

Mind Mapping: A Strategy to Promote Interprofessional Collaboration among Health Science Students

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INTRODUCTION

Developing an evidenced based patient center plan of care (PCPOC) requires health care practitioners to critically think, collaborate and integrate patient data. Learning how to effectively engage with other professionals for the development of a PCPOC must be introduced and reinforced during student's didactic and clinical education experiences.

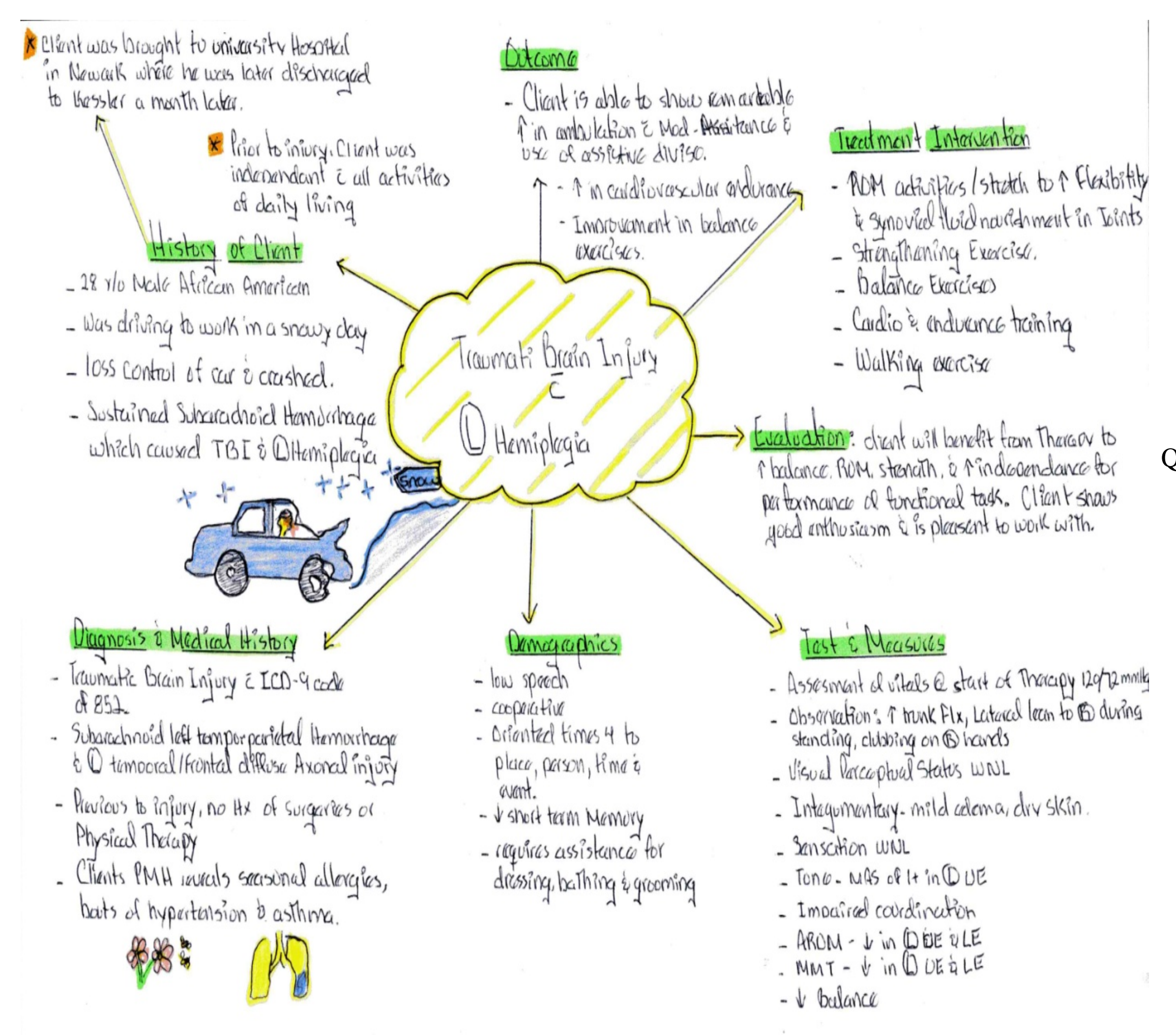
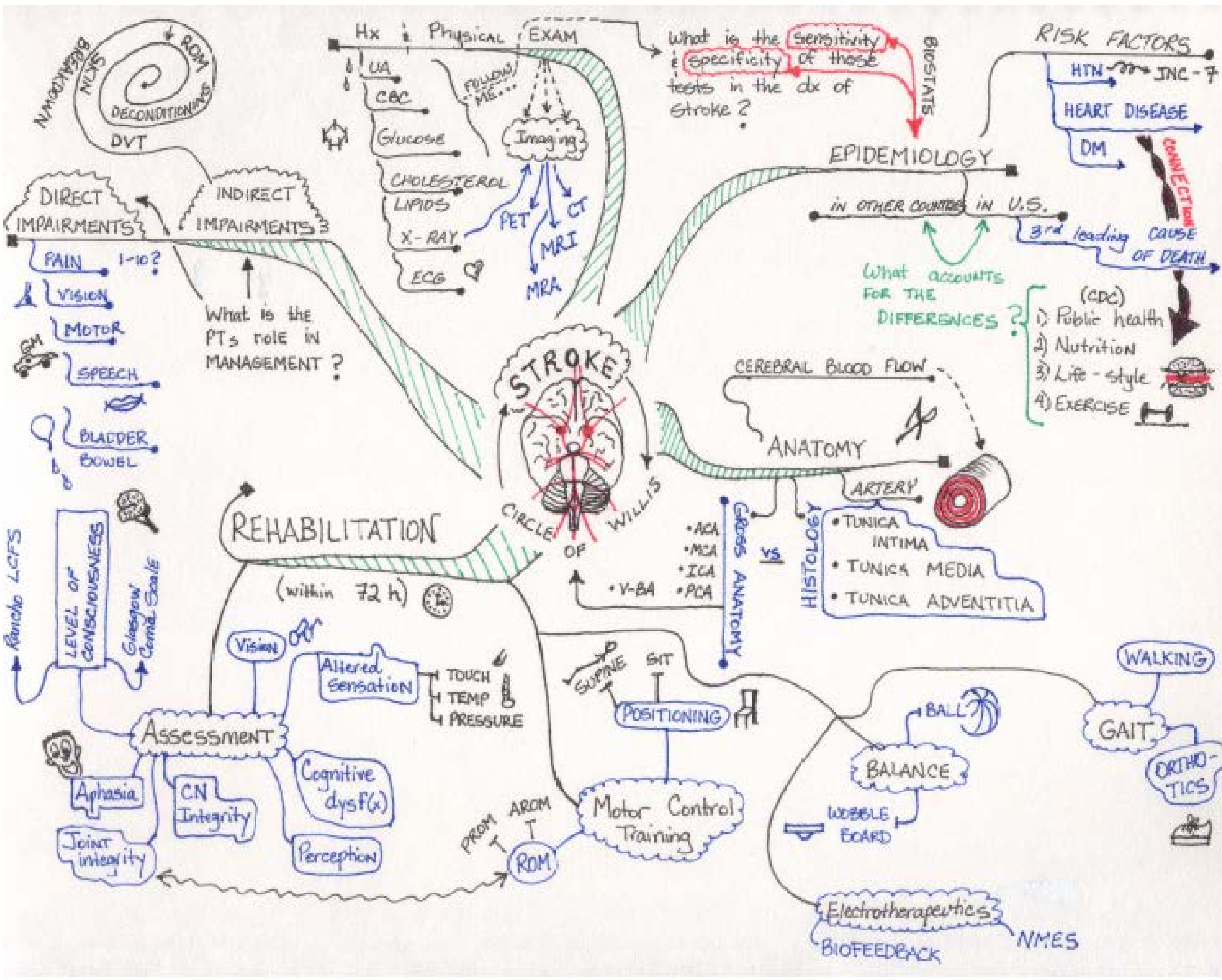
Seton Hall University, Center for Interprofessional Education in the Health Sciences has designed, a Core Signature IPE Experience for all its health science students as a means to support the development of evidenced based interprofessional practice and PCPOC. A key feature of the Core Experiences is the use of diverse transformative learning experiences that support critical thinking. **Mind mapping** is one such transformative learning experience employed.

MIND MAPPING

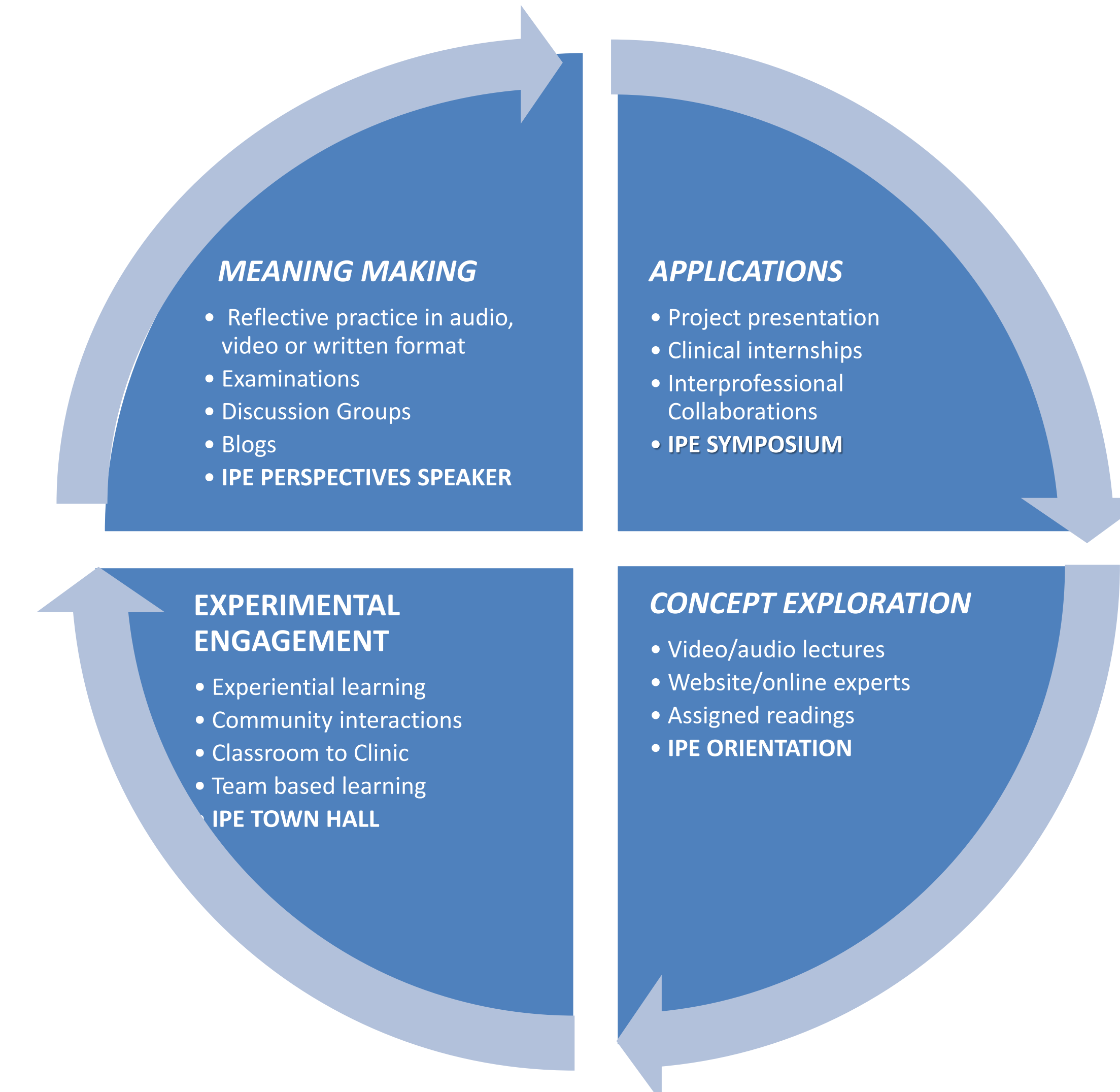
- innovative instructional strategy which focuses on integrating information using a 360 non-linear approach
- requires learners to think not only in a curvilinear manner but ,also to use visuospatial relationships which flow from a central concept
- supports the exploration of and connection of concepts and themes
- promotes a rich environment for content integration to emerge
- limited evidence supporting its efficacy in IPE

MIND MAPPING INFUSION Core Signature IPE Experience

During core experiences IPE student groups create mind maps and engage in self-directed active learning. Mind mapping offers a rich experience for students to work on integrating content knowledge across disciplines for the development of robust interprofessional patient-centered care.

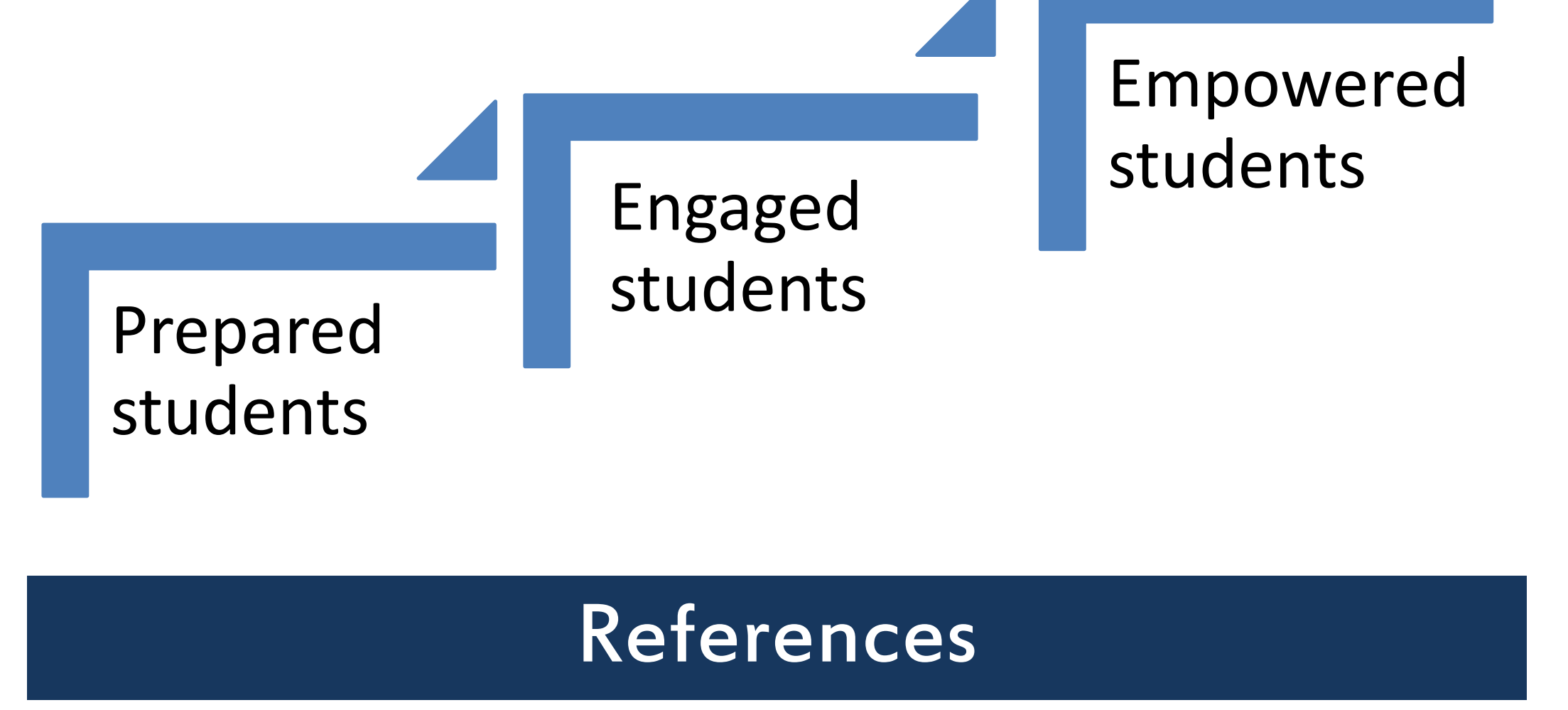


OUR FOCUS



STUDENT PERCEPTIONS

Qualitative survey data of students' perceptions of the infusion of mind mapping as a strategy for enhancing interprofessional collaboration among peers identified 3 key themes;



References

D'Antoni AV, Pinto Zipp G, Olson V, Cahill, T. Does the mind map learning strategy facilitate information retrieval and critical thinking in medical students? BMC Medical Education.2010; 10 (61)
Pinto-Zipp G and Maher C. Prevalence of mind mapping as a teaching and learning strategy in physical therapy curricula. Journal of Scholarship of Teaching and Learning. 2013:13(5):21-32
Pinto-Zipp G, Maher C, LaFountain M et al. Creating an IPE infusion plan: From foundation to implementation. Journal of Allied Health 2014:43(2)e25-e29.