

Increasing Interprofessional Collaborative Competency Through Curriculum Development and Knowledge Translation

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All workshop participants:

- Scan your badge barcode or sign in to each workshop
- Complete workshop evaluations (paper) and end-of-Summit evaluation (electronic)

Those who purchase CE credit:

- MUST sign in to receive credit
- Will be sent a certificate after the Summit

****If you would like CE credit but have not purchased it, see Registration

Workshop Objectives

Participants will:

- Develop skills in academic planning in order to incorporate interprofessional education into curricula.
- Gain competence in utilization of multiple outcome measure tools to assess interprofessional collaboration through video simulation.
- Gain insight into effective implementation of interprofessional education with students from multiple professional disciplines through exploration of an effective course model.
- Explore methods for increasing collaborative engagement among colleagues for successful IPE implementation by breaking down barriers commonly encountered when developing IPE curricula.

Workshop Overview

- Introduction polling activity
- Snowball activity
- Our IPE course
- Benefits of IPE
- Directions for future research
- Gallery talks

Polling the Audience

- We want to know about you!
 - Use your cell phone to answer the questions
- Kahoot.it
 - <https://play.kahoot.it/#/k/16576cc8-ed70-4fe3-a5fb-be6a7e49f905>



https://www.huffingtonpost.com/minh-chau/technology-addiction_b_2118970.html

Benefits of IPE

Interprofessional education (IPE)
occurs when two or more
healthcare professional students
learn
with, from, and about
each other to collaboratively
improve health outcomes.¹



¹ World Health Organization, 2010

Benefits of IPE

- Increasingly emphasized
- Part of accreditation standards for many healthcare programs
- Variation exists regarding methods for implementation and delivery of such content¹
- IPE Leads to^{2,3}
 - Increased patient satisfaction
 - Decreased complications and medical errors
 - Decreased length of hospital stay

¹ Abu-Rish et al., 2012, ² Baker & Durham, 2013, ³ Hallin, Kiessling, Waldner, & Henriksson, 2009

Snowball

- Do you have an IPE tip to share with others?
- Is there a dilemma you hope to solve?



http://volumeone.org/sites/recreation/articles/2009/12/24/1068_Winter_is_for_Teens_Snowball_Fights

Innovative IPE Course Design

Designing the IPE course

- Incorporated into discipline specific courses
 - OT – Professional Identity & Field Experience
 - PT –Cardiopulmonary Physical Therapy (acute care content module)
 - PA – Professional Practice
- Hybrid Format
 - Online Learning Platform / Face-to-face
- Developed innovative and clinically relevant course materials
 - Team conference video developed with SHS grant funding

Innovative IPE Course Design

Logistics

- Faculty Time
 - Divided among 4 faculty
- 360 degree feedback
- Structure of groups
 - Grouped into interprofessional teams by faculty
 - Promoted peer collaboration

Innovative IPE Course Design

- Initial activity discussing medical errors
 - *The Josie King Story*
- Online TeamSTEPPS Modules¹
- Group Activities
 - Video team conference
 - Video simulation and debriefing with faculty
 - IPE Day

Innovative IPE Course Design

Student assignments

- Pre-class work
 - Promoted student accountability to IPE group
- Reflective component
 - Interactive Team Assignment #1
 - Students meet face to face in their group
 - Provide a verbal report on your assigned module
 - Conduct group discussion with your group
 - Group assignment- reflection on modules and overall group summary
 - » Students also rate group members- percentage of individual participation and engagement

Innovative IPE Course Design

- Pre and Posttest Outcome Measurement Tools
 - Interprofessional Collaborative Competency Attainment Scale
 - Jefferson Teamwork Observation Guide
 - Team STEPPS outcomes
- Highlights
 - Translation to clinicals/fieldwork experiences
 - Positive feedback received from students on course reviews

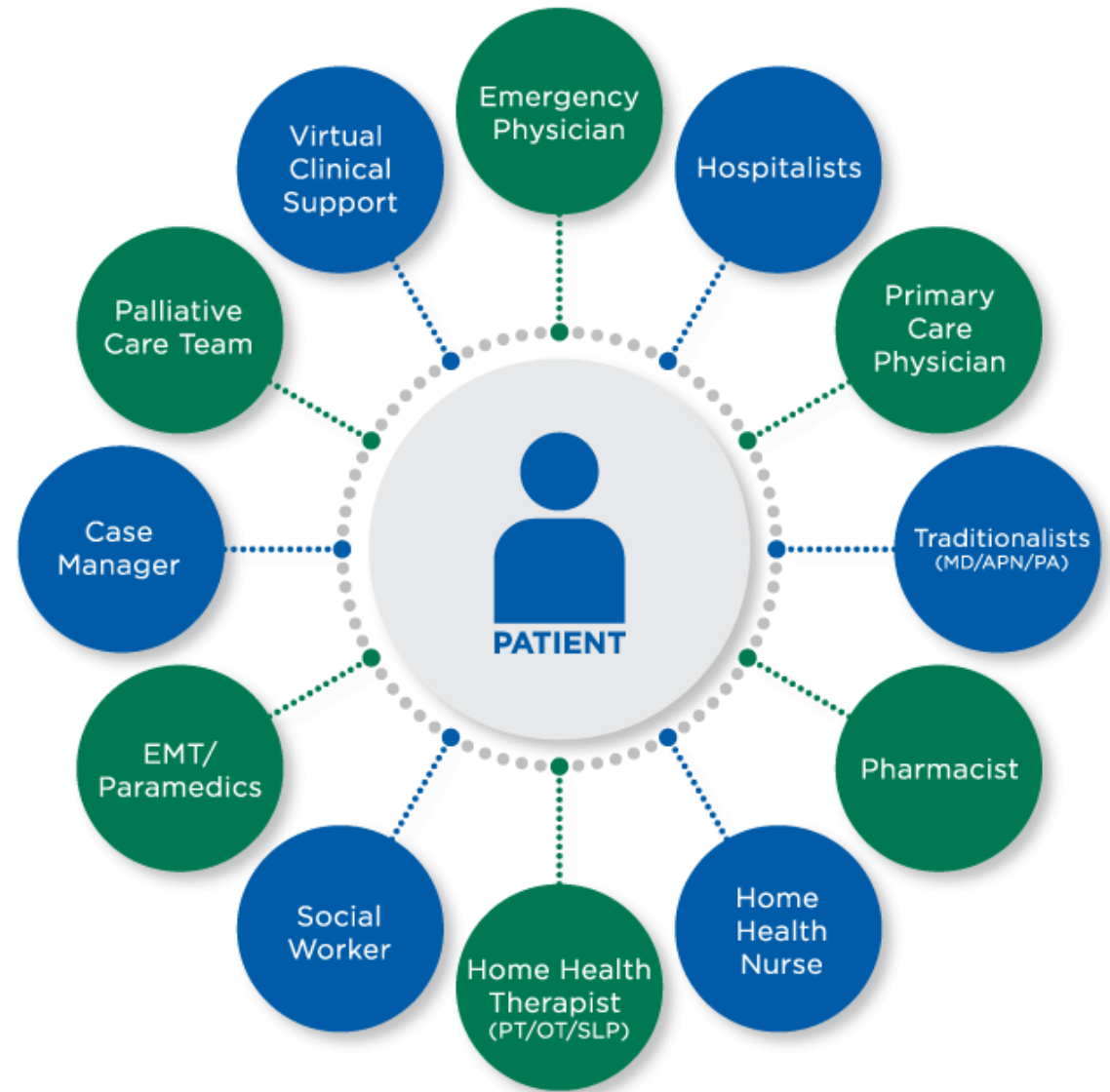
TeamSTEPPS Modules¹

- Team structure
- Communication
- Leading teams
- Situational monitoring
- Mutual support
- Summary

¹ King et al., 2008

Video Production: Interprofessional Team- Patient, Family, MD, PT, OT, Nursing, Social Work

Produced by faculty and students in the
Media and Journalism Department at the
Neuharth Media Center



<https://tse3.mm.bing.net/th?id=OIP.CHuR1S5S1JytJrB12BYvDAHaGS&w=232&h=195&c=7&o=5&pid=1.7>

Video Production

- Simulated case
 - Development
 - Community member
 - Faculty from other programs
- Logistics
 - Students from Journalism videoed/edited
 - Tool to use for future courses

Video Debriefing Sessions

- Faculty led small group discussion
 - Students from OT, PA, PT
- Completed JTOG¹
 - Assess team work
 - Validate video
 - Relate to TeamSTEPPS Modules/Skills²

¹Lyons, Giordano, Speakman, Smith, & Horowitz, 2016, ²King et al., 2008

Video Activity

Bad video vs. Good video

Jefferson Teamwork Observation Guide (JTOG)¹



<https://www.steinandpartners.com/en/tripartite-council-rmg-labour/>

¹Lyons, Giordano, Speakman, Smith, & Horowitz, 2016

Jefferson Teamwork Observation Guide (JTOG)¹

- 14 questions using a 5-point Likert Scale
 - Team based competencies
 - V=Values and ethics
 - R=Roles and responsibilities
 - C=Communication
 - T=Teamwork
 - L=Leadership
- 3- open-ended/discussion questions

¹Lyons, Giordano, Speakman, Smith, & Horowitz, 2016

JTOG Questions¹

1. There appeared to be a team leader that coordinated the discussion. (L)
2. The team leader facilitated the discussion rather than dominated it. (L)
3. Members of the team came prepared to discuss the case/situation from their profession-specific perspective. (R)
4. Members of the team who were involved in the case/situation contributed to the discussion. (C)
5. Discussion was distributed among all team members. (C)
6. Members of the team appeared to understand the roles and responsibilities of other members of the team. (R)
7. Team members appeared to have respect, confidence, and trust in one another. (v)
8. Team members listened and paid attention to each other. (C)
9. Team members listened to and considered the input of others before pressing their own ideas. (C)
10. Team members added other supporting pieces of information from their profession-specific perspective regarding the case/situation. (R)
11. The opinions of team members were valued by other members. (V)
12. Team members appeared to feel free to disagree openly with each other's ideas. (V)
13. Team members sought out opportunities to work with others on specific tasks. (T)
14. Team members engaged in friendly interaction with one another. (T)

¹Lyons, Giordano, Speakman, Smith, & Horowitz, 2016

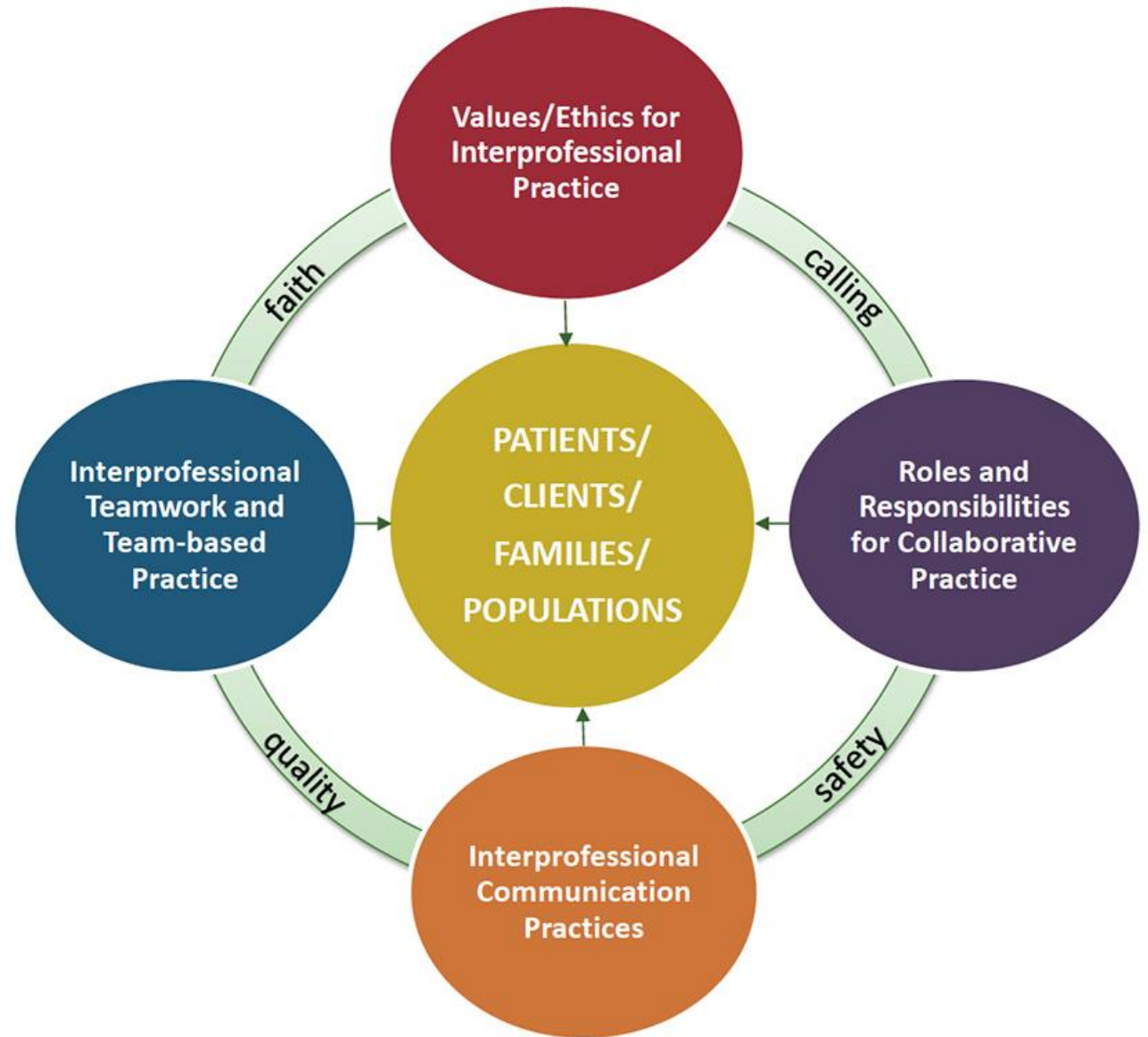
Video Debrief:

JTOG Open Ended Questions

- Open-ended questions¹
 - Describe one aspect of team-based care that you observed today
 - Describe one aspect of patient-centered care that you observed today
 - Describe one new thing, either positive or negative, that you observed today about teamwork
 - **Describe something you learned about or from a discipline other than yours
 - ** additional question-not a part of the JTOG tool

¹Lyons, Giordano, Speakman, Smith, & Horowitz, 2016

Interprofessional Collaborative Competencies Attainment Scale (ICCAS)¹



¹ Archibald, Trumpower, & MacDonald, 2014

- 7 point Likert Scale: Rate your ability
 - (1= strongly disagree; 2= moderately disagree; 3=slightly disagree; 4= neutral; 5=slightly agree; 6=moderately agree; 7= strongly agree; na= not applicable)
 - Communication
 - Collaboration
 - Roles & Responsibilities
 - Collaborative Patient/Family-Centered Approach
 - Conflict Management/Resolution
 - Team Functioning

¹Archibald, Trumpower, & MacDonald, 2014

IPE Day

- Structure / Overview
 - Students from 12 disciplines
 - 600 students
 - Faculty & community members serve as simulated patients

IPE Day

Students Objectives:

- Describe other health professions and their respective education programs.
- Participate as a member of an interprofessional team, accepting input from and valuing contributions by team members of all professional levels and disciplines.
- Demonstrate, through interpersonal interactions with patients and other health care professionals, positive attitudes towards aging, disabilities, and cultures.

IPE Day

Pre-work

- Students complete the online pre-event self-assessments
- Review all Team STEPPS documents and the Health Professions Overview document.
- Review the workshop day schedule, team assignments, and case assignments.
- Review the case chart prior to the day of the event.

IPE Day

During the Event

- Student Introductions
- Assign group roles/expectations
- 2 cases per group
 - Group identifies two members to interview the patient
 - Group develops prioritized list of team recommendations
 - Group meets with patient to review recommendations
- Faculty provide debriefing session with group following team conference with simulated patients



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Turn and Talk

Current status of IPE

- More IPE research is needed
 - Development of curriculum¹
 - Relationship to clinical practice
 - Demonstrate effective methods for addressing barriers encountered with IPE development and implementation

¹ Neocleous, 2014

Developing Solutions for Common Barriers

- Gallery talks
 - Explore solutions for both internal and external barriers commonly encountered with IPE

Workshop Wrap-up

3-2-1

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Questions



<https://www.facebook.com/UniversityofSouthDakota/photos/a.402669980938.177151.267498065938/10154800214575939/?type=3&theater>