



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**

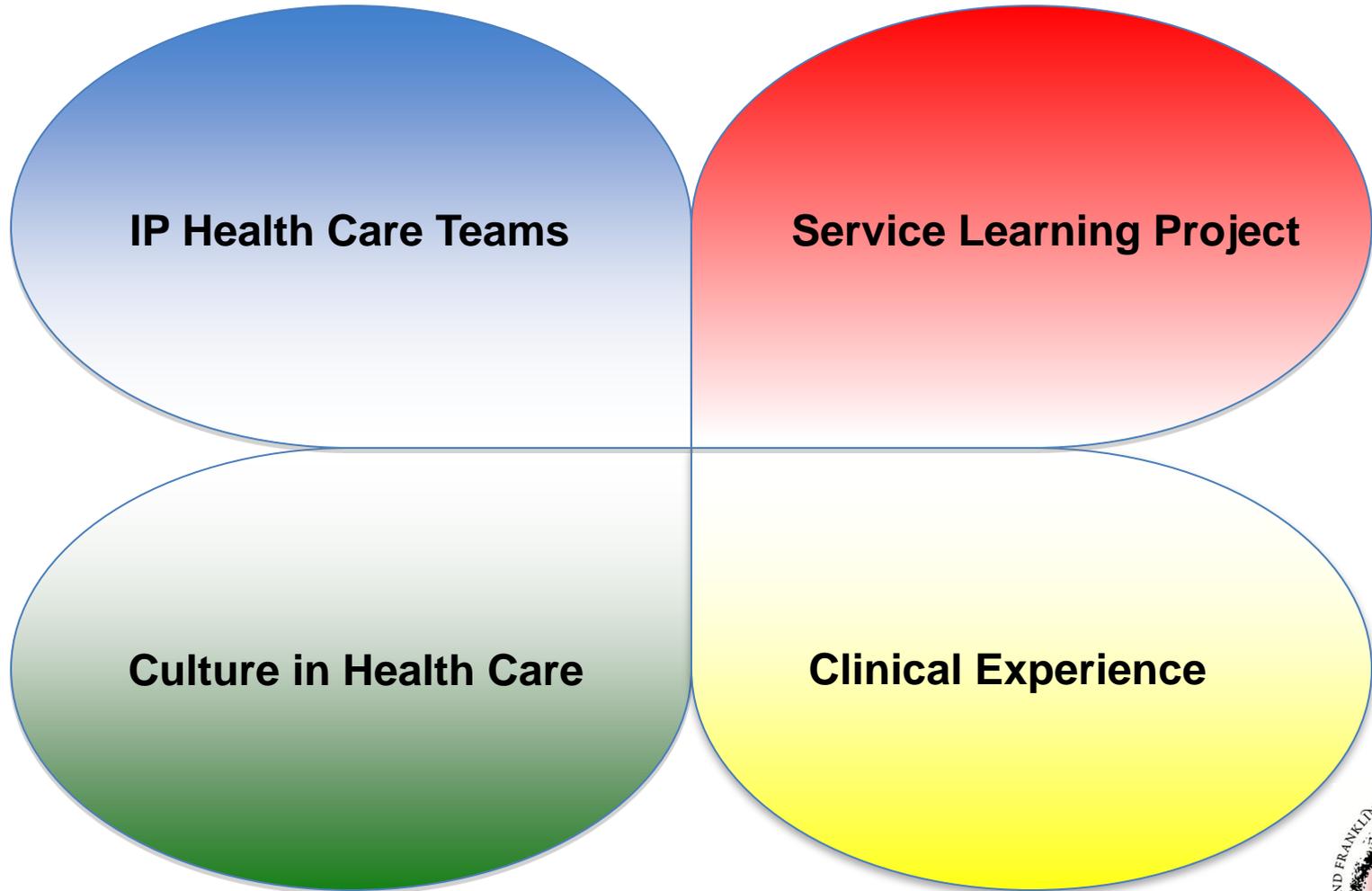


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- **2004 Interprofessional Healthcare Teams**
- **2005 Added Service Learning Project**
- **2008 Added Culture in Health Care, Excellence in Interprofessionalism**
- **2009 Added small clinical component**
- **2011 Combined all into one course - “IP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



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**



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**



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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)**



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



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**





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Examples of Projects

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



Health
Reach
Clinic





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OutReach for HealthReach

Lake County Mobile Prevention Clinic Project





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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

Employee safety

Professional promotion

Quality assurance

Professional

Legislative

Organization

• *Governmental Level*

Legislative: Local, State, National, International

Policy: Local, State, National, International



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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.**

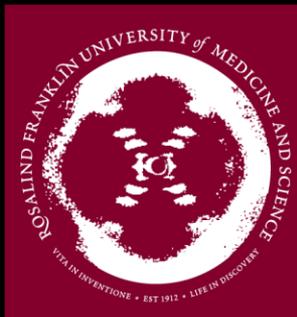


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Reflection of Service Projects

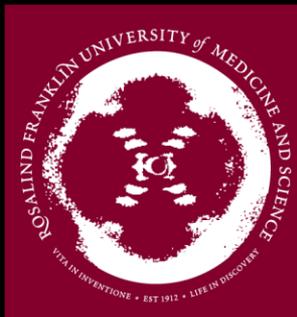
At the end of the project students compete a reflection form giving their personal thoughts on their project.





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?



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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.”



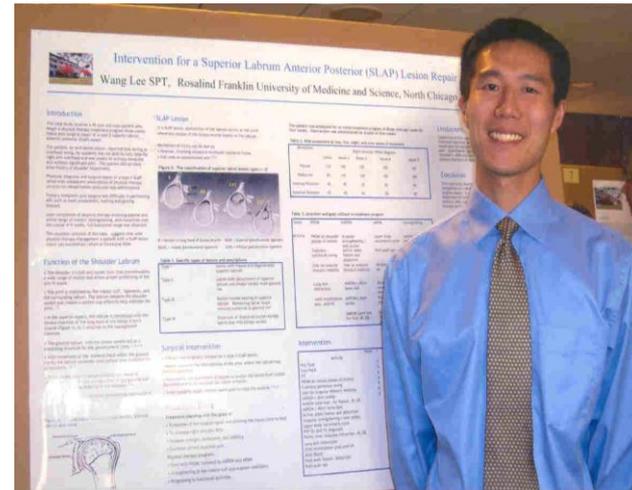
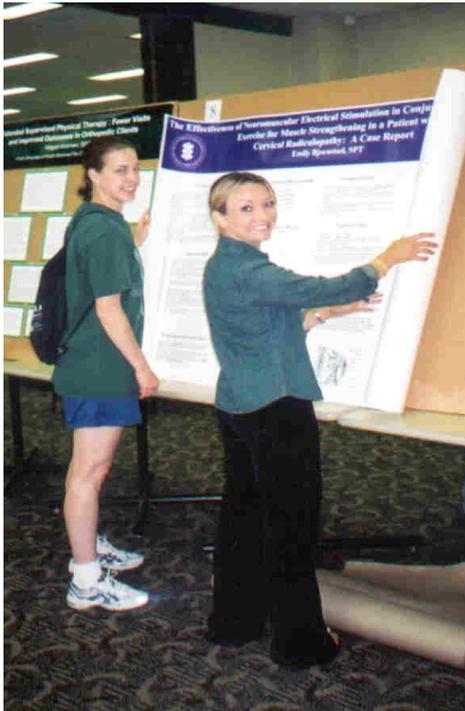
“We went to inspire the community and in the end they inspired us.”

“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!”



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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

Chan KR, Corcoran MD, Dahmert MD, Eshraghi RA, Kanamori M, Lising MA, Nelson CM, Pardhan K, Rahimi EA, Robinson JJ, Said OA, Willprecht CL, Winsor SK



Rosalind Franklin University of Medicine and Science

Faculty Mentor: Henderson RJ

The Boys & Girls Club

The Boys and Girls Club of Lake County's mission is to create a cross-cultural and safe environment that promotes self-esteem, teamwork, and responsible community commitment for young people, ages 6-18. Located in Waukegan, it is a non-profit, youth development organization that was established in November of 2000.

Any child can attend the club 5 days a week, 5 hours a day, 50 weeks each year. In every community, many boys and girls are left to find their own recreation and companionship in the streets. An increasing number of children are at home with no adult care or supervision. Young people need to know that someone cares about them. The Boys & Girls Club of Lake County offers that and more.

Club programs and services promote and enhance the development of boys and girls by instilling a sense of competence, usefulness, belonging and influence. Boys & Girls Clubs provide a safe place for children to learn and grow – all while having fun. They are truly *The Positive Place For Kids*. They believe that this service agency is the best in the world at impacting the lives of underserved children. Fifty-two percent of Boys & Girls Club alumni have actually stated that the Club has saved their lives.

<http://www.bgca.org/>

Reflections

- "It was fun getting to see the kids play doctor and learn about the human body. We think it was nice showing them the excitement of being a health care professional and that this could be something they could do in their future."
- "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!"
- "I definitely enjoyed my time with the kids and I believe they appreciated our time as well."
- "While we set out to inspire the youth in the community in regards to pursuing an interest in science and education, the children in return inspired us."
- "Spending time with and serving the children of our local community not only gave us a sense of happiness and good will but also reminded us why we are here... to use the knowledge and skills we develop to serve humanity."
- "We are amazed by the people who dedicate their lives to these kids. We learned that these people have a profound effect on society and we have a great admiration for the work they do."
- "The kids one day will become important members of the community when they are older, so in a way we are shaping and modeling our community as we serve as a role model to them."
- "We had such a great experience going to the Boys and Girls' Club in Waukegan. The kids were so eager to learn and their enthusiasm was contagious!"

Mission

The Boys & Girls Club is an after school program for elementary, middle and high school children. Our visit was aimed at promoting science through a fun and exciting showcase of everyday science. This was achieved through:

- Chemistry experiments - making *slime* and a volcano
- An interactive look at the human skeleton
- Listening to and learning about the heart
- Learning about the physics of basketball



Basketball and the Heart

At our station we were able to teach the kids how heart rate can fluctuate before and after activities. Every student first measured their heart rate and blood pressure. Then they played basketball to increase their heart rate, and finally they re-measured their heart rate to see the changes. We really worked together to show the children the importance of exercise and how it affects heart rate.



The kids were able to experience first-hand what their heart sounds like using a stethoscope. We took the kids' blood pressures and taught them what a healthy blood pressure means. We also taught the kids the importance of physical activity in keeping our hearts healthy. The kids were able to watch the movement of the valves of the heart on a computerized program that we provided at our station. We hope that we inspired them to consider the endless possibilities of careers in medicine.



Bone Box

At the "Bone Box" station the children had a hands-on opportunity to learn about the human skeletal and muscular systems. After a short introduction given by our group of podiatry and medical students, they enjoyed seeing the bones up close and guessing where each belonged in their own bodies. We also drew life size tracings of the children and they were enthusiastic to draw in their own bones.



Slime

At the slime making station, we taught the kids how to mix glue with water and borax to make slime. The experiment was great because it was easy enough for the younger children, yet the slime was so fun to play with that even the older kids were engaged. Though the kids were focused mainly on playing with the end product, it was neat to see their interest in watching the glue become slime with the addition of the detergent. We had a really fun time at our station, although it was messy!



Volcano

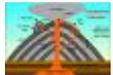
Recipe For Fun

- Boys and Girls Club Participants In An After School Program + 1 Medical Student
- 2 Physician Assistant Students
- 1 Paper Mache Volcano
- Vinegar
- Baking Soda
- Food Coloring (PURPLE and BLUE LAVAs)
- LEARNING SCIENCE & FACTS ABOUT VOLCANOES!



The Science behind it all ...

When you mix vinegar and baking soda together (an acid & base), it creates carbon dioxide. Carbon dioxide is the same gas that causes the lava to bubble and is produced during a volcanic eruption.

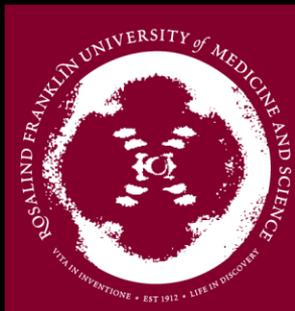


Participants learn how and why volcanoes explode as they eagerly await the next volcanic eruption.

"We set out to inspire the youth in the community..."

... In return, they inspired us"

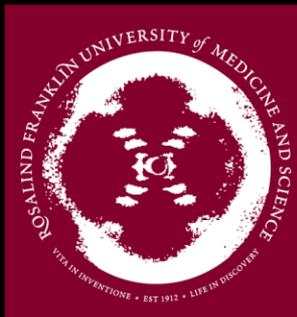
-Edham A. Rahimi



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Leaders in Interprofessional Healthcare and Service

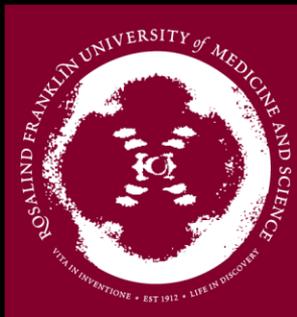




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CHALLENGES

- **“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**

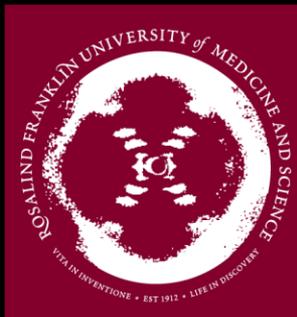


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PUBLICATIONS

- 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.
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<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.



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Questions

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