Graduation distinction in IPE: A co-curricular program

October 29, 2016
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

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

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

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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