

## **Interprofessional Education Immersion Syllabus Summer 2019**

Course Name: Interprofessional Education Immersion (NMSU CEP 698: Special Topics Interprofessional Immersion; NURS: 565 Advanced Leadership in Healthcare)

Time/Location: July 10<sup>th</sup>-12<sup>th</sup> from 8:00-5:00pm at the College of Education, O'Donnell Hall, New Mexico State University

Instructors/Point of Contact:

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Faculty Instructors:

- ❖ Pharmacy: Traci White, Patrick Leung, Davena Norris
- ❖ Nursing: Lynette Summers, Stephanie Lynch, Sarah Summers-Barrio, Conni DeBlicek
- ❖ Family Medicine Physicians: John Andazola, Jeanette Lara, Ramona Sharma
- ❖ Psychology: Daubney Boland, Eve Adams, Jessica Lopez-Harder
- ❖ Social Work: Erika Gergerich, Shanna Salazar, Ivan de la Rosa

Course Description: Interprofessional education (IPE) is an approach to teaching and learning that brings together students from two or more professions to learn about, from and with each other in service of enabling effective collaboration. Its goal is to improve health outcomes through the education of a collaborative practice-ready workforce that is prepared to respond to local health needs (WHO, 2010). Therefore, the aim of this interactive lecture series is to provide an opportunity for healthcare trainees to learn [core competencies for interprofessional collaborative practice](#) to assist with their abilities to both integrate and work within healthcare teams (IPEC, 2011).

Course Competencies: At the close of this training, students are expected have knowledge and skills in the four core competencies of interprofessional education.

1. Values/Ethics for IP Practice
  - Values clarification
  - Valuing self and others individually and as part of a team
  - Ethical decision-making within an IP team
  - Basic skills of reasoning and justification for ethical decision-making as a team
2. Roles/Responsibilities
  - Role clarification
  - Team function (forming, storming, norming, performing)
  - Execution of treatment plan as a team
3. Interprofessional Communication
  - Cultural sensitivity towards individual cultures of different professions
  - TeamSteps communication guides for safe and quality healthcare (briefs, huddles, debriefs, hand-off or SBAR, CUS)
  - Conflict resolution
4. Teams & teamwork
  - Collaboration skills to assess, plan, provide care/intervention and make decisions to optimize client/patient/family health outcomes and improve quality of care

Course Objectives: The learner is expected to...

A. Demonstrate respect for the unique cultures, values, roles/responsibilities, and expertise of other health professions **(values/ethics domain)**

B. Manage ethical dilemmas specific to interprofessional patient/population centered care situations **(values/ethics domain)**

C. Explain the roles and responsibilities of other care providers and how the team works together to provide care **(roles/responsibilities domain)**

D. Communicate with team members to clarify each member's responsibility in executing components of a treatment plan or public health intervention **(roles/responsibilities domain)**

E. Know how to engage other health professionals—appropriate to the specific care situation—in shared patient-centered problem-solving **(IP communication domain)**

F. Perform effectively on teams and in different team roles in a variety of settings **(IP communication domain)**

G. Engage other health professionals—appropriate to the specific care situation—in shared patient-centered problem-solving **(teams/teamwork domain)**

H. Perform effectively on teams and in different team roles in a variety of settings **(teams/teamwork domain)**

Assignments:

- ❖ Completion of pre/post tests
- ❖ Participation in activities, discussion, and debriefing
- ❖ Completion of daily Journal Questions

Teaching Strategies: Student centered, meaningful, real-world learning activities are essential for success.

- ❖ Individual
  - Pre and post assessments on IP attitudes and skills
  - Reflection and journaling
- ❖ Small Group Activities
  - IPE Game
  - Role play
  - Case studies
- ❖ Large group
  - Brief lectures
  - Panelist Discussion
  - Debriefs
  - Discussions

Training Activities:

- ❖ Use of Briefs & Debriefs **(IP communication domain)**
- ❖ Professional Pictionary **(values/ethics & roles/responsibilities domains)**
- ❖ Interprofessional Communication Seminar **(IP communication domain)**

- ❖ Team Ice Breakers, Low-level Ropes Course, & Team Games (**IP communication & teamwork domains**)
- ❖ 3-2-1 Exercise (**IP communication domain**)
- ❖ Faculty Role Plays (**IP communication & teamwork domains**)
- ❖ Patient Simulations (**IP communication & teamwork domains**)
- ❖ Mindfulness Practice (**self-care promoting IP communication & teamwork domains**)
- ❖ Discipline Specific Briefs & Focus Groups (**values/ethics & roles/responsibilities domains**)

Student Responsibilities: Participants are expected to be actively involved in learning and participate in learning activities prior to and during the immersion week. In addition, participants are expected to speak up, collaborate, experiment, and reflect on learning. Students are expected to both participate but be respectful of each other's views.

Recommended Resources:

- ❖ Boland, D. & Gergerich, E. (2018). Evolution of an interprofessional training: a five-year review of an interprofessional training involving family medicine residents, nurse practitioner students, pharmacy trainees, counseling psychology, and social work students in Southern New Mexico. *Health and Interprofessional Practice*, 3, 3. <https://doi.org/10.7710/2159-1253.1161>
- ❖ Interprofessional Education Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel*. Washington, D.C.: Interprofessional Education Collaborative.
- ❖ World Health Organization (2010). *Framework for Action on Interprofessional Education & Collaborative Practice*. Geneva, Switzerland: WHO Press
- ❖ Bridges, D. et al. (2011). Interprofessional collaboration: three best practice models of interprofessional education. *Medical Education Online*, 16: 6035. DOI: 10.3402/meo.v16i0.6035
- ❖ Barr, H. (2013). Toward a theoretical framework for interprofessional education. *Journal of Interprofessional Care*, 27, 4-9. DOI: 10.3109/13561820.2012.698328
- ❖ We need to talk: Facilitating improved interprofessional communication through the use of standardized colleagues, University of Pittsburgh Provost's Advisory Council on Instructional Excellence (ACIE), 2009
- ❖ Team STEPPS- Teaching Strategies & Tools to Enhance Performance & Patient Safety <https://www.ahrq.gov/teamstepps/index.html>

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