

Creative Approaches For Integrating Patients, Families And Community Members As Participants And Facilitators In IPE Activities

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College of Pharmacy



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Session Outline

Part 1

- What we did before
- Why we changed it
- How we changed it

Part 2

- Creative Activity in IPE session design
-



Introduction



Activity



Debrief

Activity #1

Which of your IPE activities/topics would you like to enhance with patient/family involvement?

IPE Event on

Disabilities

What we did before

Why we changed it

Students read the case scenario intro

CASE OVERVIEW:

Case: Mr. Herman Cruz, a 50 year old man who has diabetes and is obese, visiting a new primary care provider.

Herman Cruz is 50 years old. He is being seen as a patient for the first time in the Saguaro Family Medicine's Medical Home. He is accompanied by his sister, Ms. Scott, and an aide from the group home where he has been living for one week. Prior to this, Mr. Cruz always lived with his mother until her recent death at age 83. Mr. Cruz has an intellectual disability and diabetes. The family nurse practitioner (FNP) is Mr. Cruz's primary care provider and will be the first team member to meet him.

Disabilities Event

What we did before

Students discussed questions in small groups

Questions 1.1:

1. What barriers to communication might Mr. Cruz face at the office? From the perspective of each of your disciplines, how would you address them?
2. What other barriers might a person with a disability face in a health care setting? From the perspective of each of your disciplines, how would you address them?
3. The situation of having lived with elderly parents is common for many people with disabilities (ID). What impact may the change to a new residence have on the well-being and why is this important for the health care team?
4. How might you determine if Mr. Cruz is competent to make decisions? How would you ensure he remains integrated in his health care decisions?

Guess what?

- Some groups had great discussions; others not so much
- Minimal emotive engagement
- Many seemed disengaged

Disabilities Event

Why we changed it

IPE Event on

Disabilities


How we changed it

Integrating Patients, Family & Community Members

Panel and Small Group Co-facilitation

- Panel of 5 community members with disabilities
- Mini-documentary intro from portraiture interviews
- Patients/community members joined small group discussions*

Movie Case Scenario

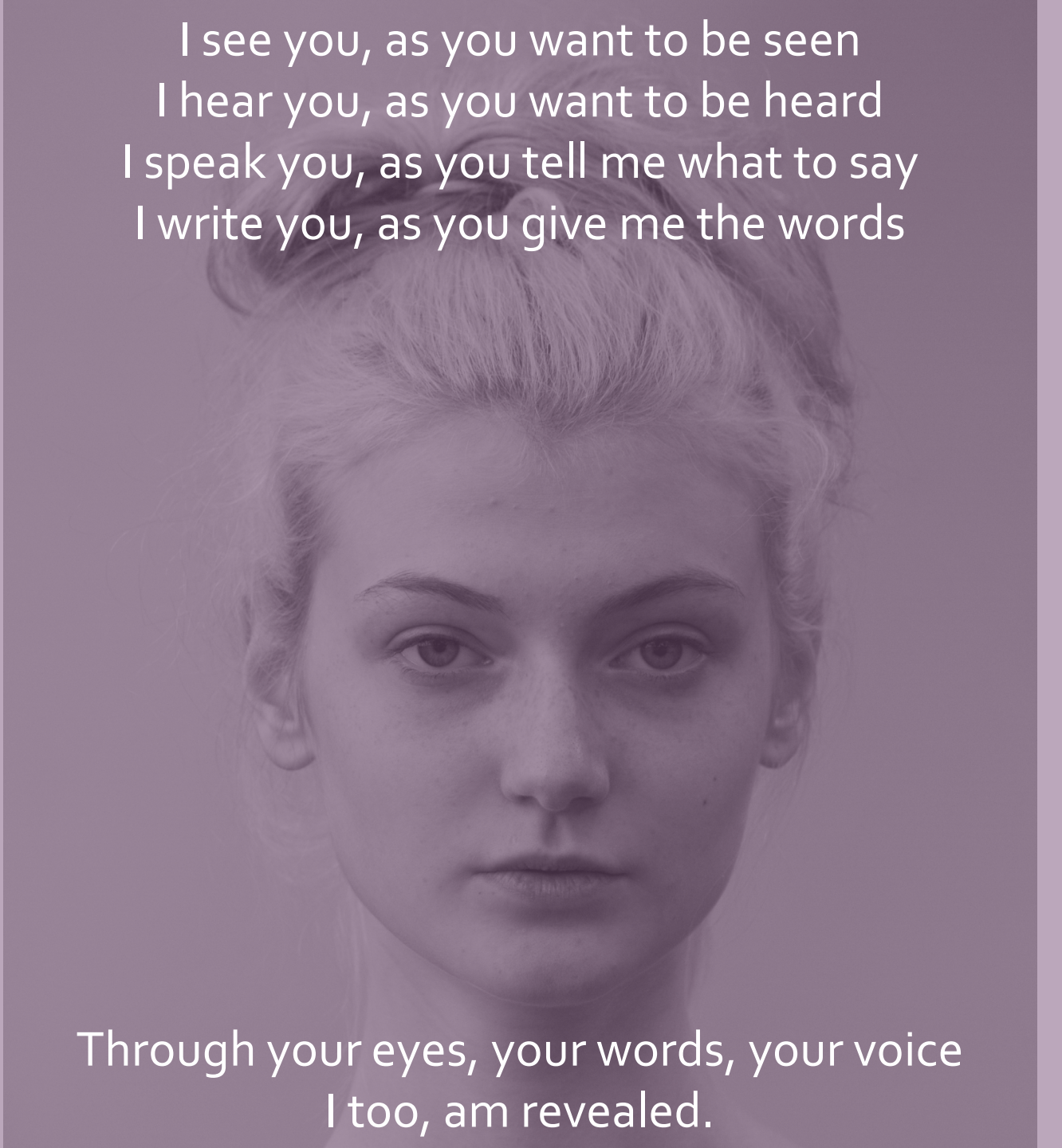
- Community members with disabilities acted out the case scenario
 - Inquiry-driven discussion in small groups*
- 

Portraiture

Portraiture is an ethnographic approach to research that “demonstrates a commitment to the [] participants and contextualizes the depictions of individuals and events” in their own narratives (Dixson et al 2005).

- Rely upon the voice central to the experience
- Focus on patient as *subject*, not object
- **Remove the narrator**

Dixson, Chapman & Hill (2005, 23)



I see you, as you want to be seen
I hear you, as you want to be heard
I speak you, as you tell me what to say
I write you, as you give me the words

Through your eyes, your words, your voice
I too, am revealed.

Panelist Questions

1. Briefly introduce yourself
 - a. For example, please tell us your name, what you do, and your medical condition.
2. Tell us about a significant experience you had with the health care system. For example:
 - a. What's one challenge you face or have faced in healthcare?
 - b. How can health care providers improve their interactions with you?
3. What's one thing you really appreciate or enjoy about how healthcare providers interact with you?
4. I'd like to ask you about the term "disabilities", whether you think of your condition as a disability, or a recognized disability, or whether you prefer to use a different term?

Panelist Portraiture Interview

Questions

Creative Integration of Patients & Community Members

The Event Trailer & Portraiture
Example

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Creative Engagement of Community Members

Key Tasks

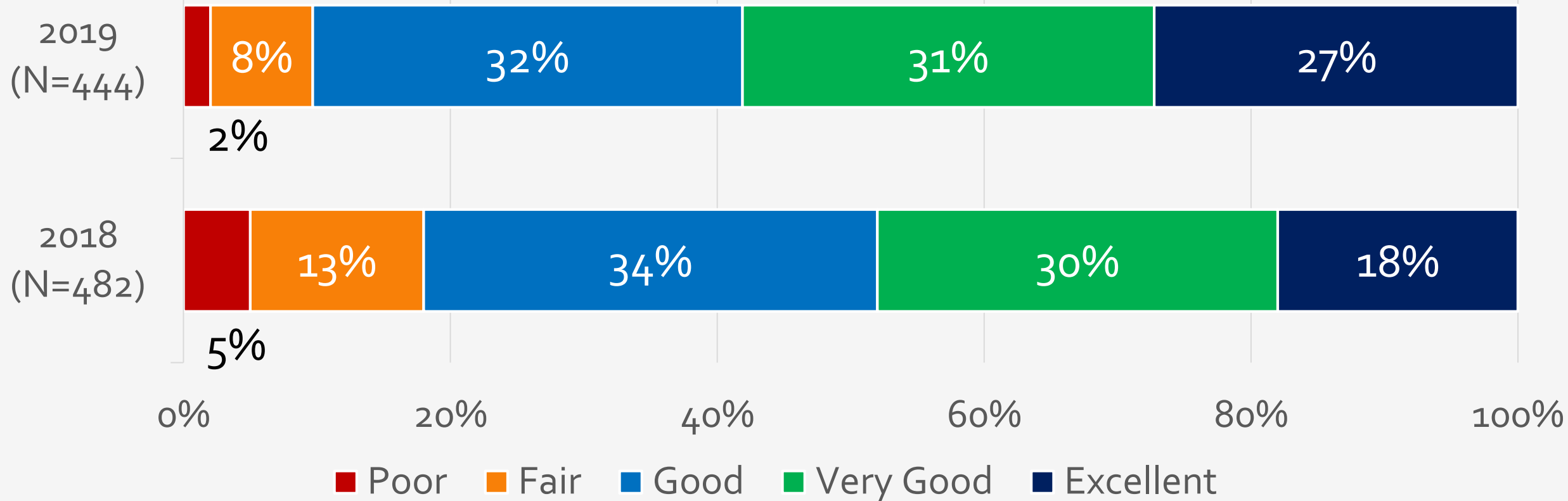
- Drafted a script
- Team edited the script
- Auditioned community members with disabilities to play the key role

*How do you think
students
responded?*

Discuss in your small groups



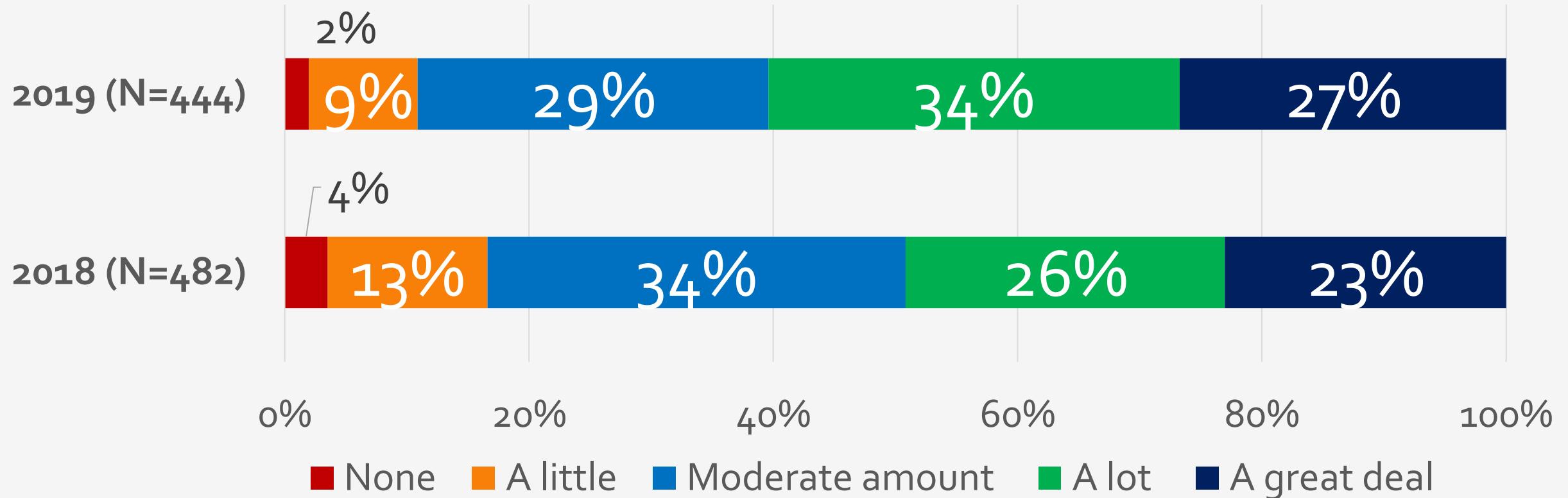
Overall, how would you rate Disabilities [IPE]?



Stats	2018 (N=482)	2019 (N=444)
Mean	3.4	3.87
SD	1.1	1.0

Student Feedback: Comparison 2018 v. 2019

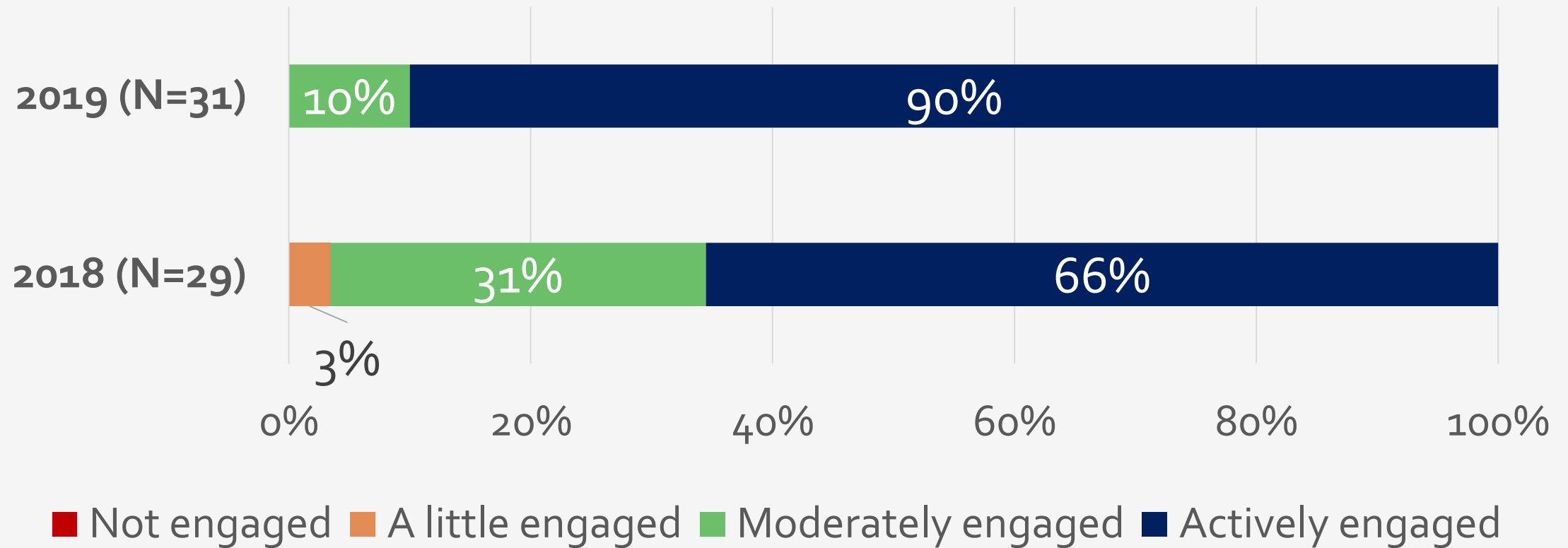
To what degree did [this exercise] make you **reflect on your own behaviors** when interacting with persons with disabilities?



Stats	2018 (N=482)	2019 (N=444)
Mean	3.5	3.8
SD	1.1	1.0

Student Feedback Comparison 2018 v. 2019

Comparison of 2018 & 2019 Data



Level of Engagement	2018 (N=29)	2019 (N=31)
Mean	3.6	3.9
SD	0.6	0.3

Facilitator Estimate of Student Engagement 2018 v. 2019

Student Feedback: Panel



“The bad experiences they've had [in] the healthcare system made me reflect on what I would've done to make the situation better.”

Student Feedback: Video Case Study



“The case study was also very helpful in breaking down the planning of care of someone with a disability.”



What did Vicky think about doing the movie?

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IPE Event on

Patient Safety

What we did before
Why we changed it

Patient Safety – *What we used to do*

Activity: 2 IP encounters

Students: Asked to role-play at tables; discuss related questions

What happened?

- Only a few role-play it
- Minimal emotive engagement

CASE / SCRIPT KEY: “PAIN IN THE FLANK”

ABDUL MISHRA, ER Nurse
MRS. CAMPBELL, Patient
NARRATOR

DR. MICHAEL STEIN, ER Physician
CAMMIE LEE, Nurse Practitioner
SUE GUERRERO, Inpatient Pharmacist

NARRATOR: Emergency Room Physician MICHAEL STEIN approaches an ER bed where pregnant patient MRS. CAMPBELL is writhing in pain. Nurse ABDUL MISHRA is at the bedside.

Nurse ABDUL MISHRA: Mrs. Campbell, this is the ER attending, Dr. Stein. Dr. Stein is one of our best Emergency Department physicians, and he's been taking care of patients for 30 years.

Facilitator Note

Managing up: Publicly supporting your team or its members with the aim of positioning them to inspire confidence in the patient and family.

MRS. CAMPBELL: (moans) Okay. (exhales loudly) Can I have something for the pain?

Nurse ABDUL MISHRA: (to Dr. Stein) Mrs. Campbell has come in with severe flank pain. She's 26 weeks pregnant with her second baby and she's been diagnosed with kidney stones.

Physician MICHAEL STEIN: Why isn't she on the OB unit?

Nurse ABDUL MISHRA: It's full. They'll call when a bed's available. But she's in serious pain.

- Which disruptive and constructive behaviors are illustrated?
- Which behavior has the greatest impact on the patient and their family?

IPE Event on

Patient Safety

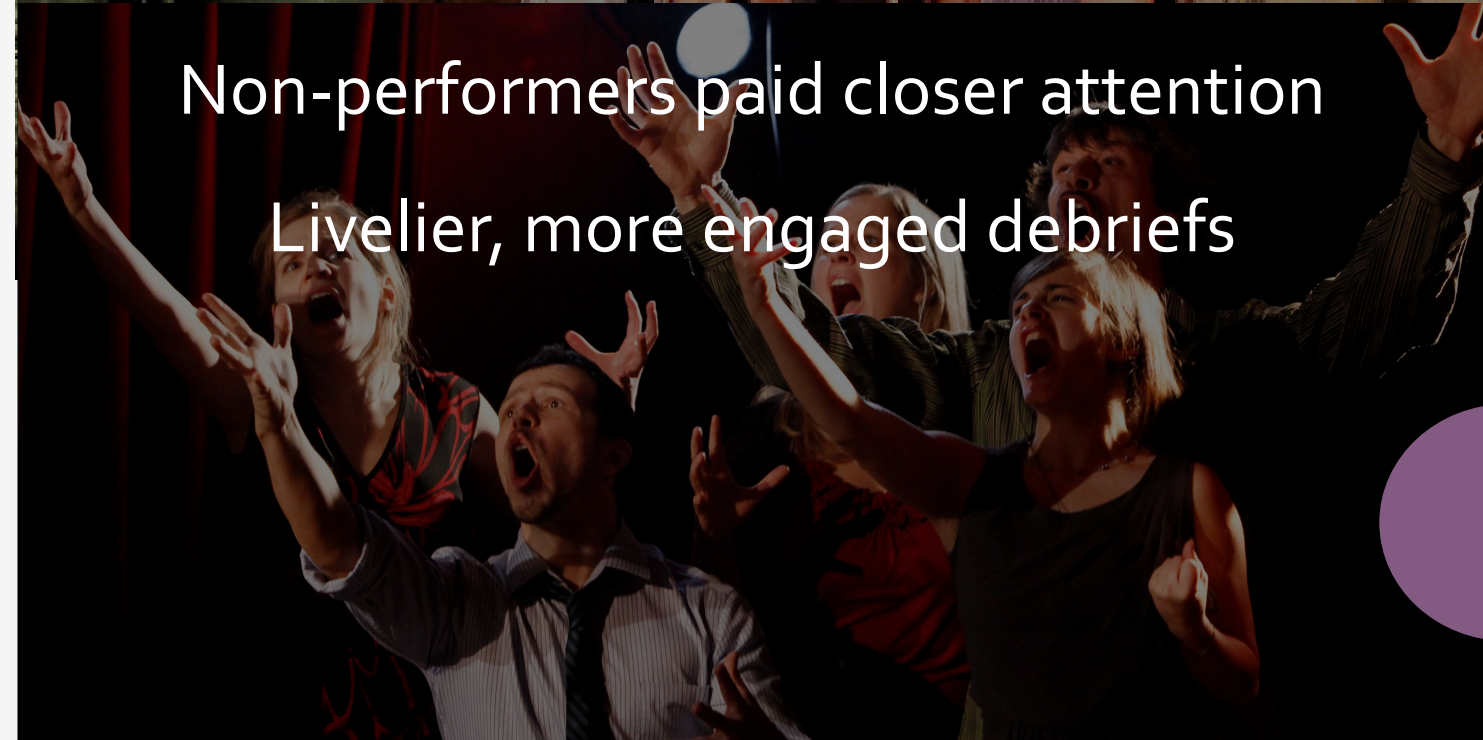
How we changed it

Acting Out

- 2018 – We asked students in 1 room to perform the script “with feeling”
 - 18 of 60 students, 2 scenes
- 2019 – All students



Enjoyed acting more than reading cases
Experienced how disruptive behaviors feel



Non-performers paid closer attention
Livelier, more engaged debriefs

In 2019, we're adding a Portrait on Patient Safety



Goal	Learning Objective	Assessment	Learning Experience	Materials/Technology
What you want the entire session/course to accomplish	What you want the learners to know, do, and feel at the end of your session	Measures whether learners have met the objectives	Active learning experience in which learners apply pertinent knowledge or principles, and/or analyze, evaluate or synthesize data to a problem presented by a patient experience based on pertinent principles or knowledge.	What will you need to implement these activities?
SAMPLE: To introduce the students to important topics in the lives of people with disabilities and to learn the value of working in a team with colleagues in other professions to engage in patient-centered care	<ol style="list-style-type: none"> 1. Recognize the impact of a disability on a healthcare professional's interactions with the healthcare system. 2. Describe the roles and functions of the members of an interprofessional team in the delivery of patient-centered care for persons with disabilities. 	<ul style="list-style-type: none"> • Questions asking students to identify issues, communication and dynamics of interaction; how the healthcare team (should have) addressed these • Small group discussion/debrief/report out • Poll Everywhere 	<ul style="list-style-type: none"> • Several groups in one class with facilitators watch a movie on the topic of patient interactions with family and healthcare professionals, featuring an actor who has a disability similar to the character's disability. After each segment, small groups discuss what went well, what went wrong, what principles of patient-centered communication were violated and how they would improve upon the interaction. • Small groups engage community member facilitators in this process, to gain their perspective, guidance and feedback. 	<ul style="list-style-type: none"> • Movie distributed on YouTube via computer and projector in a room

Brainstorm with a partner/small group – Outline plan & Share Ideas!

LET'S GET CREATIVE!



Activity #1

Which of your IPE activities/topics would you like to enhance with patient/family involvement?

MS Word Template – YouTube – Poll Everywhere – iMovie - Powtoon

TOOLS for *Creative* Curriculum

Design Curriculum

- Backward design template

Create Materials

- Script Template

Engage Patients & Community Members

- In students' active learning



PollEverywhere

Activity #2



10 minutes

Use the backward design template to discuss/describe:

- 1 Goal
- 1 Learning objective
- 1 Activity

Think about: How will you integrate patients, family or community members in the creation or implementation process?



How will you include patients, family or community members?

Activity #3



10 minutes



- **Please share your ideas for** incorporating patients, families and community members in your creative IPE activity.

Session Feedback

Please scan with your
camera app and give us
feedback when you get a
chance!

Thank you!



Screenplay tool



Scan me

References

Active Learning & Assessment

- Angelo TA & Cross KP. *Classroom Assessment Techniques: A handbook for college teachers*. Jossey-Bass Publishers; 1993. [CATs]
- Jensen, Kummer and Godoy (2015) Improvements from a flipped classroom may simply be the fruits of active learning. [CBE-Life Sciences Education 14:1-12](#).

Portraiture Methodology

- Dixon AD, Chapman TK, & Hill, DA. Research as an Aesthetic Process: Extending the Portraiture Methodology. *Qualitative Inquiry*, 11(1), 2005 16-26.

Backward Design

- Wiggins G & McTighe J. *Understanding by Design*, Expanded 2nd Edition. Merrill Education/ASCD College Textbook Series. Pearson:NJ; 2006.

Source of Learning Materials



Patient Safety Exercise materials

Disabilities Exercise materials

MS Word Template – YouTube – Poll Everywhere – iMovie - Powtoon

TOOLS for *Creative* Curriculum

Design Curriculum

- Backward design template

Create Materials

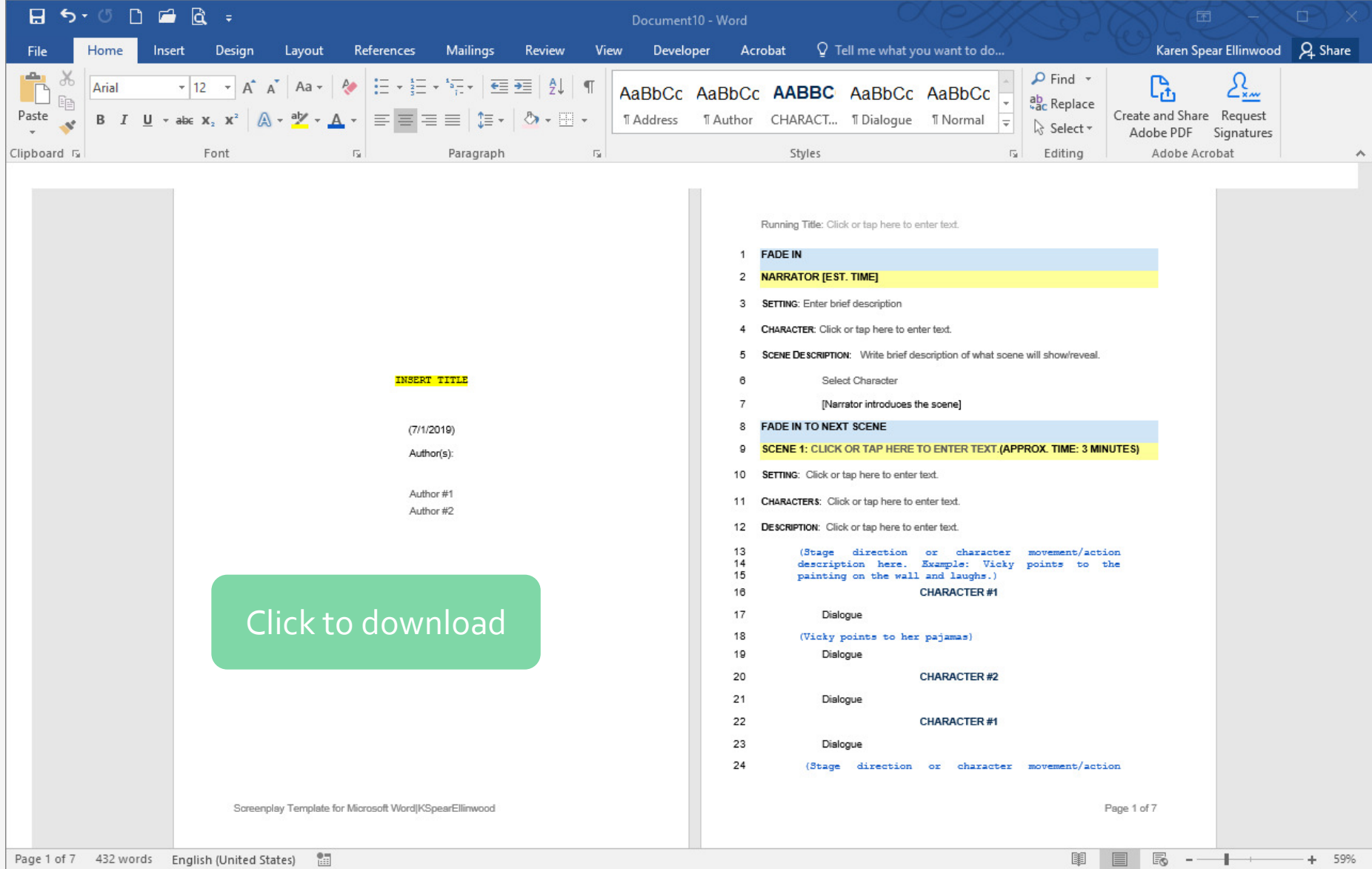
- Script Template

Engage Patients & Community Members

- In students' active learning



PollEverywhere



Screenplay Template

(Karen modified a generic screenplay template; Handout with digital access provided)

You may also use Office 365
Screenplay Template

Backward Design Template | Creative Approaches for Integrating Patients/Families and Community Members as Participants and Facilitators in Interprofessional Education Activities | Skills-Based Workshop



Goal	Learning Objective	Assessment	Learning Experience	Materials/Technology
What you want the entire session/course to accomplish	What you want the learners to know or be able to do by the end of your session	Measures whether learners accomplished objectives	Active learning experience in which learners apply pertinent knowledge or principles, and/or analyze, evaluate or develop an approach to a problem presented by a patient experience based on pertinent principles or knowledge.	What will you need to implement these activities?
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Backward Design

(Handout with digital access provided)