Using School Wide Core Signature IPE Experiences to Create a Culture of Inquiry

Genevieve Pinto Zipp PT, EdD,
Interprofessional Health Sciences and Health Administration, Seton Hall University

Catherine Maher DPT, PT
Doctor of Physical Therapy, Seton Hall University
What is Inquiry?

- Systematic investigation into a problem, issue, topic or idea.

- 3 prominent conceptual models for inquiry:
  - Universal inquiry models: focuses on process
  - Minimally guided inquiry: student and experience-centered model of inquiry
  - Discipline-based inquiry: distinctive way of thinking about the world
Socratic Method

sage on the stage

guide on the side

shared pushing of the dialogue forward through questioning

probing questions seek to clarify the basic assumptions underpinning a truth claim or the logical consequences of a particular thought
Dewey’s thinking on education evolved...

- students formulate problems related to their own experiences

- augment their emerging understandings with their personal knowledge

- students must be actively involved in the learning process and given a degree of control over what they are learning.
Bernard Lonergan
“Generalized Empirical Method” (GEM)

• one’s ability to get to know themselves in the deepest sense via true understanding is a means for knowing and understanding all other disciplines.

• educators must promote students intellectual journey with personal effort, involvement, and self-reflection to insure that transformation of one’s self emerges.

• armed with deeper insight students can begin to engage in interprofessional dialogues which seeks to disperse academic “silos” for the emergence of a common ground for effective patient-centered care.
Objectifying the Spontaneous Activities Associated with Critical inquiry?

CONCLUSION
AFFIRMATION
SEE IF EVIDENCE IS SUFFICIENT & LINKED
THEN WE SEE IF IT EXISTS
ASK WHAT TYPE OF EVIDENCE IS NEEDED
? FOR REFLECTION
GEM

Process of Discovery involves levels:

- Level of Experience: we are focusing on this today
  **ATTENTIVE**
- Level of Understanding: we are focusing on this today
  **INTELLIGENT**
- Level of Judgment: we will focus on this in future sessions
  **REASONABLE**
- Level of Decision: and we will focus on this in future sessions
  **RESPONSIBLE**
Human knowing is ....

judging

experiencing

reflective understanding

reasoning as a movement towards
recognizing that learning experiences are but an “invitation to an intellectual journey”

SHU Center for IPE seeks to ensure that experiential learning experiences offered create a culture of inquiry
Diagram 1: SHU Center for Interprofessional Education in the Health Sciences Framework for IPE experiences Rooted in the SOLO taxonomy.
EXAMPLE
Program Goal: Provide meaningful active learning experiences within IPE working groups that foster an appreciation for the prevalence and impact of medical errors in patient centered care.

Topic: Medical Errors Core Signature Experience 2

Outcomes and Objectives (know/apply):

1) Demonstrate an awareness of the impact of medical errors in healthcare specific to one’s ability to effectively **collaborate in a patient centered team**
   a) Students will engage in collaboration as they interact as a healthcare team member to address case based questions and explore the importance of managing medical errors in today’s health care arena

2) Demonstrate an awareness of the impact of medical errors in healthcare specific to one’s ability to effectively **communicate in a patient centered team**
   a) Students will engage in verbal and nonverbal communication as they interact as a healthcare team member to address case based questions

3) Demonstrate an awareness of the impact of medical errors in healthcare specific to one’s ability to practice with **values and ethics** in a patient centered team
   a) Students will engage in value based ethical interactions as a healthcare team member when addressing case based questions

4) Demonstrate an awareness of the impact of medical errors in healthcare specific to one’s ability to acknowledge and appreciate the **roles and responsibilities** of health care professionals in a patient centered team
   a) Students will identify the impact of differing health care professional roles and responsibilities within a healthcare team
   b) Students will address a plan of care for the paper case that supports the roles and responsibilities of the members of the healthcare team
EXAMPLE AGENDA

Core Signature Experience 2- Interprofessional Perspectives Series
“Impact of Medical Errors and TeamSTEPPS”

5:00 / Doors Open & Dean’s Welcome

5:15 / Faculty Advisory Board (FAB) member introduction to the event’s objectives

5:30 / Video observation “Sue Sheridan on Patient and Family Engagement” (10 min)
https://youtu.be/Hgug-ShbqDs
5:40 / TeamSTEPPS Overview

6:00 / Small group case study / Student-focused experiential IPE learning exercise

6:30 / Understanding Team Dynamics: What Role Do You Take on a Team

6:45 / Summation exercise led by FAB member

7:15 / Closing remarks and survey completion
SOLO
Many are one!
Let’s chat

- Genevieve.zipp@shu.edu
- Catherine.maher@shu.edu