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December 2015

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*Jefferson Center for InterProfessional Education*

## Interprofessional Education and Care Newsletter

### From the Editors:

This fall has seen a flurry of activity at the Jefferson Center for InterProfessional Education (JCIPE). In September, Lauren Collins, MD, Associate Director of JCIPE, was selected as one of five recipients of the prestigious Macy Faculty Scholars (MFS) program, a two-year career development award supported by the Josiah Macy Jr. Foundation. She now joins a national network of other MFS recipients in helping to re-envision training of health professions students and delivery of collaborative care. Elizabeth Speakman, EdD, RN, ANEF, FNAP, JCIPE Co-Director, completed her three-year Robert Wood Johnson Executive Nurse Fellowship and was recently selected to attend the Institute of Medicine Future of Nursing: *Campaign for Action* Summit 2015. In addition, Nethra Ankam, MD, from the Department of Rehabilitation Medicine and Sidney Kimmel Medical College, and Tracey Vause Earland, MS, OTR/L, from the Department of Occupational Therapy of the College of Health Professions, both longtime faculty champions of IPE at Jefferson, have recently been appointed to serve as the new Co-Directors of the Jefferson Health Mentors Program (JHMP), overseeing dynamic changes in one of our flagship activities.

As you will see in this issue of the newsletter, novel approaches to IPE, interprofessional care (IPC) and teamwork assessment continue to grow on our campus, in our community, and around the country. One article describes an online interprofessional course with students from nursing, occupational therapy, pharmacy and physical therapy who have an opportunity to analyze contemporary issues in healthcare delivery while also developing team-building and communication skills necessary for clinical practice. Another article features a new interprofessional partnership between Jefferson and the Philadelphia Free Library, where interprofessional teams are now delivering community-centered workshops on health promotion and wellness. Finally, a third article takes a new look at IPE competency-based teamwork assessment by lay teachers from the Jefferson Health Mentors Program.

In our spring issue, we will update you on the exciting progress of the Jefferson Teamwork Observation Guide (JTOG), which has been now been successfully adapted into a 360 degree mobile evaluation tool. The JTOG is now being implemented throughout Jefferson's education and practice sites and will soon be available to all of our IPE partners across the country and around the world.

Wishing you a safe and healthy holiday season,

**Elizabeth Speakman, EdD, RN, ANEF, FNAP**  
**Lauren Collins, MD**

**Christine Arenson, MD**  
**Shoshana Sicks, EdM**

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## *In Addition to Checking Out a Book, You Can Check Out Your Health Too: A New Partnership between Jefferson College of Nursing and the Philadelphia Free Public Library*

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At Jefferson *Health is all we do*, but at Jefferson College of Nursing (JCN), Health is *H.E.R.E* (humanistic, evidenced-based, reflective, excellence in clinical leaders). With a redesign of the undergraduate nursing curriculum, Jefferson College of Nursing (JCN) has transformed the way nurses of the 22<sup>nd</sup> century will practice, with a focus on caring for patients in all areas of the care continuum. The newly designed curriculum centers around four themes that are threaded throughout, *Innovation, Practice Excellence, Interprofessional Collaboration, and Population Health*. JCN believes that patients are partners in their health and that care is a collaborative effort.

To model this new curriculum design, recently JCN entered into a partnership with the Philadelphia Free Library on 20<sup>th</sup> and the Parkway. This new partnership focuses on educating members of the community on prevention, wellness, and maintenance. Working closely with Dick Levinson, Assistant Director of Central Senior Services at the Free Library, a series of workshops were developed to meet the needs of the senior patrons. Workshop topics are designed from seniors' suggestions of current healthcare issues or concerns they are facing as they age.

Understanding that the wellness of a population or community is not accomplished in isolation, JCN has initiated partnerships with several other health professions at Jefferson to enhance the workshops and make them more interprofessional. Students from nursing, occupational therapy, physical therapy and pharmacy were offered the opportunity to volunteer as part of an interprofessional team.

The College of Pharmacy provides its students with experimental learning opportunities throughout their program. The library workshop presented itself as a perfect opportunity for the pharmacy students to gain valuable collaborative experience and clinical hours.

The first workshop was offered this summer and focused on medication safety. A general medication safety presentation was given by JCN, Doctor of Nursing student, Jane Tobias, which 17 community members attended. After a short Q&A session, students from pharmacy, occupational therapy, and JCN's family nurse practitioner program offered blood pressure screenings and one-on-one medication counseling.

Patrons were encouraged to bring with them their current medications and discuss with students safe medication practices. In addition, students assisted patrons in filling out wallet size medication cards to carry. These interactions provided an opportunity to screen for potential

barriers to medication adherence. For example, one patron was having difficulty remembering when to take her medications. A group of students worked to set alerts for her when it was time to take the medications. "Something like a smart phone is second nature to us, but to them it was huge," commented Maggie Derstine, OT student.

Collaborative student learning provides opportunities to develop needed skills as members of a healthcare team. An effective approach to facilitate interprofessional learning is a "common clinical experience centered on collaboration and decision-making about patient centered care" (Barnsteiner et al, 2007, p. 147). Students who are engaged in patient-centered care develop an understanding that an individual professional expertise and knowledge enhances the healthcare team and directly impacts the delivery of quality patient care.

Grymonpre et al. (2010) found through their research that students experience a benefit to their learning when they are exposed to interprofessional education in clinical practice, even with small amounts of exposure, a benefit the Library partnership can continue to enhance. Further, Wellmon et al. (2012) found that relatively short educational opportunities prior to graduation can positively change attitudes toward learning and collaboration. Interprofessional collaboration in practice is hard to master, but if students enter their practice having had such opportunities, it would only benefit their practice behaviors and their patients. These are effective strategies that JCN has embraced in its new curriculum design.

More workshops are planned for the year with an interprofessional collaborative practice approach.

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# Examining Health Mentors' Perceptions of Student Teamwork

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**Statement of Issue:** With the increasing emphasis on interprofessional teamwork in healthcare, the need to train future health care professionals to work together as a functional team to provide patient-centered care is clear. Limited information exists regarding education of health care students and teamwork training.<sup>1,2</sup> This research evaluates student team performance.

**Background:** Thomas Jefferson University (TJU) offers a unique, two-year program emphasizing delivery of patient-centered care and providing valuable skill development by pairing interprofessional student teams with a Health Mentor (HM). The HM is an adult community volunteer with one or more chronic health condition(s). Student teams include representatives from couple and family therapy, medicine, nursing, occupational therapy, pharmacy, physical therapy, and physician assistant. The purpose of this study is to evaluate how the HMs perceive their student teams over time by using the Jefferson Teamwork Observation Guide (JTOG), a survey tool based upon the Interprofessional Education (IPE) Core Competencies.<sup>3</sup>

**Methods:** HMs completing one full year with their interprofessional student teams were invited to complete the JTOG survey in spring 2015. JTOG surveys were mailed to a total of 125 HMs. This 21-item survey asked the HMs to evaluate the ability of their student teams to work together with specific questions focusing on each of the four IPE core competencies (values/ethics, communication, roles/responsibilities, and teamwork) as they relate to interprofessional team-based care.<sup>3</sup> Each item was evaluated using a 4-point Likert scale. Open-ended comment sections for each question were included to provide HMs the opportunity to describe specific observations or examples and to explain their ratings. The JTOG survey will be sent to the HMs again after their final interprofessional student team meeting during fall 2015. The quantitative and qualitative results from both surveys will be compiled and analyzed to evaluate HM perceptions of team functioning. Results from these surveys will be used to provide feedback to and better educate TJU students as well as to identify areas for improvement in this HM program.

**Results:** Quantitative and qualitative results from the spring 2015 mailing of the survey have been compiled. Eighty-three of the 125 HMs responded to the JTOG survey (66.4% response rate). Of the respondents, 65% were female and 35% were male, and the average age was 65 years. The demographics of the HMs completing the survey were representative of the demographics for all HMs volunteering

in the program. Of the respondents, 26% were African American/Black, 4% were Asian/Pacific Islander, 65% were Caucasian/White, and 5% were multi-racial. This survey evaluated demonstration of IPE core competencies as well as patient-centeredness. Of the questions pertaining to patient-centeredness, 97.5% either agreed or strongly agreed that their teams met patient-centeredness criteria. Relative to the competencies of teamwork, roles and responsibilities, communication and values and ethics, there was 97.6%, 97.7%, 98.2% and 100% agreement or strong agreement by the respondents their teams met these competencies respectively. Open-ended comments were provided and full evaluation is forthcoming; while they appear positive, full discussion of these results at this time would be premature.

**Conclusions:** These results illustrate that the students participating in this interprofessional longitudinal program are perceived by their HMs to be well prepared regarding the IPE core competencies.

**Discussion:** These preliminary results need to be further evaluated to identify statistical significance of the quantitative results and trends in the qualitative data. The information obtained from the fall 2015 survey will help determine if any changes in HM perceptions of interdisciplinary team performance occur over time.

**Next Steps:** Based on the exceptionally positive results, it appears that there may be need for more discriminating tools in evaluating students' ability to meet IPE core competencies. This may involve adjusting the tools or, perhaps, further training for the observer relative to the IPE core competencies and their intent and meaning.

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## An Online Approach to Interprofessional Education

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Despite increasing interest in providing interprofessional education (IPE) opportunities for health profession students, the logistics of scheduling and integrating diverse curriculums remain challenging. Several models to address these potential barriers have been proposed and utilized (Blue et al, 2010). Faculty from three colleges within Thomas Jefferson University developed an asynchronous online interprofessional course as one solution to overcome logistical barriers to IPE.

Interprofessional Grand Rounds is offered to third year pharmacy students and second year occupational therapy (OT) students in the fall semester. The course utilizes a variety of learning activities to evaluate the influence of current public health and psychosocial issues on the United States healthcare system. The content is divided into modules which address current healthcare issues such as evidence-based decision making relative to patient preference and provider autonomy, the TeamSTEPPS® approach to optimizing patient safety by enhancing communication and teamwork skills, technology use in healthcare and end of life care. In addition, first year students from the Department of Physical Therapy (PT) and College of Nursing join the course for one module on patient safety and error reduction.

Students are assigned to an interprofessional community of learners which participates in conversations about each course topic via Wiki discussions. Module topics are open for two weeks. During the first week, students read the original Wiki and post a response to one or more of the guided questions. The next week, students post a reply to a fellow student's post. Students must provide a current reference to support each post. This encourages them to search for additional information and use evidence to support their opinion. By reading the current evidence, students enhance their understanding of each topic. Through reply postings, students practice team communication skills and learn the perspectives of other professions. Each community of learners creates an original Wiki on a topic of interest. Sample topics

include bias and stigma regarding mental illness, patient refusal of medical treatment at end of life, and refusal of immunizations.

During the TeamSTEPPS® module, students are given a patient case and must create and post a short video vignette of themselves using one of the TeamSTEPPS® communication strategies to address a patient safety concern. This learning activity provides students the opportunity to apply what they have learned. As part of the End of Life Care module, students attend an in-person half day interprofessional symposium where they interface with students and faculty from other departments in the University (medicine, nursing, PT, couple and family therapy). Together they explore the interprofessional approach to supporting patients and families during times of difficult decision making. Students write a one page reflection paper on their experience at the symposium.

Interprofessional Grand Rounds has been offered twice. A total of 110 pharmacy and 31 OT students have enrolled in the course. In addition, 330 nursing students and 124 PT students have participated in the patient safety module. Course evaluations from the first year indicate that 77% of students agreed or strongly agreed that joining with other professions for the module on patient safety added to their understanding of patient safety issues, and 81.1% of students agreed or strongly agreed that participating in the interprofessional patient safety module improved their understanding of the unique perspectives and roles of other professions. Among pharmacy and OT students 87% agreed or strongly agreed that creating the video for the TeamSTEPPS® Wiki was beneficial in helping them learn to apply the strategies. On open-ended questions on course evaluations, multiple students identified the interprofessional components of the course as strengths. Students appreciated the opportunity to hear the viewpoints of and interact with students in other professions and attend the interprofessional symposium. Faculty review of the course after the first year revealed that the vast majority of students were able to think critically about

## An Online Approach to Interprofessional Education (cont'd)

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the topics discussed and provided Wiki comments that added original information, perspectives or questions to the discussion. Students were able to demonstrate one TeamSTEPPS® technique, reflect on their experience at the end of life symposium, and create an original Wiki that fully explained and provoked student discussion on a current controversy or issue in healthcare. Faculty members appreciated the opportunity to collaborate with and learn from interprofessional colleagues.

Asynchronous online courses such as Interprofessional Grand Rounds are one solution to the challenges of bringing together students from diverse curriculums for an interprofessional experience. Working collaboratively, faculty created innovative, valuable learning activities to enhance students' ability to critically analyze relevant and contemporary issues in healthcare delivery while developing team building and communication skills necessary for clinical practice.

### Acknowledgements

The authors would like to thank Marcia Levinson, PT, PhD, MFT, Kim Nixon-Cave, PT, PhD, PCS, and Maureen Revaitis, MSN, RNC-NIC for their contributions to the interprofessional patient safety module.

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## Health Mentors Program

### What Our Health Mentors Have to Say About the Program:

"I found my experience in the program very interesting and rewarding. The interview session reminded me of my days as a teacher, as I got a chance to share the techniques and tools I have used to overcome many of the challenges of my disability. I enjoyed sharing my experience with the students who were very friendly, polite, and organized in their approach to conducting the interviews and gathering information. I wish them all the best of luck in the future."

"Participating in the health mentor program has enhanced my health as well as my own awareness. I enjoy watching the teams of students develop teamwork, collaborate with each other and me. There is a sense of togetherness. Together we make one decision that leads to better health."

### Know a Potential Health Mentor?

If you know anyone who enjoys sharing their personal health experiences, please ask them to connect with us! We have a variety of Health Mentors from all different backgrounds who are at least 18 years of age and are living with chronic conditions or impairments (high blood pressure, asthma, arthritis, heart disease, multiple sclerosis, blindness, etc.). If you know someone who is interested in learning more about the Health Mentors Program, please have them contact Sarah Dallas by phone at 215-955-8601 or by email at [Sarah.Dallas@jefferson.edu](mailto:Sarah.Dallas@jefferson.edu). They can also visit our website to complete an online application: [www.jefferson.edu/health-mentor](http://www.jefferson.edu/health-mentor).

## In the News

**Jefferson Center for InterProfessional Education (JCIPE) is accepting nominations for the annual James B. Erdmann, PhD Awards for Excellence in Interprofessional Education & Collaborative Practice. Deadline: January 29, 2016.**

- **James B. Erdmann, PhD Award for Excellence in Interprofessional Education** – This award honors one faculty member from Sidney Kimmel Medical College and one faculty member from Jefferson Colleges of Health Professions, Nursing, Pharmacy, or Population Health who demonstrate excellence in interprofessional education and whose efforts have resulted in sustained impact on interprofessional collaboration to improve the education of Jefferson students.
- **James B. Erdmann, PhD Award for Excellence in Interprofessional Collaborative Practice** - This award honors two clinicians/practitioners from Thomas Jefferson University/Thomas Jefferson University Hospital whose leadership efforts in interprofessional collaborative practice have impacted colleagues, staff, students and patients.
- **James B. Erdmann, PhD Award for Excellence in Interprofessional Education and Collaborative Practice for Administrators/Staff** - This award honors two administrators and/or staff members from the Jefferson community who are not faculty members, who demonstrate excellence in the support of interprofessional education, and whose efforts have resulted in sustained impact on interprofessional collaboration to improve the education of Jefferson students.

**Nomination materials are due by Friday, January 29, 2016**

Mail: JCIPE, 130 S. 9<sup>th</sup> Street, 1056 Edison, Philadelphia, PA 19107

Email: Letter of nomination (pdf format) to Catherine Mills at [catherine.mills@jefferson.edu](mailto:catherine.mills@jefferson.edu)

For more information, please contact Catherine at [catherine.mills@jefferson.edu](mailto:catherine.mills@jefferson.edu).



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The purpose of our conference is to showcase scholarly work and works in progress related to interprofessional education and/or practice.

**The call for abstract submissions will begin in Early 2016.**

Please refer to the website for more information:  
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