INTRODUCTION

Developing an evidenced-based patient-centered 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 evidence-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:

- Prepared students
- Engaged students
- Empowered students

References

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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