“Roles of Health Professionals” Module
Interprofessional Education Session
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Overview

This is a classroom teaching plan/guideline for presentation to learners in any health profession and at any level. Interprofessional education (IPE) is defined as “occurring when two or more professions learn with, from and about each other to improve collaboration and the quality of care” (CAIPE, 2002). This module provides an example of IPE where the learners are comprised of one discipline but the facilitators are from multiple disciplines. This module was piloted with a group of over 100 baccalaureate nursing students. Panelists/facilitators were clinicians and faculty members from 6 disciplines but additional disciplines could have been included. The session was conducted three times. Evaluations from students were excellent. Faculty members rated the session very highly.

The teaching plan can be modified as desired. A powerpoint presentation, interprofessional hospital video, handout for small group session, and Youtube video clip link are provided. The scenario relates specifically to the video but can be used in the small group session without showing the video. A sample evaluation plan and answer key to the questions are included.

Teaching plan/guideline

- Begin with a large group of students and selected faculty/clinicians from various disciplines.

- Show Youtube funny video clip – Steve Martin Pink Panther teamwork (1 minute)
  http://www.youtube.com/watch?v=BBh9X5vHE4U

- Welcome and objectives of interprofessional education session (2 min).

  At the end of this learning experience, the participants will be able to:
  
  - Compare and contrast the roles, functions and education of health professionals involved in interprofessional collaborative health care.
  - Identify benefits and challenges to interprofessional health care.

- Turning Point is an audience response interactive strategy that is recommended (but not required) for this session if available. Questions included demographics of the audience and to see the percentage of people who answer correctly (used to give some introductory IPE background information and to assess attitudes). (see attached questions for audience response and provision of answers to students) If you are not using Turning Point, use as pre-test questions using powerpoint attached. (15 minutes). Turning Point and Powerpoint are both saved on powerpoint. If you do not have Turning Point, you can still use the accompanying powerpoint presentation for your session. During the power point presentation, actually review the answers to the pre-test questions as part of your initial introduction/lecture.

- Break up in small groups to answer questions with scenario. One person from each group will record answers on handout that will be handed in (no names please). (10 minutes)
Mrs. Smith is a 70 year old woman who lives alone at home. Her daughter recently had a baby and is Mrs. Smith’s caregiver. Mrs. Smith fell when she was by herself. She called 911 and was taken by ambulance to the local Emergency Department. Mrs. Smith has a history of hypertension, diabetes, congestive heart failure, and mild to moderate dementia. Her most recent hospitalization was six months ago for an exacerbation of congestive heart failure. In the emergency room, she was found to have a hip fracture which required surgical repair. After her surgery, she had an episode of post-operative delirium (confusion), which is common in older patients with memory problems. Initially, her delirium prevented her from participating in the rehabilitation she needed to recover from her surgery. Fortunately, several days went by, and her confusion improved and her rehab team has been able to complete their evaluation and begin her therapy. However, her underlying memory problems (dementia) are still impacting her ability to participate fully in rehab. Her daughter does not believe she will be able to provide all of the care and support her mother would need to maximize her rehab at home, especially now that she has a small baby at home. However, she promised her mother she would never “put her in a nursing home” and she feels like agreeing to a short-term stay in sub-acute rehab (provided in a nursing home setting) would be going back on her promise.

Based on this information, as a small group, identify the health team members that should be involved in Mrs. Smith’s care and state roles each would play on the team using the handout.

- Return to large group and have groups share responses. Have an interprofessional (IP) faculty as a panel to address roles and education. The moderator of the session should be prepared to discuss briefly the role and educational preparation of any profession not available for the session. Information on a variety of disciplines can be reviewed or printed out from JCIPE website.  
  http://jeffline.jefferson.edu/jcipe/projects/  (20 minutes)
- Ask a member from each group to tell one of the health professions that they listed. Then ask them to describe the role of that professional. Ask other members of the audience if they have any additional information about the role and functions of that profession. [Our student group particularly rated this aspect of the session as beneficial (they enjoyed participating and brainstorming roles)]
- Ask the health professional faculty/clinician on your panel to expand on their roles, especially specific to the scenario. Additional information about general roles can be included. Then ask the faculty/clinician to describe the educational preparation for their discipline. [Our student groups rated this panel as the favorite aspect of the module; the more professions that are represented the better. For example, in one session a radiological tech faculty participated and students identified radiation technologist/radiology as one of the two things they learned at the session; radiology was not mentioned at other sessions.]
- Continue to elicit from the small groups other health professionals and their roles and ask appropriate faculty/clinician for clarification and elaboration.
- Examples of health professionals (but not inclusive) commonly identified in these sessions are physician, nurse, OT, PT, pharmacist, therapist, social worker, home
Roles of Health Professionals Module

Jefferson InterProfessional Education Center

health aide, certified nursing assistant, pastoral counselor, case manager, EMT, dietician, OT and PT aides, radiological technician.

- When physician is discussed, if relevant, discuss the evolving role of the hospitalist. Also, discuss the hierarchical aspect of physician training (and if presented to a nursing student audience, discuss the process of the need for Medical Student co-signing before an order can be accepted and the process of who to call to clarify an order that the nurse is questioning (e.g., call person who wrote the order first, then intern, then resident and lastly, the attending physician).

- Summarize this small group aspect by stating that the identified list of health professionals are potential members of collaborative health care team but ask who else should be considered an integral part of the health care team. Emphasize patient-centered care and the importance of the patient and family being part of the health care team and decision-making.

- **Large group questions: (20 minutes)**
  - What is the value of interprofessional practice?
  - Give an example of IP practice that you have experienced or what you perceive that interprofessional practice would look like to you.
  - What is an example of lack of IP practice that impeded patient care?
  - What skills are needed for optimal team-based care?
  - What actions impede optimal interprofessional team work?
  - What do you perceive as potential benefits and challenges to the patient who is cared for by a team.
  - COLLECT THE ROLES HANDOUT FROM EACH SMALL GROUP if desired for part of evaluation of the session.

- If there is time, show the ‘discharge planning’ meeting at end of IPE hospital video (8 min). Emphasize the role of the patient/family as part of health care team decisions. Add that ultimately it is the patient’s decision and she could change her mind despite the team meeting ending. Many students have been concerned that the simulated patient in this video was coerced to accept the decision of skilled nursing care with rehab.

You can access the video on the internet at http://jeffline.jefferson.edu/jcipe/projects/

- Ask participants to complete evaluation of the session and assessment of attitudes/knowledge to compare to Turning Point data results (or pretest if Turning Point not used. (same questions asked via Turning Point will be asked on evaluation at end of session. If Turning Point not available, provide pre and post tests via paper but review the answers during the pre test). (5 min)

- Powerpoint/Turning Point presentation accompanies this session

- Sample evaluation attached.

- The session format, powerpoint presentation and evaluation can all be used exactly as appears or can be adapted to the target audience.
1. What did you like about today’s session?

2. Give specific topics of what you would like presented at other interprofessional education sessions.

3. List 2 things that you learned in today’s session.

4. I have a strong knowledge base of interprofessional collaborative healthcare practice.

5. I know the roles that other health care professionals play on the health care team.

6. Today’s health professional students are educated in teamwork and collaboration.

7. There is an organization dedicated to interprofessional education in the US.
   1. True 2. False
8. Research evidence has demonstrated overwhelmingly that interprofessional health care positively affects patient outcomes.
   1. True  2. False

9. The Institute of Medicine reports in the early 2000s noted a need for interprofessional education and practice to improve patient outcomes.
   1. True  2. False

10. Interprofessional health care can improve patient safety.
    1. True  2. False

11. The profession primarily responsible for patient education is the nurse.
    1. True  2. False

12. Effective health care teams involved in a patient’s care must meet weekly as a team.
    1. True  2. False
Mrs. Smith is a 70 year old woman who lives alone at home. Her daughter recently had a baby and is Mrs. Smith’s caregiver. Mrs. Smith fell when she was by herself. She called 911 and was taken by ambulance to the local Emergency Department. Mrs. Smith has a history of hypertension, diabetes, congestive heart failure, and mild to moderate dementia. Her most recent hospitalization was six months ago for an exacerbation of congestive heart failure. In the emergency room, she was found to have a hip fracture which required surgical repair. After her surgery, she had an episode of post-operative delirium (confusion), which is common in older patients with memory problems. Initially, her delirium prevented her from participating in the rehabilitation she needed to recover from her surgery. Fortunately, several days went by, and her confusion improved and her rehab team has been able to complete their evaluation and begin her therapy. However, her underlying memory problems (dementia) are still impacting her ability to participate fully in rehab. Her daughter does not believe she will be able to provide all of the care and support her mother would need to maximize her rehab at home, especially now that she has a small baby at home. However, she promised her mother she would never “put her in a nursing home” and she feels like agreeing to a short-term stay in sub-acute rehab (provided in a nursing home setting) would be going back on her promise.

Based on this information, identify the health team members that should be involved in Mrs. Smith’s care and complete the following table.

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<th>Health professional</th>
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Items and Key for Introduction (first 3 if using Turning Point)
4,5,6,9-14 can be used as again as post-test questions

1. Age
2. Prior education
3. Previous experience in healthcare
4. I have a strong knowledge base of interprofessional collaborative healthcare practice. SA to SD
5. I know the roles that other health care professionals play on the health care team. SA to SD
6. Today’s health professional students are educated in teamwork and collaboration SA to SD
7. In your experience, have you witnessed an example of effective teamwork/collaboration in healthcare that positively impacted patients? Yes No
8. In your experience, have you witnessed an example of lack of teamwork/collaboration in healthcare that negatively impacted patients? Yes No
9. There is an organization dedicated to interprofessional education in the United States.
   True False
   True, American Interprofessional Health Collaborative (AIHC) [http://blog.lib.umn.edu/cipe/aihc/] in the US just beginning but there is the UK Centre for the Advancement of Interprofessional Education (CAIPE) that began in 1987. In 2002 they defined IP as "Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care"
10. Research evidence has demonstrated overwhelmingly that interprofessional health care positively affects patient outcomes.
    True False
    False, not overwhelmingly. Up until the most recent 2008 Cochrane Review on interprofessional education (IPE), there were no randomized clinical trials to indicate the successes. However, the 2008 review indicated that IPE produced positive outcomes in the following areas: emergency department culture and patient satisfaction; collaborative team behavior and reduction of clinical error rates for emergency department teams; management of care delivered to domestic violence victims; and mental health practitioner competencies related to the delivery of patient care. One of the reasons for the lack of evidence is the lack of clinical trials that has been conducted in this area. More is needed.
11. The Institute of Medicine reports in the early 2000s noted a need for interprofessional education and practice to improve patient outcomes.
    True False
    True. The Institute of Medicine’s report in 2001 recommended a realignment of the health care system to enhance quality, safety, patient-centeredness, efficiency, and equity. One of the recommendations was restructuring health professions education toward an interprofessional practice. The Institute of Medicine report 2003 stated that "clinical education simply has not kept pace with or been responsive enough to shifting patient demographics and desires, changing health system expectations, evolving practice requirements and staffing arrangements, new information, a focus on improving quality, or new technologies .... Once in
practice, health professionals are asked to work in interdisciplinary teams, often to support those with chronic conditions, yet they are not educated together or trained in team-based skills.”

12. Interprofessional health care can improve patient safety.

   True    False

   True, a variety of studies (not randomized clinical trials but well developed studies) have demonstrated decreased medication errors when health professionals communicate effectively.

13. The profession primarily responsible for patient education is the nurse.

   True    False

   False. Patient education is essential in all professions; nurse not the primary person responsible. Repetition of patient education is not a negative behavior; patients may benefit from hearing the information from multiple professionals (if consistent information).

14. Effective health care teams involved in a patient’s care must meet weekly as a team.

   True    False

   False. It is important for members of a health team to communicate with other members but the reality of schedules and other responsibilities do not always allow this. There are other strategies that can be used when regular meetings not feasible. Accurate documentation in charts, reading the notes of other professionals, face to face discussions, calling or emailing, etc.
**TURNING POINT HOW TO…**

*TurningPoint Toolbar*

**Create an interactive slide**

1. Click the **Insert Slide** drop down menu on the TurningPoint Toolbar *(see above).*
2. Select the graph type that best suits your question and responses.
3. Click directly on the slide to add your text.
   - Enter your question into the text box entitled “Enter Question text...”
   - Enter correct and incorrect responses into the text box entitled “Enter answer text...” Press Enter after each potential response. Each response requires a unique identifier which TurningPoint will generate.

*Note: TurningPoint is a PowerPoint plug-in. Edits to formatting have not changed.*

**Convert existing PowerPoint slides to Turning Point polling slides**

1. Select the slides to be converted by clicking on the slide thumbnail in the left side navigation area. Select multiple slides using the Shift + Enter (for consecutive slides) or Ctrl + Enter (for non-consecutive slides) keyboard shortcuts.
2. Click the **Insert Slide** drop down menu on the TurningPoint Toolbar.
3. Select the graph type that best suits your question and responses.

*Note: The text must be placed in PowerPoint generated text boxes for TurningPoint to recognize the stem and responses. More specifically, Title and Text slide layout (pictured), placing the question stem in the title area and the responses in the main textbox.*

**Indicate, then display, the correct answer**

1. Select the correct answer from your list of responses.
2. Using the right mouse button, click over the selection.
3. Choose Set as Correct from the menu.
4. Click **Insert Object, Correct Answer Indicator** and choose from the various types: star, arrow, checkmark...

*Note: There is animation associated with the correct answer indicator. This may be modified using PowerPoint’s custom animation features.*
Simulate a polling session

1. Select **Response Devices, Simulated Data** on the TurningPoint Toolbar. The software will now simulate responses during the Slide Show mode. By default, the number of responses simulated is five (5).
2. Use the PowerPoint controls to view the slide show. TurningPoint creates animations for your interactive slide components so you must left click your mouse to advance text and reminders (response tables, countdowns, etc).
3. After polling concludes for that slide, advance (by left-clicking your mouse) in PowerPoint and your graph appears revealing the audience’s response results.
4. Advance to your next slide or press **Esc** key to quit show.

Deliver your presentation

1. Open TurningPoint first then open your interactive presentation
2. Be sure that **Response Devices** is selected in the drop down box on the TurningPoint Toolbar.
3. Reset your session by clicking **Reset, Session** on the TurningPoint Toolbar.
4. If you are using an Infrared Receiver, make sure you have a clear line of sight between the keypads and the receiver.
5. Use the PowerPoint controls to launch your presentation in the Slide Show mode and advance as usual.
6. When an interactive slide is loaded, polling is open until you move forward (left mouse, right arrow). The next advance will display your polling results. If you have indicated a correct answer, you’ll need to advance the show one more step.

Save data

1. After completing your session, press the **Save Session** icon on the TurningPoint tool bar. The **Save** dialog box will open. By default TurningPoint will create a file name that date and time stamps your current polling session. Use this name or rename as desired.
2. Click the **OK** button.

*Note: The session will be saved to the presentation machine by default. If you are not using your own computer, be sure to change the location to your removable drive.*

Generate a report

1. On the TurningPoint toolbar, click **Tools, Turning Reports**. This will launch the Report Wizard.
2. Make the appropriate selections in the Wizard and click **Generate Report**. The report is generated in MS Excel.
3. Print and/or save the report using the Excel features.