

## Collaborative Professional Formation: Sharing Values in IPE

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## Disclosures

- None

## Interprofessional Education for Collaboration: Competency Domains

- Interprofessional Education Collaborative Expert Panel. (2011). <https://ipecollaborative.org/uploads/IPEC-Core-Competencies.pdf>
  - Values/ ethics for Interprofessional Practice
  - Roles and Responsibilities for Collaborative Practice
  - Interprofessional Communication Practices
  - Interprofessional Team-work and Team-based practice

## Values form the basis for IPC

- Values/ ethics for Interprofessional Practice: *Work with other professions to maintain a climate of mutual respect and shared values*
  - Interprofessional Education Collaborative Expert Panel. (2011). Core Competencies for Interprofessional Collaborative Practice: Report of an expert panel., from <https://ipecollaborative.org/uploads/IPEC-Core-Competencies.pdf>
- Values as the basis for professionalism
  - Sullivan, W. (2005). *Work and Integrity: The Crisis and Promise of Professionalism in America* (2 ed.). San Francisco: Jossey-Bass.

## Values in Professional Education

- Teaching values
- Learning values
- Supporting values
- Strengthening values

## Values in Professional Education

- Working in the *affective domain*
  - Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1956). *Taxonomy of educational objectives: The classification of educational goals*. New York: David McKay Co., Inc.
  - Attending to students' identification with, development, and articulation of values

## Affective Domain Learning

- Discovery model: Institute for the Study of Health and Illness
  - *The Healer's Art*
    - <http://www.ishiprograms.org/programs/medical-educators-students/>
  - *The Power of Nursing*
    - <http://www.ishiprograms.org/programs/nursing-educators-students/faculty-training/>



## Affective Domain Learning

- Contemplative pedagogies
  - Mindfulness
  - Reflective practice
  - Narrative



## Affective Domain Learning

- Coburn, T, et al (2011). Contemplative Pedagogy: Frequently Asked Questions. *Teaching Theology & Religion*, 14(2), 167-174
- Winans, AE (2012). Cultivating Critical Emotional Literacy: Cognitive and Contemplative Approaches to Engaging Difference. *College English*, 75(2), 150-170.
- Britton, WB, et al (2013). Contemplative Science: An Insider Prospectus. *New Directions for Teaching and Learning*(134), 13-29.



## Interprofessional process-based course

- Interprofessional Formation
  - Medical Doctorate (MD)
  - Doctor of Physical Therapy (DPT)
  - Accelerated Bachelor of Science in Nursing (ABSN)
- Guided reflection on key concepts
- Writing, drawing, collage exercises
- Sharing experiences in small groups



## Evaluation of Learning

- Rabow, et al (2007, 08, 09, 10 & 13) report student course evaluation data
- Longitudinal effects of process-based courses?
  - Job stress, job satisfaction
  - Longevity in the practice
  - Meaning, calling, burnout resistance (Shanafelt & Dyrbye)

