

TTUHSC Interprofessional Practice and Education (IPE) Learning Activity

Title of interprofessional practice and education learning activity

International Programs for Students: An Immersive Interprofessional Global Health Educational Experience

Activity Status

Approved

Start Date

11/30/2016

End Date

9/9/2020

Criteria for registering the interprofessional practice and education learning activity

- Involvement of two or more professions.
- Opportunities to learn about, from, and with one another.
- Significant interactivity between participants.
- Teaching and learning about interprofessional practice and education is intentionally integrated into the activity. Interprofessional practice and education constructs are targeted with IPE learning objectives (see section on IPE learning objectives to follow) and are also discussed, trained, reviewed, and/or assessed as part of the learning activity.

Type of learning activity

- Experiential and/or clinical learning
- International/global health experience

IPEC Core Competencies Targeted by this IPE Learning Activity

- Interprofessional Communication: Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.
- Roles and Responsibilities: Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.
- Teams and Teamwork: Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.
- Values/Ethics for Interprofessional Practice: Work with individuals of other professions to maintain a climate of mutual respect and shared values.

Detailed description and purpose of learning activity

Immersive global health education, in the form of the TTUHSC international programs for students, brings together students from diverse professions to examine challenges facing the global society. With these interprofessional perspectives, teams of students develop innovative ideas that advance collaborative care practices locally and internationally. Students who participate in these global health learning experiences gain cultural humility and global health awareness, as well as learn to collaborate and foster interprofessional interconnectedness. Immersive global health education provides opportunities for students to collaborate with other students from different health care backgrounds, engage with diverse opinions, and solve problems by incorporating multiple perspectives. By participating in international team-based care, students become more confident in their professional and team identities. It also encourages students to value other health professions, and better prepares students for collaborative patient-centered care.

Across all TTUHSC international program sites, immersive interprofessional global health education requires knowledge of community cultures and values/ethics, along

with respect for the knowledge and experiences of community members and community health workers. Immersive global health education affords students opportunities to understand the larger structural forces underlying social issues, provides transformational interprofessional learning experiences, and help students see the world, and the practice of their profession, in a different way.

TTUHSC international program sites include Costa Rica, Nicaragua, and Peru.

Interprofessional education is targeted through team-building, team communication, values and ethics, roles and responsibilities, and collaborative team-based care.

Goals and Objectives:

TTUHSC students will become more globally competent and better able to meet the health care needs of all people as a result of expanding their understanding of the cultural influences on health care.

1. Participation in this international experience will foster attitudes of: volunteerism, humanitarianism, concern for underserved populations, interprofessional teamwork, and appreciation for public health careers.
2. Participation in this international experience will increase awareness of: social determinants that impact health, global interdependence, the impact of culture on health, communication difficulty across language and cultural barriers, health care delivery systems in resource poor settings, personal motivation for career choice, the need for community advocates and by working towards a common goal enhance participants understanding of health professional roles and how each profession contributes to the provision of care for patients in these different cultural settings.
3. Participation in this international experience will develop skills for: collecting history and conducting physical examination, communication not only across cultures but also across health professions, communicating in a foreign language, and diagnosing illness and injury with limited resources.

TTUHSC offers two types of international programs for students:

FACULTY-LED PROGRAMS:

A TTUHSC faculty member designs the program in consultation with his/her school, recruits students for the program, accompanies the students abroad, administers the program, and is responsible for the educational content of the program.

INSTITUTIONAL PROGRAMS AT APPROVED SITES

There are three types of approved sites:

1. An institution with which TTUHSC has an agreement/memorandum of understanding (MOU)
2. International organizations with which the U.S. has representation (e.g., WHO, PAHO, UN)
3. Approved teaching hospitals, institutions, and health related organizations. This option allows students to participate in programs they select/arrange and which meet individual interests or passions.

Level of interprofessional practice and education integration

- **Immersion Level:** Consists of development learning activities that provide learners with the opportunity to learn about, with, and from other professional learners in an active learning situation where they are applying learning during the activity. The desired outcome for activities offered at the immersion level is that learners will develop critical thinking skills as part of an interprofessional view that incorporates multiple perspectives, and acknowledges and encourages diversity in providing quality health and human services.

Attendance or participation in learning activity

- Certificate credit
- CV credit
- Experiential credit
- Portfolio credit

Frequency of learning activity

TTUHSC international programs for students occur throughout the AY. Trip dates are available on the TTUHSC Office of Global Health website and that applications for faculty-led trips will be e-mailed to all students.

Duration and/or timeline of learning activity

Duration of the activity varies by international site. Typically international programs range from 1 to 4 weeks in length.

Campus and/or location of learning activity

- International Locations

Average number of learners participating in the learning activity

Average number of learner per program vary by site. Typically international programs include no more than 30 students per trip.

Target Audiences

GSBS Audiences

- Biomedical Sciences, PhD
- Pharmaceutical Sciences, PhD
- Public Health, MPH
- Biomedical Sciences, MS
- Biotechnology, MS
- Graduate Medical Sciences, MS
- Pharmaceutical Sciences, MS

SHP Audiences

- Athletic Training, MAT
- Audiology, AuD
- Healthcare Management, BS
- Clinical Laboratory Science, BS
- Rehabilitation Science (Communication Sciences and Disorders), PhD
- Healthcare Administration, MS
- Molecular Pathology, MS
- Occupational Therapy, MOT
- Physical Therapy, DPT
- Physical Therapy, ScD
- Physician Assistant Studies, MPAS
- Clinical Rehabilitation Counseling, MS
- Rehabilitation Science (Movement Sciences and Disorders), PhD
- Speech, Language, and Hearing Sciences, BS
- Speech-Language Pathology, MS
- Addiction Counseling, MS
- Clinical Laboratory Science (Certificate), BS
- Clinical Laboratory Science (Second Degree), BS
- Clinical Mental Health Counseling, MS
- Physical Therapy (Transitional), tDPT
- Speech, Language, and Hearing Sciences (Second Degree), BS

SOM Audiences

- MS 1
- MS 2
- MS 3
- MS 4
- Residents

SON Audiences

- Doctor of Nursing Practice
- Graduate MSN
- Post-Master's/Advanced Practice
- RN to BSN
- Second Degree BSN
- Traditional BSN
- Veteran BSN

SOP Audiences

- P1
- P2
- P3
- P4
- SOP Residents

Other

TTUHSC students may have the opportunity to interact with a variety of faculty, staff, and students from teaching hospitals, institutions, and health related organizations at the international location.

IPE learning objectives for the activity

Values and Ethics for Interprofessional Practice

- Embrace the cultural diversity and individual differences that characterize patients, populations, and the health team.
- Maintain competence in one's own profession appropriate to scope of practice.
- Manage ethical dilemmas specific to interprofessional patient/population centered care situations.
- Place the interests of patients and populations at the center of interprofessional health care delivery and population health programs and policies, with the goal of promoting health and health equity across the life span.
- Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care.
- Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions and the impact these factors can have on health outcomes.
- Work in cooperation with those who receive care, those who provide care, and others who contribute to or support the delivery of prevention and health services and programs.
- Work with individuals of other professions to maintain a climate of mutual respect and shared values.

Roles and Responsibilities

- Communicate one's roles and responsibilities clearly to patients, families, and other professionals.
- Engage diverse healthcare professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs.
- Explain the roles and responsibilities of other care providers and how the team works together to provide care.
- Use the full scope of knowledge, skills, and abilities of available health professionals and healthcare workers to provide care that is safe, timely, efficient, effective, and equitable.
- Use the knowledge of one's own role and those of other professions to appropriately assess and address the healthcare needs of the patients and populations served.
- Use unique and complementary abilities of all members of the team to optimize patient care.

Interprofessional Communication

- Communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease.
- Organize and communicate information with patients, families, and healthcare team members in a form that is understandable, avoiding discipline-specific terminology when possible.
- Recognize how one's own uniqueness, including experience level, expertise, culture, power, and hierarchy within the healthcare team, contributes to effective communication, conflict resolution, and positive interprofessional working relationships

Teams and Teamwork

- Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient-/population-centered care that is safe, timely, efficient, effective, and equitable.
- Develop consensus on the ethical principles to guide all aspects of patient care and teamwork.
- Engage other health professionals, appropriate to the specific care situation, in shared patient-centered problem-solving.
- Integrate the knowledge and experience of other professions, appropriate to the specific care situation, to inform care decisions, while respecting patient and community values and priorities/ preferences for care.

- Perform effectively on teams and in different team roles in a variety of settings.
- Reflect on individual and team performance for individual, as well as team, performance improvement.
- Share accountability with other professions, patients, and communities for outcomes relevant to prevention and health care.

Type of assessment administered

- Self-reflection
- Knowledge pre- and post-test
- Pre-Post Test: Attitudes Toward Health Care Teams Scale (ATHCT).

Formal assessment protocol used, if applicable

Type of program evaluation administered

- Activity feedback/evaluation – from faculty and/or preceptors
- Activity feedback/evaluation – from other learners
- Facilitated debrief

Provide details on the potential sustainability of the learning activity

TTUHSC international programs for students is supported by the TTUHSC Office of Global Health. The Office of Global Health (OGH) will support the institutional mission and goals of TTUHSC by engaging in activities that enhance the education of its students, faculty, and staff through exposure to international health experiences.

Additional information about learning activity, if necessary

Roles of faculty/staff in learning activity (e.g., planning committee, facilitators, instructors, mentors, etc.):

Faculty participate as planners, facilitators, preceptors, and mentors during the program.

Learning activity organizer

- Office of Global Health

Contact person(s) and contact information for learning activity

Michelle Ensminger Senior Director Office of Global Health Phone: 806.743.2901 Email: michelle.ensminger@ttuhsc.edu