

# Fostering Interprofessional Learning Through a Common Reading: “My Stroke of Insight”

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## School of Health Sciences' Academic Programs

- Undergraduate
  - Bachelor of Science in Health Science (BSHS)
  - Nursing (BSN)
  - Public Health
- Graduate Programs
  - Communication Disorders (MSCD)
  - Nursing (MSN)
  - Occupational Therapy (MSOT)
  - Physical Therapy (DPT)

## IPE at Stockton

- IPE Task Force formed in 2012
  - one faculty representative from each program
- Mission
  - To provide opportunities for IPE and Interprofessional Collaboration for students, faculty and community partners

## Considerations

- Important to engage both undergraduate and graduate students in IPE activities
- Students have different levels of preparation
- Students in clinical and non-clinical programs
- Need a non-clinical, non-threatening forum where IPE can occur

## Goals of this Presentation

- To describe a novel approach used to incorporate IPE across curricula in our School of Health Sciences (SHS)
  - Use of a Common Reading
- To present outcomes & lessons learned from this IPE activity

## Adopting a Common Reading

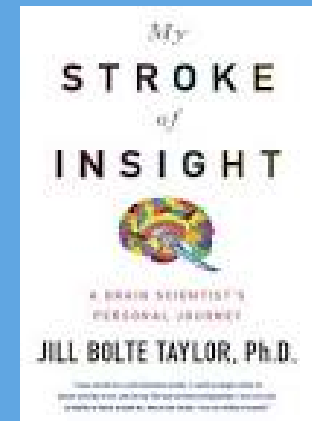
- Typically used in freshman experience programs for college students
- Premise:  
Reading the same book brings people closer together as a community by creating common ground for discussion

## Planning for a Common Reading

- Proposal to SHS made by IPE Task Force
  - Book suggestions solicited from SHS faculty
  - Final book selection made by IPE Task Force
- SHS faculty notified of Common Reading to be implemented in Fall semester
- IP Panel discussion planned for November
- IRB approval for data collection

## Common Reading Selected

- Bolte Taylor, J. (2008). My Stroke of Insight: A Brain Scientist's Personal Journey. New York: Penguin Books





## Implementation

- Common reading implemented by all SHS academic Programs as appropriate to individual curricula
- Variety of learning activities were employed including class discussions & reflective assignments
- Semester ended with a University-wide, interactive IP Panel Discussion featuring faculty & student participation

## Sampling of Asynchronous Activities

- Individual Programs/Courses
  - Public Health 4113 – online discussions, reflections
  - Health Science 1102 – view TedTalk, reflection paper, class discussions
  - Physical Therapy 6510 – class discussions
  - Occupational Therapy 6110 – assignment, reflection paper
  - Communication Disorders 6210 – class discussions, reflection paper
  - Nursing 3331 – online discussion, reflection
  - Neuroscience 4230 – class discussions

## Synchronous Activity: **The Panel**

### Goal

To exemplify the Core Competencies of Interprofessional Collaborative Practice:

- Values & Ethics
- IP Communication
- Teams & Teamwork
- Roles & Responsibilities

## Interprofessional Panel Participants

- Nursing
- Public Health
- Health Science
- Neuroscience
- Psychology
- Holistic Health
- Communication Disorders
- Occupational Therapy
- Physical Therapy
- Social Work
- Patient
- Moderator

## Panel Discussion

Interactive discussion with faculty & students

Media services recording for future use



## Methods

### Learning Objectives

- Program Evaluation
    - Likert scale to rate learning objectives
    - Open ended questions
  - Quantitative analysis
    - Response frequencies
  - Qualitative analysis
    - Themes of open ended responses
    - Themes from Reflection papers (select courses)
1. Recognize engagement across professions appropriate to the specific care situation in shared patient-centered problem-solving. (TT-3)
  2. Appreciate the use of respectful language appropriate for a given difficult situation, crucial conversation, or inter professional conflict. (CC-6)
  3. Respect the cultures, values, roles / responsibilities, and experience of other professions. (VE-4)
  4. Explain the roles and responsibilities of other care providers and how the team works together to provide care. (RR-4)
  5. Overall I would rate the experience:

*A=EXCELLENT, B= GOOD, C = FAIR, D = POOR, E = N/A*

What did you like best / least about this learning experience?

## Results / Outcomes

- 5 point Likert scale (Excellent to Poor) in meeting select IPE objectives:
  - Teams / Teamwork: Excellent 66.7%, Good 30.0%
  - IP Communication: Excellent 76.7%, Good 21.1%
  - Values/Ethics: Excellent 62.2%, Good 28.9%
  - Roles & Responsibilities: Excellent 63.7%, Good 26.45%

## Qualitative Themes

- Students most valued:
  - hearing **perspectives** from several different professions (including the patient)
    - “I enjoyed hearing different points of view and how to collaborate ideas.”*
    - “The passion each profession has for their practice and high level of respect for others.”*
    - “...hearing the personal experience of a patient & having a better understanding of how the patient feels”*
  - how varied professions collaborate as a **team** for the best interests of the patient
    - “I liked being able to hear from various professions how they cooperate as a team unit to look out for the patient’s best interest.”*
    - “I really enjoyed seeing the interconnectedness across professions”*
    - “The reminder of importance of communication, both with the healthcare team and the patient.”*



- Additional Points
  - Initiated by School of Health Sciences
  - Panel was expanded to include participation by:
    - Social & Behavioral Sciences
    - Natural and Mathematical Sciences
    - Holistic Health Minor
  - Panel was videotaped by Media services
    - Allow for later use that semester
    - Use as an IPE strategy in future semesters

## Lessons Learned

- Start Early
  - Identify the Common Reading early in Spring semester to permit adequate advanced planning for inclusion in Fall courses
- Variety of activities
- Panel Discussion
  - Allow more time for questions
  - Longer time period may be needed for event
- Start small
  - 4 specific student learning objectives were chosen 1<sup>st</sup> year
  - Additional outcomes in subsequent years

## Conclusions

- The use of a common reading fostered understanding of IP collaboration through the illustration of the core competencies
- The selection of a book with broad appeal to varied student levels and backgrounds was key to success

## Thank You!

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- Questions



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