Interprofessional Teams, Culture and Service Learning

An Interprofessional 1st Year Experience for Students at Rosalind Franklin University of Medicine and Science.

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

Interprofessional Activities prior to 2004

In 2004 Interprofessional Healthcare Teams Course

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

Interprofessional Activities in 2011-12

- 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

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

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

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

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

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

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

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

Session 5&6 - Components

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

Session 7 – Components

• Reflection
• Active Listening

Clinical Component

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

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.
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.

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.

Logistics of Project

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

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.

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

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.

• 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
  Workplace
  Professional
  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? If yes, indicate which area you plan future action.
• Did your project expose you to diversity in the community?

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 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!”

Science Fair at the Boys & Girls Club of Lake County

Rosalind Franklin University of Medicine and Science

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


Questions

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