



SAINT LOUIS UNIVERSITY

CENTER FOR INTERPROFESSIONAL
EDUCATION AND RESEARCH

Preparing Faculty to Engage Student Teams in an Interprofessional Community Practicum Course

JESSICA BARRECA, PT, DPT

LESLIE HINYARD, PHD, MSW



NATIONAL CENTER for INTERPROFESSIONAL PRACTICE and EDUCATION



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Physicians: The National Center for Interprofessional Practice and Education designates this live activity for a maximum of **1.5 AMA PRA Category 1 Credits™**.

Physician Assistants: The American Academy of Physician Assistants (AAPA) accepts credit from organizations accredited by the ACCME.

Nurses: Participants will be awarded up to **1.5** contact hours of credit for attendance at this workshop.

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Jessica Barreca and Leslie Hinyard

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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 Agenda

1. Outline a structure to clearly identify roles and responsibilities of faculty advisor within a community practicum course featuring multiple stakeholders.
Activity #1: Review resources available to faculty advisors
2. Describe strategies to prepare student teams to collaboratively engage with community partners.
Activity #2: Promoting Team Engagement; assignment review and team debrief strategies
3. Discuss strategies to guide collaborative development of goals and objectives linked to agency-identified health or wellness needs.
Activity #3: Evaluating SMART Goals in a Project Work Plan

Resources shared: IPE Google Site, Community Practicum Infographic, Agency & Community Assessment – I assignment, Project Work Plan assignment



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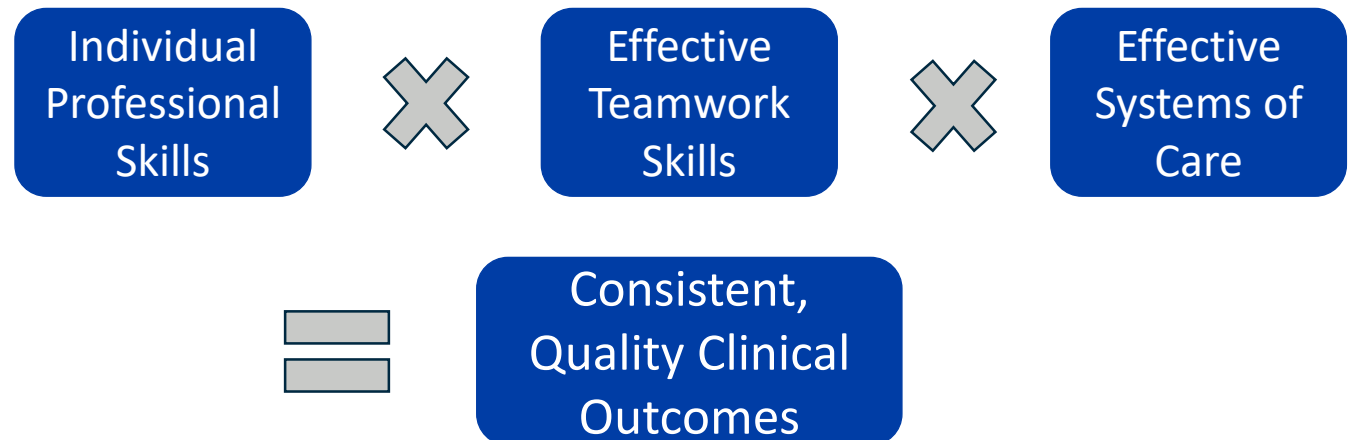


Quadruple Aim

To accomplish our mission, the **SLU Center for Interprofessional Education & Research (CIER)** collaborates across the health professions schools, residency programs, and clinical practices to:

- Prepare health professions graduates, faculty, and care providers for interprofessional patient-centered, collaborative practice.
- Advance the practice of effective and efficient interprofessional team-based care to improve individual patient and population health outcomes.
- Advance research and scholarly activity of interprofessional education and collaborative practice.

Utilizing best practices and evidence in the literature, the CIER focuses on three components to improve consistent quality outcomes:



The CIER works to Advance
the Integration of IPE,
IP Practice, and Improved
Teamwork to Enhance the
Quality and Safety of
Patient Care...

- Concentration in IPP
 - Minor in IPP
- IPE Core Curriculum

Undergrad
Curriculum

Graduate
Curriculum

- Fundamentals of
Patient Safety & QI
- IP Team Seminars

Clinical
Practice
Partnership

- SLUCare Physician
Group Collaborations
- SSM SLU Hospital
Collaborations
- Quality Improvement
Database across GME

School of
Medicine
Strategic
Plan

- Quadruple Aim
- Strengthen Teamwork
& Collaboration
- Healthy Climate

Conceptual Framework of SLU - Minor in Interprofessional Practice (IPP)

(Concentration in IPP:4 courses/9 credits. Minor in IP Practice 7 courses/16 credits)

IPE 1100*: Introduction to IP Practice, Roles and Responsibilities of Health Professions; Collaboration Skills, Teams and Teamwork, and the SLU IPE Domains**

1 Cr./ Conc

The IPE and IPCP principles and skills introduced in IPE 1100 are then applied in the various contexts where health professions work together to accomplish the Triple Aim...

IPE 3500*: IPCP in the context of the health care system and health promotion

3 Cr./ Conc

HCE 2010: Foundations of Clinical Health Care Ethics

3 Cr./ Minor

IPE 4200*: IPCP in the context of individual patient care (caring response) decision making

3 Cr./ Conc

IPE 4900*: IPCP in the context of community/population health, HP/DP , Comm Practicum

2 Cr./ Conc

IPE 4905: IPCP in the context of the clinical care team, Clinical Practicum

2 Cr./ Minor

ORES 2320: IPCP in the context research, IP care team and impact on patient care/outcomes

2 Cr./ Minor

David Pole/Irma Ruebling 5/23/14 *Concentration in IP Practice

** Five SLU IPE Domains include: Interprofessional Practice, Patient-Centered Care, Wellness, Patient Safety & Quality, and Social Justice

Course Goals

Course Goals for Students:

Demonstrate interprofessional collaboration readiness to address population health.

Collaborate with a community health or social service agency to improve health or promote wellness among agency's target population.



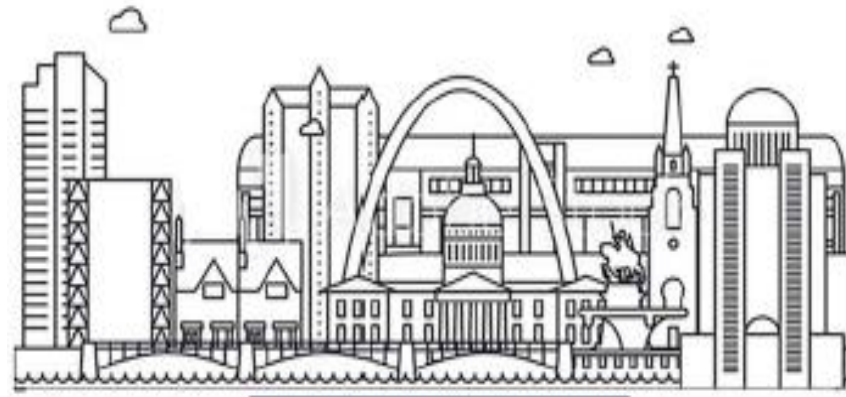
Faculty Advisors

Goals for Community Partners:

Develop long-term, collaborative relationships
Provide mutually beneficial learning experiences
Enhance agency capacity to serve their target population

IPE Community Practicum Logistics

STUDENTS
COME
FROM
SIX
DIFFERENT
HEALTH
PROFESSIONS.



**25+ active community
partner sites in the StL
region**

**Faculty Advisors represent
the following professions:**

OT

PT

Nursing

SW

MD

AT

ND

RT

Roles and Responsibilities



Faculty Advisors

- Schedule and attend initial site visit with team(s)
- Review and provide feedback to team on team project work plan prior to implementation
- Attend faculty orientation meeting and large class meetings
- Facilitate small groups #1 and 2
- Evaluate assignments
- Attend Poster Symposium and evaluate assigned posters



Course Director & Community Coordinator


- Recruit and develop partnership with community agencies
- Faculty recruitment, coordination & development
- Act as a liaison between faculty advisors and site coordinators
- Plan and facilitate scheduled classes and small groups
- Assign students and faculty to teams and partner agencies
- Complete annual site visit



Community Site Coordinators

- Meet teams at initial site visit for orientation & collaboratively determine project topic
- Coordinate team's on-site meetings with agency staff & target population
- Review team's project work plan prior to implementation
- Provide assistance for the team as needed as they perform tasks /activities at the site
- Complete surveys 1x/semester on overall experience

Faculty Resources

- 4900 Course Coordinator/Community Site Coordinator
- IPE 4900 Faculty Advisor Course Facilitation Guide
- Individual Site Profiles
- IPE staff for Blackboard and technical support
- Faculty orientation meeting – 1st week of class
- Faculty meetings prior to small group meetings (weeks 7 & 13)
- Google Site**  **Activity #1**

Activity #1: Overview of Faculty Resources

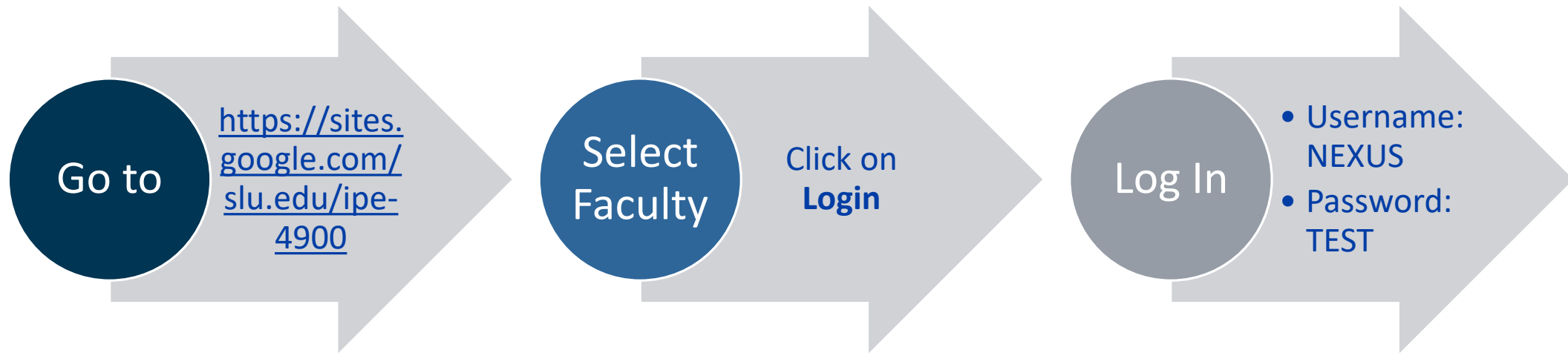
PURPOSE: Review resources available to faculty advisors within a community practicum course featuring multiple stakeholders

We will briefly review the following:

- Foundational Literature
- Facilitator Guides
- Instructional Resources
- Assignments
- Site Profiles
- Links to Community Partners

Activity #1: Overview of Faculty Resources

INSTRUCTIONS



HOW IT WORKS



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AGENCY ASSESSMENT

Teams complete an agency and community assessment prior to first visit to gather relevant demographic and health information.

PROJECT WORK PLAN

Teams create a project work plan which outlines processes and measurable objectives needed to achieve overall project goal. Faculty advisors and site coordinators provide feedback to each team and modifications are made to project as needed.

PROJECT DELIVERY

Student teams deliver project to community site (i.e. presenting an educational module, sharing a resource guide, pitching a healthy living program).



SITE VISITS

Teams make at least five visits to their assigned agency to gain a better understanding of agency needs and the population it serves.

SMALL GROUP MEETINGS

Small group meetings held throughout the semester provide opportunities for students to address the course learning objectives and reflect upon their experiences.

POSTER PRESENTATION

Teams present their projects' results during an end of semester symposium. All site coordinators and agency staff are encouraged to attend!

Activity #2: Promoting Team Engagement

PURPOSE: Describe strategies to prepare student teams to collaboratively engage with community partner

INSTRUCTIONS:

1. A completed *Community Site Preparation* assignment can be found on your table. Read this assignment and review with another individual at your table.
2. Following review, we will simulate a team de-brief session followed by large group discussion to identify strategies faculty can utilize to promote team engagement and project planning

Activity #3: Evaluating a Project Work Plan

Purpose: Discuss strategies to guide collaborative development of SMART goals and objectives linked to agency-identified health or wellness needs

Instructions:

1. A copy of the Project Work Plan (Team 13) can be found on your table. Briefly read through the Project Work Plan assignment in pairs at your table.
2. As a large group, we will review the SMART Goals in Section B3 and discuss feedback mechanisms available to faculty



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Incorporating Faculty Feedback

- FACULTY SURVEYS
- COURSE DEVELOPMENT MEETINGS
- OUTCOMES & DEVELOPMENTS

Faculty Survey Overview

- Respondent Description
 - # of semesters individual has served as faculty advisor
- Student Performance
 - Team engagement with target population
 - # of site visits
- Student Assignments or Resources
- Roles & Responsibilities as Faculty Advisor
 - Additional resources
 - Barriers
 - Community Engagement

Student Performance

Faculty advisors who indicated that students were not well-prepared for their first site visit were subsequently asked:

- ☐ Why do you think the students were not prepared?
- ☐ How might the Center for Interprofessional Education and Research help better prepare the students in the future to ensure more effective site visits and site relationships?

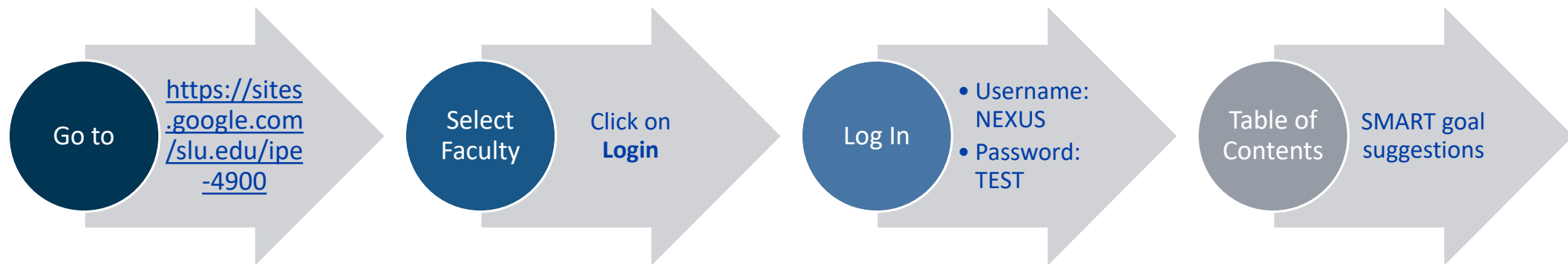
Roles & Responsibilities as Faculty Advisor

Faculty advisors were asked:

- ☐ Are there any additional resources that you would find helpful? Please list and briefly describe any additional facilitator resources you would like to see incorporated in the future.
- ☐ Identify any barriers to completing the course project

Activity #3: SMART Goals

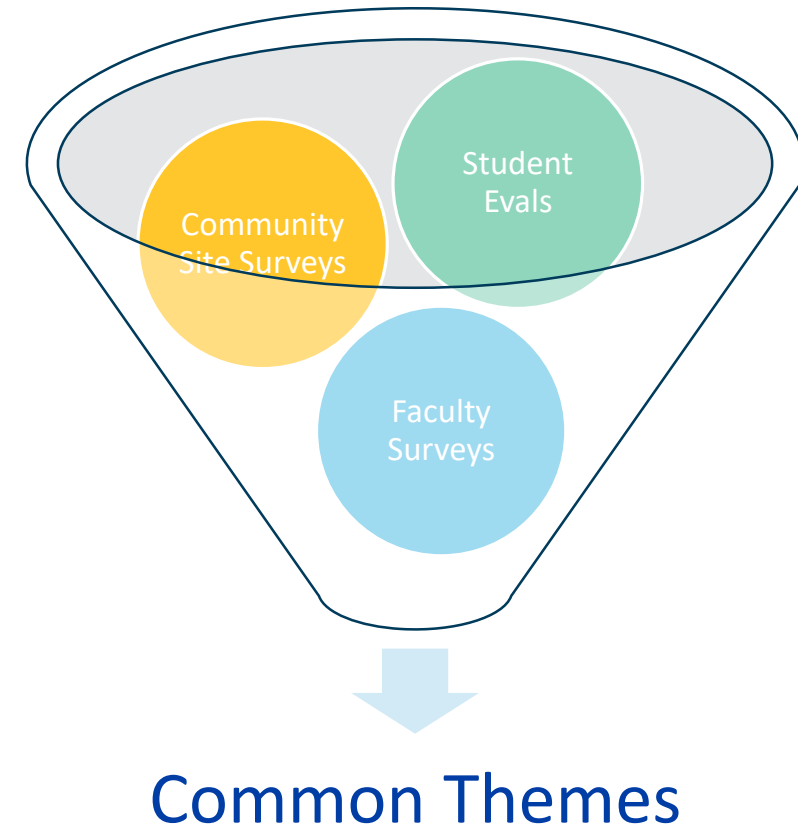
INSTRUCTIONS:



Course Development

Faculty from 4 professions (OT, AT, PT, & Nursing) meet 4x during Summer 2018 to:

- Independently review surveys and course evaluations
- Identify common themes from surveys and course evaluations
- Make recommendations for course improvements based on identified themes
 - Capitalize on course strengths
 - Reduce ambiguity in assignments and activities
- Review proposed changes to ensure clarity with revised activities and assignments for Fall 2018
- 1:1 user interface meetings



Supports for Faculty: In Development

Blackboard Video Tutorials

Updated Rubrics built into Blackboard

Examples of Graded Assignments -> Critical Reflections

Faculty Advisor Interest Survey to connect with Community Partners

Faculty Recognition through Newsletter or at Recognition events



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Questions??

Thank you!

Jessica Barreca

Jessica.Barreca@health.slu.edu

Leslie Hinyard

Leslie.Hinyard@health.slu.edu

IPE COMMUNITY PARTNERSHIPS

The Center for Interprofessional Education and Research at Saint Louis University prepares students with the knowledge, attitudes, and skills to be "collaboration-ready practitioners". Our St. Louis Community Partnerships allow students to engage in a service-learning opportunity with a community agency. The students get an outstanding service-learning opportunity while the community site gets a health-focused project to meet their operational and population health goals. Built on ten years of successful community partnerships, we would like to welcome you to our network to improve population health in our community.



Students teams are made up of
six different health professions!

 **20+**
active community sites in
the city of St. Louis and in
St. Louis County.

“ We must now ask: What else should we
do for and with our neighbors? Our
specific strengths in teaching,
research, compassionate medical
care, and other forms of service must
be replicated in ways that reach even
more of those in need.

Fred Pestello, PhD
President, Saint Louis University ”

*My family and friends are all in good health. Meeting
survivors is when it really hit home. I imagined my family
going through what these families are going through. It
made me want to work even harder to complete the
project since my family could be the ones in need one day.*

Adam Babb
IPE 4900 Student

*While I have now been exposed to the
Jesuit mission for 4 years at Saint Louis
University, it is experiences like this that I
truly understand the meaning of being
men and women for and with others.*

Kaylee Breitbenbucher
IPE 4900 Student



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OVER
200
students involved in
community
projects each
academic
year!