receive a 5-point deduction when submitted within 24 hours past the assignment deadline with an additional 10-point deduction per each day thereafter. Time-sensitive assignments with a peer-interaction component (e.g., discussion forums) will not be accepted late.
PURPOSE: Telehealth is the use of information and communication technologies to deliver health care services, patient and professional health-related education, public health and health administration. This course provides an overview of telehealth and its clinical application in health care. Content focus includes telehealth terminology, technologies, standards and guidelines, clinical applications and interprofessional practice considerations.

REQUIRED TEXTS: There is no required text for this course. Web-based resources will be utilized as readings throughout this course.

EVALUATION: To achieve success in this course, each student must actively engage in her/his own learning process. You must consistently work on course content on a daily basis to understand the material and demonstrate effective student learning outcomes. The process of engagement involves working through the material in the text, integrating it with class discussions and activities, and completing all assignments. The amount of time you personally must spend working on the material is unique, based upon your learning needs.

(Note: This matrix may be used as a checklist to assure work is completed each week!)

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Assignment Weight</th>
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</thead>
<tbody>
<tr>
<td>Due Wed. 12/1/21 by 11:59 PM</td>
<td>• Complete Welcome Forum Post&lt;br&gt;• Complete Video Introduction Forum</td>
<td>5% of course grade</td>
</tr>
<tr>
<td>Week 1 assignments due by 12/5/21 by 11:59 PM</td>
<td>Introduction to Telehealth in Health Professions&lt;br&gt;• Watch Week 1 Video Lecture and Supplemental Videos&lt;br&gt;• Week 1 Assigned Reading/Resources&lt;br&gt;• Week 1 Reading/Resources Review Quiz</td>
<td>Week 1 = 10% of course grade</td>
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<tr>
<td>Week 2 assignments due by 12/12/21 by 11:59 PM</td>
<td>Workforce Trends and Technology Impacting Telehealth&lt;br&gt;• Watch Week 2 Video Lecture&lt;br&gt;• Week 2 Assigned Reading/Resources&lt;br&gt;• Week 2 Reading/Resources Review Quiz&lt;br&gt;• Week 2 Discussion Forum Assignment</td>
<td>Week 2 = 20% of course grade</td>
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<tr>
<td>Week 3 assignments due by 12/19/21 by 11:59 PM</td>
<td>Experiential Learning with Telehealth Technologies&lt;br&gt;• Watch Week 3 Video Lecture&lt;br&gt;• Week 3 Alternative Camera Assignment&lt;br&gt;• Week 3 Telehealth Role Play Assignment</td>
<td>Week 3 = 25% of course grade</td>
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<td>WINTER BREAK (12/20/21 – 1/2/22)</td>
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<tr>
<td>Week 4 assignments due by 1/9/22 by 11:59 PM</td>
<td>Telehealth Etiquette and Ethics&lt;br&gt;• Watch Week 4 Video Lecture&lt;br&gt;• Week 4 Assigned Reading/Resources&lt;br&gt;• Week 4 Telehealth Etiquette and Ethics Assignment</td>
<td>Week 4 = 15% of course grade</td>
</tr>
<tr>
<td>Week 5 assignments due by 1/16/22 by 11:59 PM</td>
<td>Clinical Practice Guidelines and Best Practices&lt;br&gt;• Watch Week 5 Video Lecture&lt;br&gt;• Week 5 Assigned Reading/Resources&lt;br&gt;• Week 5 Reading/Resources Review Quiz</td>
<td>Week 5 = 10% of course grade</td>
</tr>
<tr>
<td>Week 6 assignments due by FRIDAY 1/21/22 by 11:59 PM</td>
<td>Telehealth and Interprofessional Practice&lt;br&gt;• Watch Week 6 Video Lecture&lt;br&gt;• Week 6 Assigned Reading/Resources&lt;br&gt;• Week 6 Interprofessional Practice Assignment</td>
<td>Week 6 = 15% of course grade</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td>100%</td>
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Based on the assigned weighting, final course grades are assigned as follows
A = 100% – 90.0%  B = 89.99% - 80.0%  C = 79.99% – 70.0%  F = anything below 70.0%

Rounding up of final course grades to provide students a higher level of performance will not occur.

HS 435 Weekly Overview of Course Content and Learning Objectives

Due within the first 48 hours of class (BY WEDNESDAY):
1. Video Introduction Forum
2. Welcome Discussion Forum

Video Introduction Forum: In order to build a robust, supportive learning community, please take a moment to post a video introduction. Information might include:
   • Where you live/where you're from
   • What profession you are interested in pursuing, if known
   • Hobbies/interests
   • If you work/have family responsibilities outside of class
   • Why you chose this course/what you hope you'll learn in this course

Note: In the discussion forum, please click "Reply", and then click "Record/Upload Media" (icon in the bar at the top; play/music icon after images icon), and then click "Record" to record a brief video introduction. If you have any questions or need assistance with your video introduction, please reach out to Dr. Cason for assistance.

Welcome Discussion Forum: Within the first 48 hours of the class (BY WEDNESDAY), please watch the HS 435Z Welcome Video, read the On-line Learning ‘Netiquette’ Guide, and the HS 435Z syllabus. Then, post your thoughts in the forum and comment on your peers' posts considering the following:

• How are you feeling about this course and its format?
• How can you best contribute to a robust HS 435Z online learning community? (integrate points from Netiquette resource in your response)
• Do you have any questions at this point related to the syllabus/course?
• Please share a strategy with peers that has helped you be successful in past online learning experiences (if applicable)?
Actions:

1. Complete your original post addressing the questions above.
2. Please read your peers' posts and provide a minimum of two meaningful and reflective comments/reply posts.

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Welcome Forum Post Grading Rubric

**Pass/full credit: 100 points** - All aspects of the assignment were completed (all discussion prompts addressed; min. of 2 reply posts on peers' threads that furthered the discussion).

**Partial credit: (70 points)** - Some missing content (discussion prompts), reply post(s) missing, or reply post(s) were "affirmations" only (I agree...) and did not further the discussion with meaningful information.

**No Credit: (0 points)** - Assignment was not submitted by deadline.

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*Note: All resources listed below will be available to you in Canvas in the HS 435 course.*

**Week 1 – Introduction to Telehealth in Health Professions**

**Week 1 Learning Objectives**- Students will be able to:

1. Describe a brief history of telehealth in health professions.
2. Define key terms (telemedicine, telehealth; synchronous, asynchronous, and hybrid service delivery; originating site, and distant site).
3. Describe ways telehealth is being delivered (e.g., synchronous, asynchronous, hybrid, remote patient monitoring, mobile health).

**Watch:**
- Week 1 Overview Video
- Week 1 Video Lecture
- TEDxRENO video: Why Innovative Uses of Telehealth Should Be Championed (17 min.)

**Assigned Reading:**
- Please read Week 1 Assigned Reading (material/links provided on Canvas)

**Week 1 Assignment due by Sunday, 12/5/21 by 11:59 PM:**
- Week 1 Reading/Resources Review Quiz (study matrix provided in Week 1 course material)

*Note: Video Introduction Forum and Welcome Discussion Forum posts are due within first 48 hours of course (by Wed.; 11:59 PM).*

**Week 2 – Workforce Trends and Technology Impacting Telehealth**

**Week 2 Learning Objectives**- Students will be able to:

1. Explain workforce trends in medicine and rehabilitation and their impact on telehealth.
2. Describe telehealth models of care (e.g., specialty consultations and follow-up visits, direct to consumer, etc.)
3. Define key telehealth technology-related terms (e.g., telecommunications technologies, videoconferencing, bandwidth, mobile medical applications, electronic medical record integration, peripheral devices, virtual environments, sensors and asynchronous technologies).

Watch:
- Week 2 Overview video
- Week 2 Video Lectures (Chapter 2 & 12)

Assigned Reading:
- Please read Week 2 Assigned Reading (material/links provided on Canvas)

Week 2 Assignments due by Sunday, 12/12/21 by 11:59 PM
- Week 2 Reading/Resources Review Quiz (study matrix provided in Week 2 course material)
- Week 2 Discussion Forum Assignment (see assignment description and grading rubric below)

Week 2 Discussion Forum Assignment (Video Exploration of Telehealth in Health Professions): Step 1: Locate 1 video that describes/depicts telehealth within your discipline/practice area of interest; post in the discussion forum the following:
- Name of video and link (please use name of video in your post title to avoid duplication of same video among peers).
- Brief summary of the video (e.g., profession(s) being depicted, context (overview/information, demonstration of telehealth in home setting, hospital, etc.), population (pediatrics, older adult, individual post stroke, etc.), and any additional information).
- Key take away points from the video
- Application of the information to clinical practice and course content

Step 2: Review your peers' posts in the discussion forum, select a min. of 2 peers' posts (watch their selected video), and further the discussion (e.g., What additional take away points did you glean from the resource? What surprised you? Does the telehealth application/information align with what you already know, personal observations and experiences, etc.?). Provide specific points as outlined above; please avoid general comments such as ‘great video’, ‘I enjoyed your video’, etc.). Instead, what specifically made the video ‘great’ or what specific points did you ‘enjoy’ – identify specific information from the video that resonated with you and describe that information for peers who may not have viewed your peer’s video but read your post.

<table>
<thead>
<tr>
<th>Week 2 Video Discussion Forum Grading Rubric</th>
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<tbody>
<tr>
<td><strong>Criteria</strong></td>
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<tr>
<td>Spelling and grammar</td>
</tr>
<tr>
<td>Original post demonstrates knowledge and understanding of content and applicability to professional practice</td>
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<tr>
<td>Reply post #1 demonstrates knowledge</td>
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</table>
Week 3 – Experiential Learning with Telehealth Technologies

Week 3 Learning Objectives- Students will be able to:
1. Demonstrate skill competencies with videoconferencing features (screen sharing, chat box, and annotation) via role-play exercises with class peer.
2. Explain the rational for using a second camera device during telehealth sessions.
3. Demonstrate the ability to make a homemade document camera.

Assigned Reading: No assigned reading in Week 3

Watch:
- Week 3 Overview Video
- Week 3 Video Lecture

Week 3 Assignments due by Sunday, 12/19/21 by 11:59 PM:
- Week 3 Alternative Camera Assignment
- Week 3 Telehealth Role Play Assignment

Description of Week 3 Alternative Camera Assignment: It is common for health care practitioners using telehealth to incorporate a second camera to provide an alternative view and/or instruct a client to use a second device for an alternate camera view.

Health care practitioners may need an alternative camera view to:
- demonstrate movement-based/exercise activities for a client;
- see a client’s extremity for wound care or edema management;
- observe range of motion, gait, movement patterns, and functional mobility;
- demonstrate or view table-top and keyboarding/typing activities; and
- observe oral motor/feeding activities among other interventions and activities.
For this assignment, you will: **Step 1**: Watch the Week 3 video lecture and explore tutorials on homemade document cameras on YouTube (use search phrase: homemade document camera). Select one to replicate. **Step 2**: Download the Week 3 Alternative Camera Assignment Worksheet download. **Step 3**: Log into a Zoom meeting that you initiate (you do not need to have another person on this meeting). **Step 4**: Practice shifting between the primary camera (e.g., built-in/1st device) and second camera (alternative view/home-made document camera). Explore the viewing angles available. Be sure to mute/silence the 2nd device to avoid audio feedback. **Step 5**: Submit the completed assignment worksheet via the assignment upload link.

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<thead>
<tr>
<th>Week 3 Alternative Camera Assignment Grading Rubric</th>
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<tbody>
<tr>
<td><strong>Full Marks:</strong> 100 (A+): All aspects of the assignment were completed.</td>
</tr>
<tr>
<td><strong>Resubmission Required:</strong> Some aspects of the assignment were not completed. [Note: -10 points for each resubmission; max score with resubmission is 90%]</td>
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</table>

**Description of Week 3 Telehealth Role Play Assignment:** This assignment provides you with the opportunity to explore telehealth videoconferencing features (e.g., whiteboard, annotation, screen sharing, etc.) through guided simulation and peer practice. The exercises in this assignment are designed to improve your confidence and skill in using telehealth-related videoconferencing features. Please download the Telehealth Role Play Assignment Worksheet (see course materials in Canvas) and follow the instructions. You will submit this worksheet as demonstration of your completion of the assignment.

<table>
<thead>
<tr>
<th>Week 3 Telehealth Role Play Assignment Grading Rubric</th>
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<tbody>
<tr>
<td><strong>Full Marks:</strong> 100 (A+): All aspects of the assignment were completed (Exercises 1-8 plus reflective responses).</td>
</tr>
<tr>
<td><strong>Resubmission Required:</strong> Some aspects of the assignment were not completed. [Note: -10 points for each resubmission; max score with resubmission is 90%]</td>
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**WINTER BREAK (12/20/21 – 1/2/22)**

**Week 4 – Telehealth Etiquette and Ethics**

**Week 4 Learning Objectives**: Students will be able to:
1. Identify a minimum of three telehealth etiquette violations aligned with video case study provided.
2. Identify a minimum of one patient privacy violation aligned with video case study provided.
3. Articulate discipline-specific Code of Ethics principles (e.g., athletic training, nursing, occupational therapy, physical therapy, psychology, social work, speech-language pathology) related to the telehealth etiquette and patient privacy violations.
4. Describe strategies to correct telehealth etiquette and patient privacy violations depicted in video case study.

**Assigned Reading**:
- Telehealth Etiquette Checklist
- Read discipline-specific Code of Ethics document (e.g., athletic training, nursing, occupational therapy, physical therapy, psychology, social work, speech-language pathology) [Note: this reading is integrated into the Telehealth Ethics and Best Practices Assignment.]

Watch:
- Week 4 Overview Video
- Week 4 Video Lecture
- Telehealth Best Practices (4 min)
- Telehealth Etiquette Video Series
  - Telehealth Etiquette Intro (2 min.)
  - Telehealth Etiquette Medical Consult (22 min.; NOTE: this video is integrated into the Telehealth Ethics and Best Practices Assignment)
  - Telehealth Etiquette Behavioral Consult (9 min.)
  - Telehealth Etiquette Being the Third Wheel (20 min.)
  - Telehealth Etiquette Smart Interactions with Telehealth (6 min.)
  - Optional: Telehealth Etiquette Bloopers 1 & 2 (2 min.)

Week 4 Assignments due by Sunday, 1/9/22 by 11:59 PM:
- Week 4 Telehealth Ethics and Best Practices Assignment

Week 4 Telehealth Etiquette and Ethics Assignment Description: This assignment familiarizes students with telehealth ethics and best practices and examines breaches in telehealth etiquette and privacy violations. Students will select a discipline-specific Code of Ethics and identify Code of Ethics principles aligned with the violations.

**Step 1:** Watch the video “Telehealth Etiquette: Medical Consult” (22 min.; link provided on assignment worksheet)
**Step 2:** Select and review a discipline-specific Code of Ethics (Links for athletic training, medicine, nursing, occupational therapy, pharmacy, physical therapy, psychology, speech-language pathology, and social work provided in Telehealth Ethics and Best Practices assignment instructions on Canvas);
**Step 3:** Complete and upload the Week 4 Telehealth Ethics & Best Practices worksheet.

<table>
<thead>
<tr>
<th>Week 4 Telehealth Etiquette and Ethics Assignment Grading Rubric</th>
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<tbody>
<tr>
<td><strong>Telehealth etiquette violations</strong></td>
</tr>
<tr>
<td><strong>Code of Ethics principles aligned with telehealth etiquette violations</strong></td>
</tr>
<tr>
<td><strong>Strategies to correct telehealth etiquette violations identified</strong></td>
</tr>
<tr>
<td><strong>Patient Privacy Violations (e.g., Health Insurance)</strong></td>
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</table>
Portability and Accountability Act | provider and patient locations. | provider or patient location). 5 points
---|---|---
Code of Ethics principles aligned with patient privacy violations | One or more Code of Ethics principles were correctly identified for the patient privacy violations. 10 points | Code of Ethics principle(s) identified did not align with the patient privacy violations. 5 points | No Code of Ethics principles were aligned with the patient privacy violations. 0 points
Strategies to correct patient privacy violation(s) identified | A minimum of 1 strategy to correct the patient privacy violation(s) was identified. 8 points | Strategy identified did not correct the patient privacy violation. 5 points | No strategy to correct the patient privacy violation was identified. 0 points

Week 5 – Telehealth Practice Guidelines and Best Practices

Week 5 Learning Objectives – Students will be able to:
1. Identify available telehealth practice guidelines (i.e., interdisciplinary and discipline-specific).
2. Describe telehealth-related administrative, clinical, and technical best practice principles.
3. Explain 3 clinical practice considerations when preparing for a telehealth session.

Assigned Reading:
- American Telemedicine Association’s Principles for Delivering Telerehabilitation Services
- Read discipline-specific standards and guidelines resources (e.g., athletic training, medicine, nursing, occupational therapy, physical therapy, psychology, social work, speech-language pathology).

Watch:
- Week 5 Overview Video
- Week 5 Video Lecture

Week 5 Assignments due by Sunday, 1/16/22 by 11:59 PM:
- Week 5 Reading/Resources Review Quiz (study matrix provided in Week 5 course material)

Week 6 – Telehealth and Interprofessional Practice

Week 6 Learning Objectives – Students will be able to:
1. Identify values and ethics that support interprofessional practice.
2. Describe roles and responsibilities among healthcare teams that foster teamwork
3. Explain how interprofessional communication and practice improves patient outcomes.

Watch:
- Week 6 Overview Video
- Collaboration in Health Care: The Journey of an Accidental Expert? (10 min.)
- Negative Experiences that Could Have Been Improved with Interprofessional Collaborative Practice (9 min)
- Positive Experiences with Interprofessional Collaborative Practice (5 min.)

Week 6 Assignments due by FRIDAY, 1/21/22 by 11:59 PM (NOTE: Earlier deadline due to end of course on Friday):
- Week 6 Interprofessional Practice Assignment
Week 6 Interprofessional Practice Assignment: For this assignment, you will an interprofessional practice video series comprised of four modules with open responses. This assignment will enable you to demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles. You will consider how telehealth applications fit into the scenarios and include these ideas in your open responses as you complete the four modules.

- Module 1: Values and Ethics for Interprofessional Practice
- Module 2: Roles and Responsibilities for Interprofessional Practice
- Module 3: Teams and Teamwork for Interprofessional Practice
- Module 4: Interprofessional Communication

At the end of each module, please download your certificate and open responses (see instructional video on how to access/download your open responses). You will submit the certificates and open responses from each module (4 certificates/responses in total) as demonstration of completion of this assignment. If you are not able to download the certificates or open responses, screen shots are acceptable. Note: *Repeat modules until you score 90% or better on quizzes reported on certificate. If you encounter technical issues, please consult the webpage for tips. Please contact Dr. Cason if you continue to encounter technical issues and/or have any questions related to this assignment.

Week 6 Interprofessional Practice Assignment Grading Rubric

**Full Marks: 100 (A+):** All aspects of the assignment were completed (All 4 module/certificates with >90% accuracy AND open responses were uploaded in the assignment area).

**Partial credit: 85 (B):** Certificates for each module were uploaded; open responses were not uploaded.

**Resubmission Required:** Missing module/certificate or passing score on one or more modules below threshold. [Note: -10 points for each resubmission; max assignment score with resubmission is 90%]