

TTUHSC Interprofessional Practice and Education (IPE) Learning Activity

Title of interprofessional practice and education learning activity

Reflections on a Interprofessional Mini-Series: An Interprofessional Small Group Activity

Activity Status

Approved

Start Date

2/2/2017

End Date

11/18/2020

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

- Workshop, interactive demo, or small group activity
- Case-based and/or problem-based learning

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

Interprofessional practice and education (IPE) is an important step in advancing health professional education and has been widely endorsed as a mechanism to improve the overall quality of health care. During this interprofessional small group activity, interprofessional teams of students will view one or more episodes from an interprofessional mini-series and then participate in a guided reflection of some aspect of collaborative practice. During the required small group reflection, students will have an opportunity to actively engage with other students in their small group. In some cases, pre- and post-tests will be provided to assess student engagement and learning after viewing episodes and participating in the guided reflections.

Currently, two interprofessional mini-series have been developed at Texas Tech Health Sciences Center. Each interprofessional mini-series promotes leadership and professional development in the Interprofessional Education Collaborative (IPEC) "core" competency domains including (1) roles and responsibilities, (2) interprofessional communication, (3) values/ethics, and (4) teams and teamwork. The interprofessional mini-series serves to provide an IPE learning platform for

students in preparation for collaborative care experiences on clinical rotation. The interprofessional mini-series includes high definition videos arranged in 12 individual learning episodes, as well as a single feature film. The 12 episodes depict both ideal and dramatized interprofessional and student/preceptor interactions, followed by educational commentary. Each episode is designed to include entertainment, student/preceptor scenarios, student/preceptor expert commentary, and student/preceptor learning pearls.

1. The Reason I Jump: An Interprofessional Mini-Series: This interprofessional mini-series includes the professions of occupational therapy, nursing, medicine, pharmacy, athletic training, emergency medical services, and speech-language pathology. The trailer for The Reason I Jump: An Interprofessional Mini-Series can be viewed at: www.youtube.com/watch?v=WdAUqjjzRLM.
2. Change of Heart: An Interprofessional Mini-Series: This interprofessional mini-series includes the professions of nursing, pharmacy, medicine, occupational therapy, physical therapy, and speech-language pathology. The trailer for Change of Heart: An Interprofessional Mini-Series can be viewed at: <https://www.youtube.com/watch?v=Ili79XDQHB4>.

Level of interprofessional practice and education integration

- Exposure Level: Consists of introductory learning activities that provide learners with the opportunity to interact and learn from professionals and peers from disciplines beyond their own. The desired outcome for activities offered at the exposure level is that learners will gain a deeper understanding of their own profession while gaining an appreciation for the perspective and roles of other professions.

Attendance or participation in learning activity

- Course requirement
- Voluntary basis

Frequency of learning activity

Occurs throughout the academic year.

Duration and/or timeline of learning activity

1-3 hours depending on the number of episodes watched during the small group activity.

Campus and/or location of learning activity

- Abilene
- Amarillo
- Dallas
- Lubbock
- Midland
- Odessa

Average number of learners participating in the learning activity

Varies by number of professions and small group activity. Typically students are divided into 5-8 student on an interprofessional team.

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
- Occupational Therapy, MOT
- Physical Therapy, DPT
- Speech, Language, and Hearing Sciences, BS
- Audiology, AuD
- Healthcare Management, BS
- Clinical Laboratory Science, BS
- Rehabilitation Science (Communication Sciences and Disorders), PhD
- Healthcare Administration, MS
- Molecular Pathology, MS
- Physical Therapy, ScD
- Physician Assistant Studies, MPAS
- Clinical Rehabilitation Counseling, MS
- Rehabilitation Science (Movement Sciences and Disorders), PhD
- 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

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

SOP Audiences

- P1
- P2
- P3
- P4
- SOP Residents

Other

IPE learning objectives for the activity

Values and Ethics for Interprofessional Practice

- Manage ethical dilemmas specific to interprofessional patient/population centered care situations.

Roles and Responsibilities

- 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.

Interprofessional Communication

- Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.
- Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.

Teams and Teamwork

- Apply leadership practices that support collaborative practice and team effectiveness.

Type of assessment administered

- Attitudinal Survey
- Knowledge pre- and post-test
- Self-reflection
- Assessments are selected by small group facilitators and vary by session.

Formal assessment protocol used, if applicable

Type of program evaluation administered

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

Provide details on the potential sustainability of the learning activity

As the mini-series have been developed, small group reflections can easily be arranged with students in multiple professions.

Additional information about learning activity, if necessary

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

Small group facilitators

Learning activity organizer

- Office of Interprofessional Education
- School of Health Professions
- School of Medicine
- School of Nursing
- School of Pharmacy

Contact person(s) and contact information for learning activity

For additional information about hosting a small group discussion, as well as obtaining copies of the facilitator's guides and video episodes, please contact: Craig D. Cox, PharmD, FCCP, BCPS Associate Professor, Pharmacy Practice Vice Chair, Experiential Programs Texas Tech University Health Sciences Center School of Pharmacy craig.cox@ttuhsc.edu Contact Christie Beauregard to get a IPE Learning Activity certificate to provide to interprofessional teams of students who complete the small group reflection. Christie Beauregard, MSHS Assistant Director Office of Interprofessional Education Texas Tech University Health Sciences Center 3601 4th Street | STOP 6231 | Office 3B150C | Lubbock, Texas 79430-6231 806.743.2028 | christie.beauregard@ttuhsc.edu