



ROSALIND FRANKLIN UNIVERSITY
OF MEDICINE AND SCIENCE

Interprofessional Teams, Culture and Service Learning

An Interprofessional 1st Year
Experience for Students
at

Rosalind Franklin University of
Medicine and Science.



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OBJECTIVES

- Detail the logistics of student enrollment
- Discuss the topics included in the course
- Describe our interprofessional community need based service learning projects
- Discuss barriers and challenges to creating a successful course like ours



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- Biomedical Sciences
- Interprofessional Studies (Biomedical Science, Healthcare Administration and Management, Health Professions Education and Women's Health)
- Medicine
- Medical Radiation Physics
- Nurse Anesthesia
- Nutrition
- Pathologists' Assistant
- Pharmacy
- Physical Therapy
- Physician Assistant
- Podiatry
- Psychology



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Interprofessional Activities prior to 2004

In 2004
Interprofessional Healthcare
Teams Course



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Interprofessional Activities in 2011-12

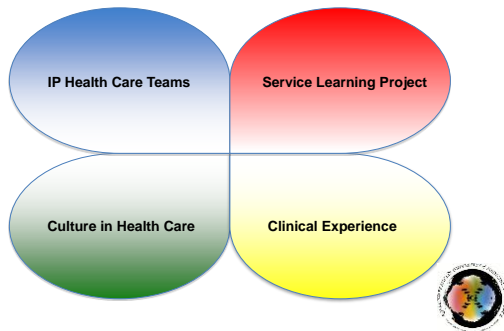
- Interprofessional Courses
- Excellence in Interprofessionalism
- Shared Calendar for on campus coursework
- Universal Integrity Policy
- 4 online IP programs
- First Year IP Experience
- IP Curriculum Committee



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- 2004 Interprofessional Healthcare Teams
- 2005 Added Service Learning Project
- 2008 Added Culture in Health Care, Excellence in Interprofessionalism
- 2009 Added small clinical component
- 2011 Combined all into one course - "IP Teams and Culture in Health Care"

First Year Interprofessional Experience



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First Year Interprofessional Experience

Includes:

- All first year clinical on-campus students
- Advanced clinical students
- Faculty
- Staff
- Administration
- Community



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Logistics

- IP groups of no more than 15 students
- Individually met with each program
- Classrooms
- Schedule
- Faculty or administrative facilitators



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Instructional Strategies

- Based on IOM 5 Core Competencies
- Standardized sessions
- Primarily small groups
- Experiential learning
- Discussions
- Projects
- Patient cases
- Reflections
- Online materials and some assignments



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Topics

- Intro to IP Health Care
- Intro to Service Learning – Prevention Education
- Service Learning
- Generational Communication
- Professions (X2)
- Reflection on Professions/Active Listening
- Health Care Disparities, Aspects of your Culture



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Topics

- Patient Interview Demonstration
- Poster Preparation
- Cross Cultural Communication
- Patient Interview
- Sharing of Cultural Event/Working with Interpreters
- Poster Day/ Reflection
- Quality Improvement



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Class Session 1 - Objectives

- Begin to develop relationships with IP team
- Strategize to seek consensus as a group
- Discuss how to build an effective team
- Discuss barriers to effective team building
- List ways to break down common barriers to effective team building
- Define the concept of culture



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Session 1 - Components

- Facilitator introduction to IP pt centered HC and course syllabus
- Ice breaking exercise (partners)
- Team survival game (groups of four)
- Effective team building – team processes discussions
- Culture in health care and culture of health care
- Introduction to information literacy online activity
- Summary, selection of weekly topics, assignments



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Session 5&6 - Objectives

- Identify the scope of practice
- Discuss the educational and licensure/certificate requirements
- Delineate the places of employment
- Evaluate the Interprofessional nature of the cases presented
- Analyze each case and decide how your profession could be involved



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Session 5&6 - Components

- Introduction and Case Study Presentation
- Faculty move to different room
- Case Study Presentation

Session 7 – Components

- Reflection
- Active Listening



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Clinical Component

- Scholl Podiatric Clinic
- Orthopedic Clinic
- Case Studies
- Interprofessional experiences in a uniprofessional placement (University of Toronto)



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Characteristics of Service Learning

1. Promotes learning through active participation in service.
2. Links academic content and the service activity as students use previously acquired skills and knowledge in real-life situations
3. Extends learning beyond classroom walls.
4. Positive, meaningful and real association as a true community need is addressed.
5. Cooperative and collaborative
6. Reciprocal in nature, both student and agency benefit.
7. Promote deep, problem solving thinking skills.
8. Provides structured time for students to reflect.





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Service Learning Student Goals

1. To collaborate as an interprofessional team.
2. To collaborate with community partners.
3. To demonstrate social responsibility and advocacy.
4. To experience cultural diversity in the community.
5. To reflect upon the experience.



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How do we find Projects and Partners?

- 1) Projects are based on real community needs with a new or existing community partner. (July-Letter and Form sent to all previous partners asking for project collaborations). Projects are posted online with dates (if available), event and contact information.
- 2) Alumni/Community Outreach Office-contact for new.
- 3) Student existing project.



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Logistics of Project

Prevention Education Model

- Prevention Screening
- Nutrition Education
- Physical Fitness
- Making Healthy Choices



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Logistics of Project for Students

- Meet as same IP group to decide on type of project they are interested in conducting. 2 class sessions allotted for this.
- Use one of the Community Partner projects already identified or create a new project and contact Community Partner.
- Work with Community partner regarding specific aspect of project-dates etc.
- Minimal 4 hr commitment at the site.
- They have timelines to meet.
- They have a span of 5 months to complete the project. (September to January)
- Not to conflict with class time. Evenings and weekends are typically utilized.
- Class time for poster creation.



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Examples of Project

- Health Fairs at Churches, Malls, Nursing Homes and Abused Shelters.
- Work with local County Health Dept. on initiatives.



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Examples of Projects

- Boys and Girls Club of Lake County Health and Wellness Pre-Assessment



- Making Healthy Choices through the TAR WARS Program





Examples of Projects

- Health Education and Health Assessment at community centers, local schools, local clinics and hospitals, including the VA.



Health Reach Clinic



OutReach for HealthReach

Lake County Mobile Prevention Clinic Project



Context of Projects

- Physical Fitness
- Healthcare Assessment
 - Nutrition
 - Basic Hygiene Clinic
 - Pregnancy information
- Advocate healthy choices: Smoking, Drinking
Drugs, Gang



Advocacy Projects

- Individual Level**
Safeguard individual patient, Mediation within institution or with individual providers, Access to health care, Support patients with medically related legal or financial issues, Provide information related to medical condition so informed decisions can be made.
- Institutional Level**

<i>Workplace</i>	<i>Professional</i>
Employee safety	Legislative
Professional promotion	Organization
Quality assurance	
- Governmental Level**
Legislative: Local, State, National, International
Policy: Local, State, National, International



Cultural Component of Service Projects

- Review the culture, mission and vision of the chosen community partner.
- Identify the constituents at the community partner site chosen.
- Identify their needs.
- Identify the appropriate healthcare professionals to engage in collaborative patient care based on the patient's needs.
- Identify elements of Prevention Education related to your project. What else will you have to do to prepare to speak with your constituents?
- How will the culture of the constituents affect their presentation?
- Demonstrate their sensitivity to other people's cultures.



Reflection of Service Projects

At the end of the project students compete a reflection form giving their personal thoughts on their project.





Reflection Questions

- Discuss how this experience influenced your values on both interprofessional and community collaborations.
- Discuss how this experience helped you demonstrate your professional, social, and/or political responsibility in your community.
- How were your current attitudes regarding service to the community changed by this experience?
- How were your attitudes towards working in interprofessional teams changed by this experience? (Did you learn from, with and about each other? How?)
- How did your service learning project make a difference to those you serviced?
- Will you likely continue to provide prevention education, advocacy or some other form of service to your community? If yes, indicate which area you plan future action.
- Did your project expose you to diversity in the community?



Reflection Questions

Through volunteering at the Boys and Girls Club we are now better able to identify with the community we now live in while attending school."



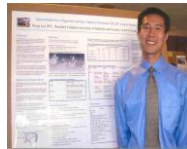
"We went to inspire the community and in the end they inspired us."

"We enjoyed watching the zest for learning and the impact that we had on the children, showing them that they can be anything they want to be!"



Last Class-Reflection and Poster Session!

Community Partners Join us for a "THANK YOU COFFEE"



Science Fair at the Boys & Girls Club of Lake County

Chen KR, Corcoran MD, Dahmer MD, Eshaghi RA, Konamori M, Lising MA, Nelson CM, Parham K, Rahimi EA, Robinson JJ, Siddi GA, Wilbrecht CL, Winsor SK

Rosalind Franklin University of Medicine and Science
Faculty Mentor: Henderson RJ

The Boys & Girls Club	Reflections	Mission
<p>The Boys and Girls Club of Lake County is a non-profit organization that provides enrichment and educational programs for children and youth in the community. Our goal is to help children and youth reach their full potential by providing them with the resources and support they need to succeed.</p> <p>Our programs include:</p> <ul style="list-style-type: none"> • After-school and summer camps • Tutoring and homework help • Career and job training • Leadership and life skills training • Financial literacy education • Entrepreneurship training • Art and music programs • Sports and physical activity • Community service projects <p>Our programs are designed to help children and youth develop the skills and confidence they need to succeed in school and in life. We are proud to be a part of the community and to provide a safe and supportive environment for all our members.</p>	<p>During the science fair, we were able to interact with the children and see their excitement and curiosity. It was a great experience for us and we were able to share our knowledge and passion for science with the next generation. We were inspired by their questions and their desire to learn. We hope that our participation in the science fair will encourage more children to pursue science and technology as a career path.</p> <p>We were also able to see the impact that our programs have on the children in the community. It was heartwarming to see them so engaged and motivated. We are proud to be a part of the Boys and Girls Club and to provide a safe and supportive environment for all our members.</p>	<p>The Boys & Girls Club can offer a variety of programs for enrichment, health and life skill education. We are committed to providing a safe and supportive environment for all our members. Our programs are designed to help children and youth develop the skills and confidence they need to succeed in school and in life. We are proud to be a part of the community and to provide a safe and supportive environment for all our members.</p> <p>Our mission is to help children and youth reach their full potential by providing them with the resources and support they need to succeed. We are committed to providing a safe and supportive environment for all our members. Our programs are designed to help children and youth develop the skills and confidence they need to succeed in school and in life. We are proud to be a part of the community and to provide a safe and supportive environment for all our members.</p>
Basketball and the Heart	Bone Box	Slime
<p>Basketball and the Heart project was a great experience for us. We were able to interact with the children and see their excitement and curiosity. It was a great experience for us and we were able to share our knowledge and passion for science with the next generation. We were inspired by their questions and their desire to learn. We hope that our participation in the science fair will encourage more children to pursue science and technology as a career path.</p>	<p>Bone Box project was a great experience for us. We were able to interact with the children and see their excitement and curiosity. It was a great experience for us and we were able to share our knowledge and passion for science with the next generation. We were inspired by their questions and their desire to learn. We hope that our participation in the science fair will encourage more children to pursue science and technology as a career path.</p>	<p>Slime project was a great experience for us. We were able to interact with the children and see their excitement and curiosity. It was a great experience for us and we were able to share our knowledge and passion for science with the next generation. We were inspired by their questions and their desire to learn. We hope that our participation in the science fair will encourage more children to pursue science and technology as a career path.</p>
Volcano	<p>Volcano project was a great experience for us. We were able to interact with the children and see their excitement and curiosity. It was a great experience for us and we were able to share our knowledge and passion for science with the next generation. We were inspired by their questions and their desire to learn. We hope that our participation in the science fair will encourage more children to pursue science and technology as a career path.</p>	

"We set out to inspire the youth in the community...
...In return, they inspired us"



Leaders in Interprofessional Healthcare and Service



CHALLENGES

- "Buy in"-Top down with faculty commitment
- Academic Calendar
- Physical layout of university
- Classroom Space
- Community Partner sites
- Committee and Engaging faculty and staff
- Engaging students
- Funds



RECOMMENDATIONS

- Directors to oversee course
- Administrative support to prepare, distribute course materials and upload to learning management system.
- Train facilitators
- Involve students
- University Culture to embrace IP Education
- Focus groups -faculty and student
- Assessment tools: Course surveys, qualitative feedback from constituents, partner surveys



PUBLICATIONS

- Rheault W, Stoecker J, Tappert S, Bridges D. Model Programs- Rosalind Franklin University of Medicine and Science. *Journal of Allied Health* [Online-Special Issue]. 2010 Fall;39(3)/Pt 2: E127-129.
- Bridges D, Allen S, Tappert S. Interprofessional Model of Prevention Education. Health People 2020 and Education for Health: Successful Practices for Clinical Health Professions. Fall 2010. APTR Website. <http://www.aptrweb.org/educationforhealth/successfulpractices.html>
- Bridges D, Carlson J, Abel M, Tomkowiak J. Service Learning in Interprofessional Education: A Case Study. *Journal of Physical Therapy Education*. Winter Issue 2010; 24(1):44-50.
- Bridges D, Tomkowiak J. Allport's Intergroup Contact Theory as a Theoretical Base for Impacting Student Attitudes in Interprofessional Education. *Journal of Allied Health*. *Journal of Allied Health* 2010 Spring;39(1):e29-33.
- Bridges, D, Davidson, R, Soule Odegard, P, Maki, I., Tomkowiak, J. Interprofessional Collaboration: Three Best Practice Models of Interprofessional Education. *Medical Education* [Online], 2011,16:6035.



Questions

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