

Transformative Teams in Healthcare: Evaluation of an Advanced Interprofessional Seminar on Communication and Collaboration

John Luk MD, Mrinalini Kulkarni-Date, MD, Barbara Jones PhD MSW, Farya Phillips, PhD, Gayle Timmerman, PhD, Patrick Davis, PhD, Cindy Carlson, PhD, Hollie Sadler, MD

Introduction

The 2003 Institute of Medicine report, “Health Professions Education: A Bridge to Quality”, cited “working as part of interdisciplinary teams” as a core proficiency area. Faculty members from five health professions schools worked interprofessionally to meet this opportunity. Transformative Teams in Healthcare (TTIH) is an interprofessional seminar course on communication and collaboration that brings together students in medicine, social work, pharmacy, educational psychology, and nursing to learn interprofessional, team-based health care. Clinically based, experiential learning is emphasized and interwoven with didactic and reflective sessions. A student-initiated application project serves as the capstone activity in which the student applies their efforts to solve an interprofessional issue facing our local healthcare setting. Valuable interprofessional course collaboration and planning insight was gained that would better inform future collaborations.

Course Information

TTIH brings together students in a discovery of the opportunities and challenges of modern healthcare teams through:

- Dialogue of peers and of professions, incorporating scholarly evidence, appreciative inquiry, and individual reflection and clinical experiences
- Design and delivery of a team application project as a capstone course activity in which the students will apply their efforts to address an interprofessional issue facing our local healthcare setting.

Meetings: Weekly evening meetings

- First hour: Check-in, interim work discussion, meeting topic introduction
 Second hour: Experiential activity pertaining to meeting topic
 Third hour: Activity Debriefing, personal reflection, introduction of interim work and next meeting topic

Intermeeting: Students have assigned individual & group work, Readings, Literature search, Peer team discussions, Essays, Application project planning, Ongoing personal reflection

Application Projects: Teams (created based on students’ interests in this course) decided on their application projects with the following expectations:

- Interprofessional, collaborative effort
- Addresses interprofessional healthcare issue of the community
- Achievable within 2 semesters of work

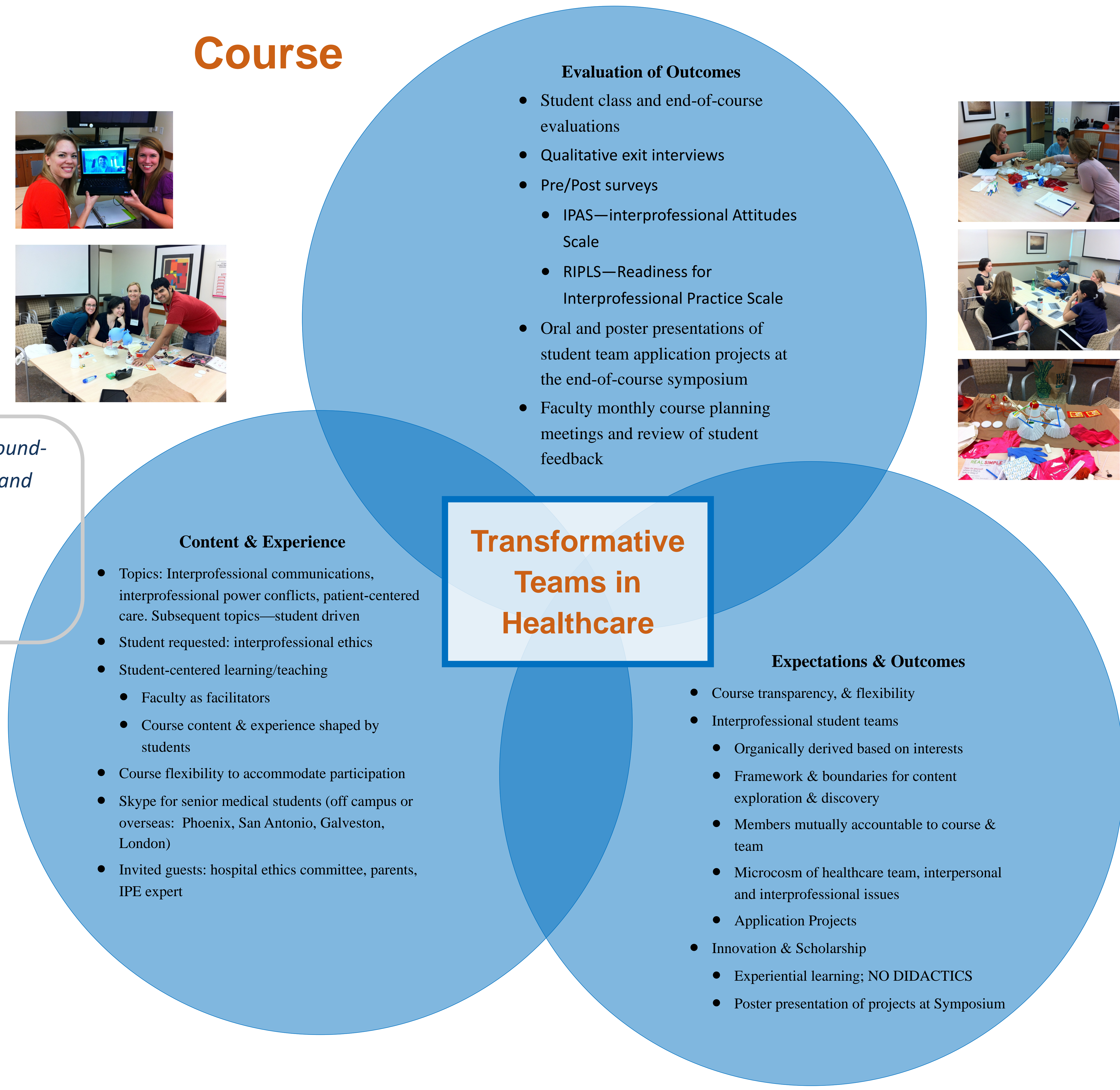
Course Symposium: End of course symposium to showcase students’ work in course & their application projects. Guests invited from university and

Course



“As I approach the patients in the hospital I will definitely be more aware of the interdisciplinary needs of my patients and will not hesitate to involve other team members.”

“We are laying the groundwork for true respect and appreciation for one another”



Evaluation of Outcomes

- Student class and end-of-course evaluations
- Qualitative exit interviews
- Pre/Post surveys
 - IPAS—interprofessional Attitudes Scale
 - RIPLS—Readiness for Interprofessional Practice Scale
- Oral and poster presentations of student team application projects at the end-of-course symposium
- Faculty monthly course planning meetings and review of student feedback

Content & Experience

- Topics: Interprofessional communications, interprofessional power conflicts, patient-centered care. Subsequent topics—student driven
- Student requested: interprofessional ethics
- Student-centered learning/teaching
 - Faculty as facilitators
 - Course content & experience shaped by students
- Course flexibility to accommodate participation
- Skype for senior medical students (off campus or overseas: Phoenix, San Antonio, Galveston, London)
- Invited guests: hospital ethics committee, parents, IPE expert

Expectations & Outcomes

- Course transparency, & flexibility
- Interprofessional student teams
 - Organically derived based on interests
 - Framework & boundaries for content exploration & discovery
 - Members mutually accountable to course & team
 - Microcosm of healthcare team, interpersonal and interprofessional issues
 - Application Projects
- Innovation & Scholarship
 - Experiential learning; NO DIDACTICS
 - Poster presentation of projects at Symposium

Dell Medical School

School of Nursing

School of Social Work

College of Pharmacy

College of Education