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The Interprofessional Education (IPE) Web-Based Case - Phase I (Pilot) [Project Proposal]

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PSU Integrated Cluster Project Proposal Form

Title: The Interprofessional Education (IPE) Web-based Case – Phase I (Pilot)

Project Leadership: Annemarie Conlon, Linda Levy, Gary Goodnough, Kathleen Patenaude, and Anita Holbe.

Project Goals and Outcomes:

1. **Project Goals:** To bring students from different disciplines together in a web-based experiential learning environment to solve a real-world case.
2. **Student Learning Outcomes:** Students participating in this assignment will be able to:
 - a. Problem solve within an interdisciplinary, collaborative environment
 - b. Describe shared leadership and team dynamics
 - c. Understand and appreciate other disciplines
 - d. Articulate their role on a team
 - e. Replicate the skills learned in this assignment for use in other team situations

Project Description:

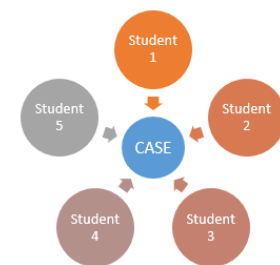
This cluster project request is to pilot an interdisciplinary web-based case as a class assignment in SW 3050 Perspectives on Aging (WEC0) with 30 students during the spring 2017 semester. The intent is to use information gathered from this pilot to develop a larger web-based case project (Phase II) to assess interprofessional competencies of students from Athletic Training, Nursing, Counseling, Social Work and Communication. This project is an adaptation of the Interprofessional Education (IPE) Web-based Case developed at the Virginia Commonwealth University (VCU) which has been used to educate students in the health professions since 2012. VCU's virtual case focused on eight years in the life (ages 79-86) of a woman with complex geriatric needs. This pilot will focus on a brief geriatric case.

The course Moodle page will be developed to support this pilot. Specifically, students will be assigned to teams of 4 or 5 members. The assignment will last 4 course sessions (2 weeks) beginning with an orientation and team training, followed by student collaboration to understand and resolve the case, and culminating with a debriefing session. This pilot will assess for project feasibility, including students' learning needs and the identification of any issues that will need to be adjusted for the larger project.

The specifications of this pilot are list below:

Platform and Set-up

- Moodle will be used for team collaboration
- Students will be randomly assigned to six teams of 4-5 students from different disciplines
 - Faculty will serve as preceptor for each of the teams

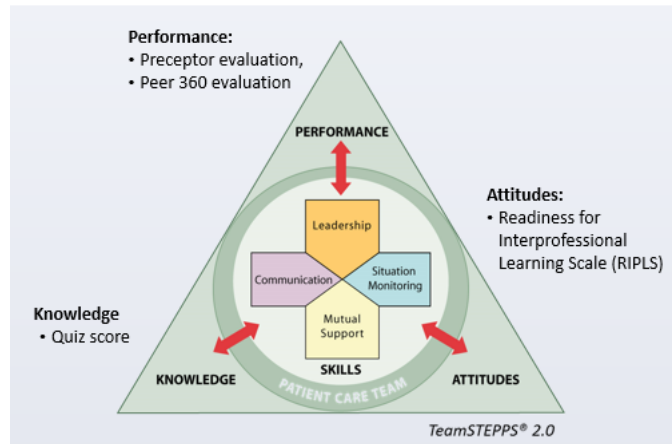


Depiction of student group

Evaluation methods

- Evaluation will be informed by TeamSTEPPS™ (2016), a customizable, evidenced-based curriculum focusing on performance, knowledge, and attitudes.
- 360 Peer Feedback (students rate each other on collaboration)

- Performance (faculty evaluates students communication and collaboration skills using a pre-defined rubric)
- Knowledge quizzes (consist of competency based questions)
- Attitude measure (RIPLS assess students' attitude about collaboration before and after the assignment)



Roles and Process

The student

- Reads the case
- Collaborates online with team members to identify all needs presented in the case and then works together to determine resolutions
- Completes quiz or quizzes either individually or collaboratively
- Evaluates their team members
- Note: Students can meet off-line to discuss the case however anything they discuss must be added to Moodle in order to receive credit. Students are reminded that “if it is not documented, it never happened.”

The preceptor (faculty)*

- Develops or adapts a case to include discipline specific competencies
- Develops case-based discipline specific questions to test student competency
- Observes the team process and provides feedback to the team or individual student when necessary, and
- Evaluates students' communication and collaboration skill using a rubric developed by the faculty

**In the larger project, faculty will collaborate on all of these items.*

The case

- Developed by faculty
- Includes discipline specific information and competencies
- Modifications can be made to the case and/or process based on learning from one semester to the next
- The same case can be used multiple semesters (with modifications as needed)

Rationale and Impact:

Project Rationale and Impact Statement:

More than a decade of research has suggested that interprofessional collaborative practice leads to safe, high quality patient and family centered care (Baker, Gustafson, Beaubien, Salas, & Barach, 2005; Brock et al., 2013; Salas & Frush, 2012), improves workplace productivity, and raises staff morale (World Health Organization, 2010). Successful interprofessional education (IPE) prepares the student for real-world situations. It requires that students from two or more professions engage in experiences where they learn from, with, and about each other (World Health Organization, 2010). This project fosters collaboration across disciplines and addresses a societal issue, i.e. patient safety, by bringing students from different disciplines together to solve a real-world case in a virtual environment.

The IPE web based case advances the mission of the Health and Human Enrichment cluster by providing an educational experience that will ultimately support, promote, and enhance quality of life for adults by bringing together students from different disciplines to problem solve a real world problem. High impact teaching and learning is achieved through student collaboration, communication, and decision making; using a strict but fair evaluation criteria; limiting the time-span for resolution (no extensions allowed – because in real-life you are compromising patient safety); and peer review. Students who successfully complete this project are expected to increase discipline specific knowledge, develop collaboration skills and an understanding of and appreciation for other disciplines/professions, and hopefully develop a positive attitude towards collaborative problem solving which they can take with them into the real world.

Project Team

PSU Project Participants (essential core team participants including faculty and staff)

Name	Position/ Title	Project Role	Discipline/ Specialty	Email
Annemarie Conlon (Phase I & II)	Assistant Professor	Project Lead	Social Work	aconlon@plymouth.edu
Linda Levy (Phase II)	Professor of Athletic Training; Department Chair; Director, Undergraduate AT	Co-lead	Health & Human Enrichment	levy@plymouth.edu
Gary Goodnough (Phase II)	Professor of Counselor Education, Department Chair, Counselor	Co-lead	Psychology	ggoodno@plymouth.edu

	Education and School Psychology			
Kathleen Patenaude (Phase II)	Department Chair, Nursing	Co-lead	Nursing	kpatenaude1@plymouth.edu
Annette M. Holba (Phase II)	Professor of Rhetoric	Co-lead	Communication & Media Studies	aholba@plymouth.edu
Katie Martell (Phase I & II)	Instructional Tech Specialist	Moodle Consultant	Lamson Library	kmmartell@plymouth.edu

Non-PSU Project Participants (stakeholders; partners; academic institution; etc.)

Name	Organization	Project Role	Discipline/ Specialty	Email

Student Participant Profile (Identify the student population/s to be engaged in the project.

Identify if this has been or is planned to be incorporated into curricula)

Class/ Student Organization/ Individuals	Role in Project	Academic Level (Undergraduate or Graduate)	Academic Discipline	Total Student Population
SW 3050 (WECC) PILOT Spring 2017	Student Learner	Undergraduate	Open	30

IRB (Institutional Review Board) Compliance

IRB Compliance: <http://www.plymouth.edu/office/institutional-review-board/>

- This project DOES NOT require IRB compliance
- This project DOES require IRB compliance (*complete below*)

IRB Approval Status:

IRB Approval Date:

Any funding approvals of IRB-required projects are contingent on obtaining IRB approval.

Project Management: Timeline and Milestones

Project Start Date: 1/30/2017

Project Complete Date: 6/30/2017

Project Milestone	Milestone Description	Target Completion Date
PILOT (Spring 2017)		
Team training	Training: <i>Teaming: Understanding Shared Leadership</i> (75 minutes)	Spring 2017 semester
Web-based interprofessional case (pilot)	Students in SW 3050 (WECO) participate in a small web-based case assignment to determine feasibility of a) using Moodle as the system platform, b) adding a web-based collaborate case assignment to a course, and c) creating a larger project to include specific health professions (Phase II)	5/19/2017
Next Step: Phase II Development (New Cluster Project Application will be submitted)	Faculty from Athletic Training, Nursing, Social Work and Communication will collaborate to develop the case, case questions, evaluation rubric, and determine the logistics of web-based project that includes the disciplines represented by the faculty.	TBD

Student Education/ Training Requirements:

Topic: Teaming: Understanding Shared Leadership (75 minutes) taught by Annemarie Conlon within the course SW 3050.

References

- Baker, D. P., Gustafson, S., Beaubien, J., Salas, E., & Barach, P. (2005). Medical teamwork and patient safety: the evidence-based relation. *AHRQ publication*, (05-0053).
- Brock, D., Abu-Rish, E., Chiu, C. R., Hammer, D., Wilson, S., Vorvick, L., & Zierler, B. (2013). Interprofessional education in team communication: working together to improve patient safety. *BMJ Quality & Safety*, 22(5), 414-423.
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- TeamSTEPPS™. Strategies and Tools to Enhance Performance and Patient Safety. Content last reviewed May, 2016. Agency for Healthcare Research and Quality, Rockville, MD. <http://www.ahrq.gov/professionals/education/curriculum-tools/teamstepps/index.html>
- World Health Organization. (2010). Framework for action on interprofessional education & collaborative practice. Geneva: World Health Organization.