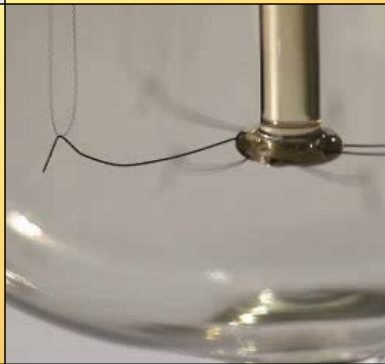
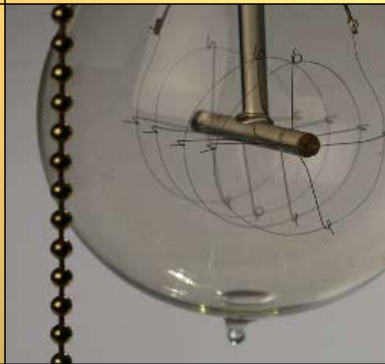




Using School Wide Core Signature IPE Experiences to Create a Culture of Inquiry

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Interprofessional Health Sciences and Health Administration, Seton Hall University

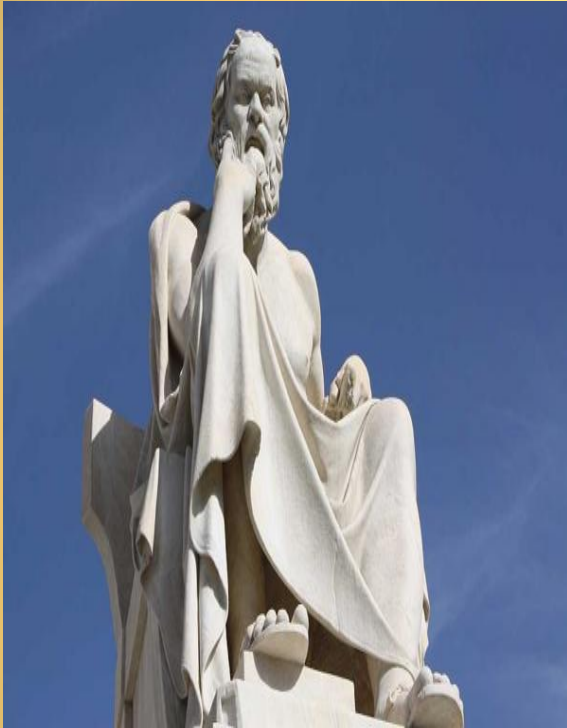
Catherine Maher DPT, PT
Doctor of Physical Therapy, Seton Hall University



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.

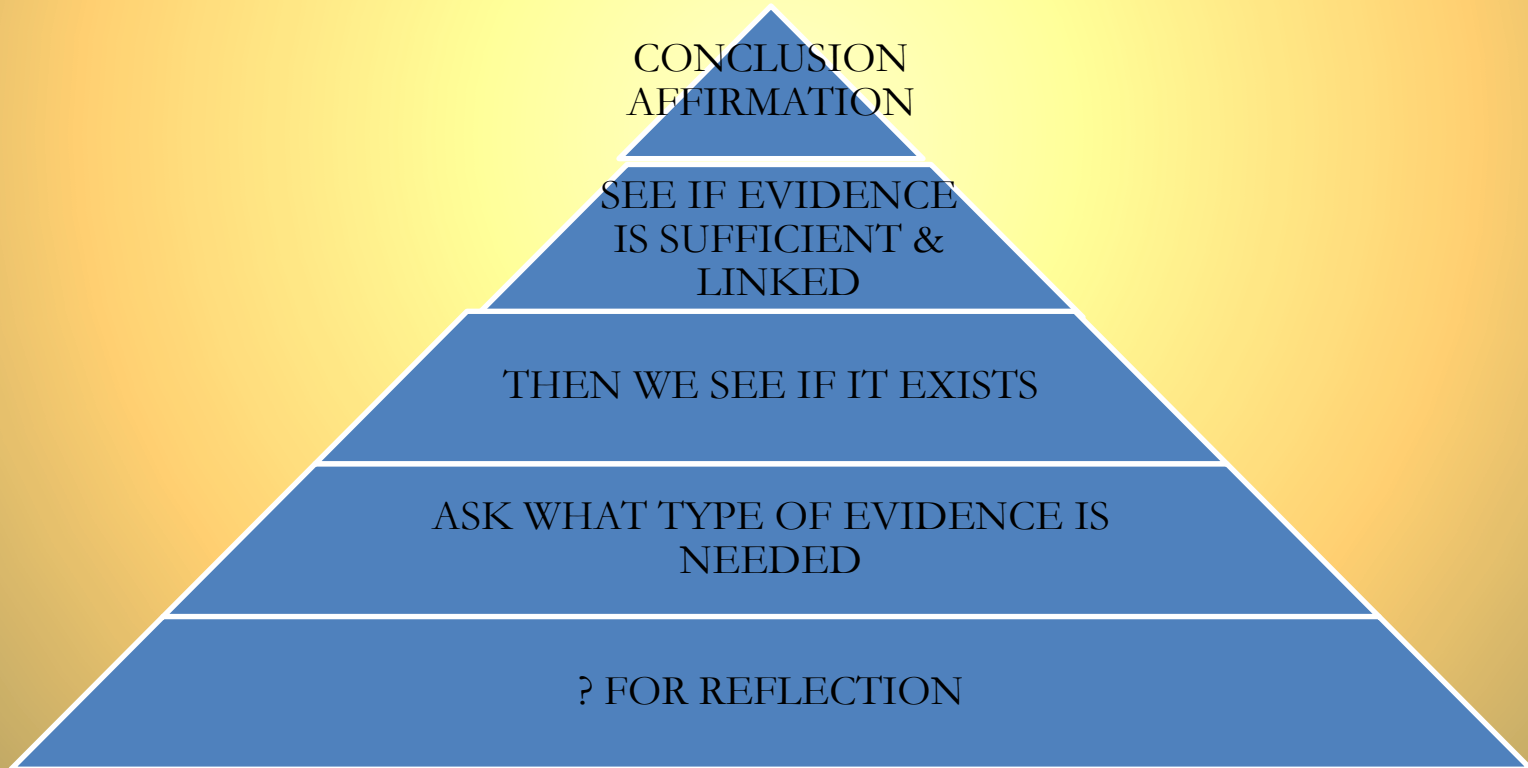
Bernard Lonergan

“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?



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

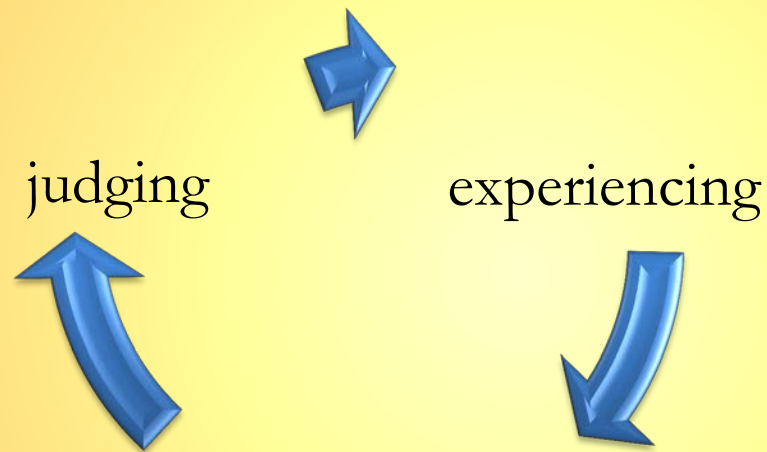
- Level of Judgment: we will focus on this in future sessions

REASONABLE

- Level of Decision: and we will focus on this in future sessions

RESPONSIBLE

Human knowing is



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

Surface Learning

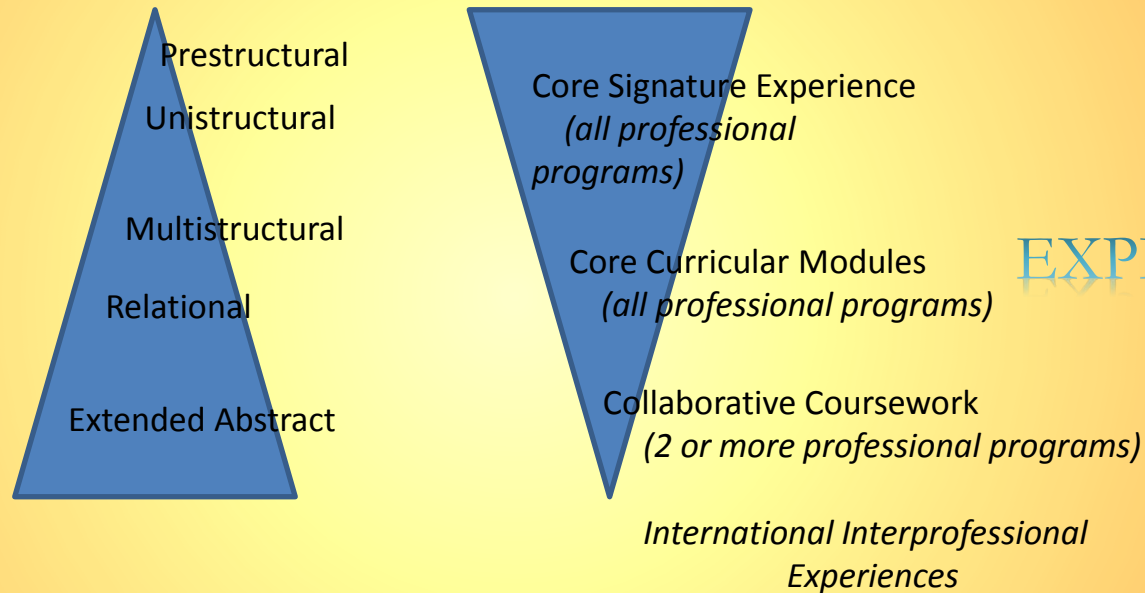


Diagram 1: SHU Center for Interprofessional Education in the Health Sciences Framework for IPE experiences Rooted in the SOLO taxonomy.

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

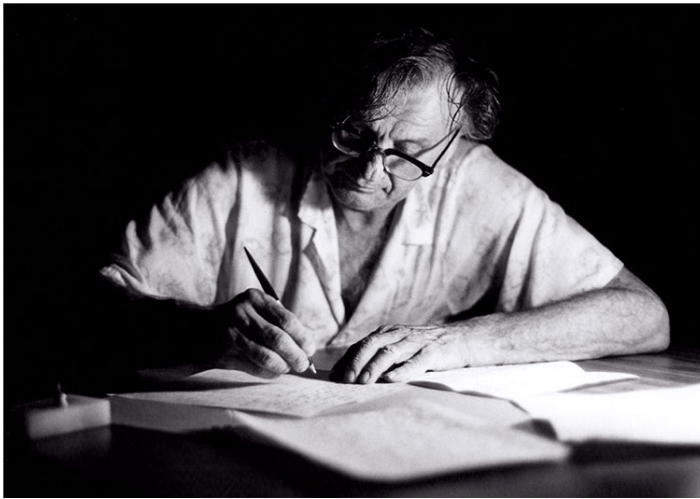
6:30 / Understanding Team Dynamics: What Role Do You Take on a Team

6:45 / Summation exercise led by FAB member

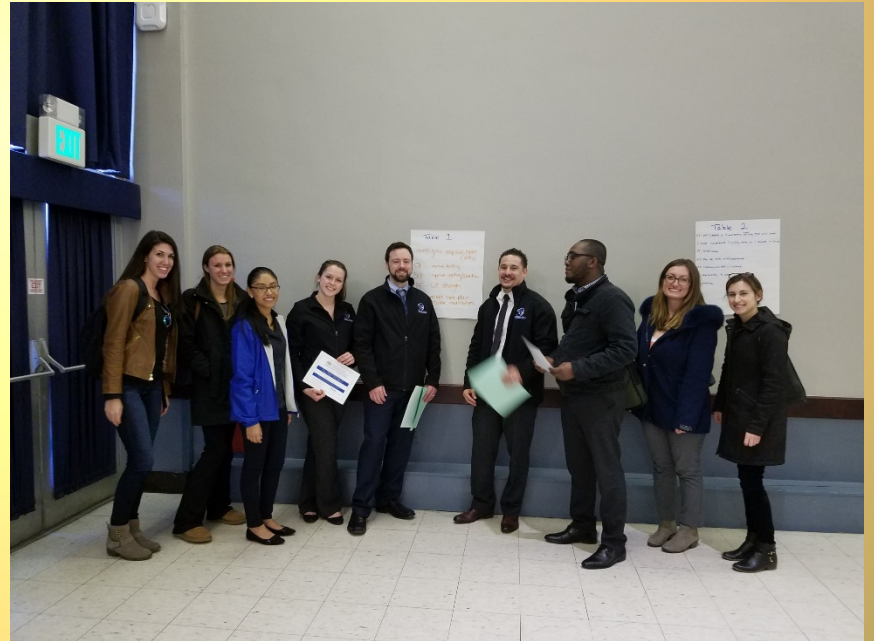
7:15 / Closing remarks and survey completion

SOLO

Many are one!



rivertext.com



appropriate
insightful
positive
teamwork
deep
meaningful
thoughtful
collaborative
thinking
creative

Let's chat

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- Catherine.maher@shu.edu