

# Graduation distinction in IPE: A co-curricular program

October 29, 2016

**Quinnipiac**  
Occupational Therapy



# Focus: Co-Curricular Learning Program

American Association of Colleges and Universities (AACU) High Impact Educational Practices:

1. Support that integrative learning does occur in the co-curriculum
2. Common intellectual experiences
3. Collaborative learning experiences
4. Community based service learning programs



*Ensuring Quality & Taking High-Impact Practices to Scale* by George D. Kuh and Ken O'Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013).

# Details

- Optional program that facilitates interprofessional groups of students experiencing the core competencies of interprofessional healthcare: values and ethics; roles and responsibilities; interprofessional communication; and teamwork (IPEC, 2016).
- This is not a minor. Students must actively participate and reflect on their learning in the four core competencies.
- All activities will be completed with other students from other disciplines to promote IP learning with-by-from each other.
- Intent is to complete requirements over 3 semesters

# Program requirements (Co-curricular and not part of required curriculum of any school)

- Pre and post program assessment using NEXUS approved assessments for learning
- Knowledge and skills in interprofessional healthcare a combination of 40 hours of online learning and/or formal case study pre-approved in IP and/or a one credit IP designated course (that is not required in the major)
- Experiential learning in interprofessional healthcare (20 hours of approved learning activities).
- Leadership in interprofessional healthcare service (60 hours).
- Quinnipiac University Interprofessional Healthcare Student Team Challenge (required and will occur the fourth Thursday of March from 4:00-7:00 pm- **March 23, 2017**).

# Sample IP Activities

- Knowledge
  - ~ 6 one credit IP courses
  - ~ 15 different IP case studies
- Experiential Learning
  - ~ IP simulation cases
  - ~ IP standardized patient cases
  - ~ Transitional high school programs on campus
  - ~ On campus clinics for rehabilitation or low vision or community foot-clinic
  - ~ Patients as Partners: Team Approach to Reduce Errors
- Leadership
  - ~ Hot Spotters for Primary Health Care
  - ~ IP Student Organizations e.g. Bioethics
- All areas
  - ~ Camp No Limits (children with limb loss)
  - ~ Camp College 101 (transitional program for college-bound students with autism)
  - ~ Bridge to Life Summer Residential Program (life skills, health, and medical independence program for adults with developmental disabilities)

# Interprofessional Healthcare Student Team Challenge

<i>Criteria</i>	<i>Rarely</i>	<i>Regularly</i>	<i>Always</i>
<b><i>Core Interprofessional Competencies</i></b>			
Clarifies roles of other disciplines	2	3	5
Keeps conversation focused on the patient/client/family			10
Collaborative leadership during discussion		2	8
Respectful to all team members even during conflict		1	9
Open communication		2	8
<b><i>Issues and Feasibility</i></b>			
Team clarifies possible issues with client/patient		6	4
Team prioritizes issues appropriately		4	6
Team reaches beyond the team to think of inclusions of Other professions/services/community opportunities		5	5
Designs an integrated healthcare plan that addresses Patient/client identified concerns			10
Integrated healthcare plan feasibility is reviewed	2	3	5
Plan highlights the strength is working together as a team	4	3	3
<b><i>Presentation of Plan</i></b>			
Each student contributed equally		8	2
Presentation was creative		5	5
Presentation included the patient/client/family/team			10
Allocated time for patient/client/family/team feedback And questions		1	9
Responded professionally to all questions		1	9
Able to work collaboratively to modify ideas in the moment		6	4

Comments: good conclusions of how to make family happy; were there issues of health and food and weight in other family members that may need to be addressed; need to explore fall risks and safety in home when alone; the discussion with the family felt more siloed and less integrated; some suggestions felt like the team wanted to make recommendations for the caregivers; great collaboration on the spot; consolidated physical-emotional-social-family/caregiver needs; great teamwork; well done for 20 minutes in a team meetings; very sensitive to each team member's needs and roles including the PCA.

- Adapted from scoring tools used by the University of Queensland Health Fusion Team Challenge, 2011; Ontario Healthcare Team Challenge, 2010; Washington State University Health Care Team Challenge, 2015; and University of British Columbia College of Health Professions Health Care Team Challenge, 2010.
- Gilbert, J., Camp, R., Cole, C., Bruce, C., Fielding, D., & Stanton, S. (2000). Preparing students for interprofessional teamwork in health care. *Journal of Interprofessional Care*, 14(3), 223-235.

# Program Enrollment

- Program initiated November 2015
- Enrollment of 30 within 2 months of launch
- 4 Students completed the program in one semester
- Pre-program self assessment tool was made by the IP Center Planning Committee.
- Currently, 90 enrolled.
  - physical therapy, occupational therapy, nursing, health sciences, imaging, social work, physician assistant, law and MBA.



# Graduates' Comments

- “... my IPE experience has been a highlight of this year. Some exceptional programming and a great opportunity to get to know others at QU...and work on professional teamwork”! [DNP]
- “... First and foremost, I want to thank you for having offered us students this most wonderful opportunity to take part and learn about IPE and experience it first-hand”. [DPT]



# Unexpected Outcome!

School of Medicine approved IPE and IPP  
as a Scholarly Capstone Concentration!

# Lessons Learned and Next Steps

- Recruit enrollment at specific times to manage faculty workload
- Publish and promote all learning activities at the start of each semester vs. beginning of each month.
- Promote the program to undergraduate students applying to health care graduate programs.
- Establish clear learning objectives for each activity matched to IPEC competences and measure learning according to these parameters
- Use accepted measurement tools [NEXUS] for pre and post program learning!
- Mentor faculty in IPE and reward faculty
- Data analysis of learning of next cohort of graduates ( $n=25$ ) May, 2016



Thank You

# Contact

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