
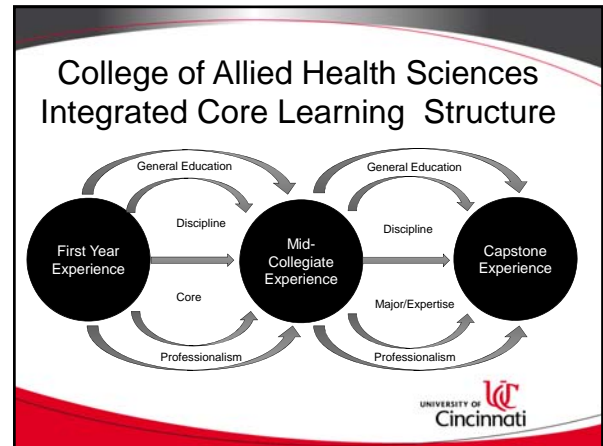


An Interdisciplinary Case Based Approach to Promote Interprofessional Learning among Undergraduate Students in a College of Allied Health Sciences

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Meeting the Delgados
June 2012



Filming and Editing the Interviews
July – September 2012



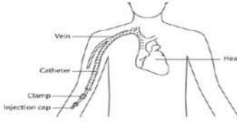
Academic Unit	Date	Time
Social Work	10/27/2014 (Mon)	8:00AM - 11:30AM (80)
		12:30PM - 4:00PM (80)
Communication Sciences and Disorders	10/27/2014 (Mon)	8:00AM - 11:30AM (44)
		12:30PM - 4:00PM (44)
Medical Laboratory Sciences	10/27/2014 (Mon)	8:00AM - 11:30AM (11)
		12:30PM - 4:00PM (11)
Advanced Medical Imaging Technology	10/27/2014 (Mon)	8:00AM - 11:30AM (8)
		12:30PM - 4:00PM (8)
Nursing	10/27/2014 (Mon)	8:00AM - 11:30AM (40)
		12:30PM - 4:00PM (40)
Nutrition	10/27/2014 (Mon)	8:00AM - 11:30AM (35)
		12:30PM - 4:00PM (35)

<http://www.signupgenius.com/>




CAHS Mid-Collegiate Touch-Point Conference Setback

Definition of Terms:
PICC – Peripherally inserted Central Catheter. It is long, slender, small, flexible tube that is inserted into a peripheral vein, typically in the upper arm, and advanced until the catheter tip terminates in a large vein in the chest near the heart to obtain intravenous access. Similar to a standard IV, it is inserted in the arm, and usually in the upper arm under the benefits of ultrasound visualization. Using ultrasound technology to visualize a deep, large vessel in the upper arm, the PICC catheter is inserted by a specially trained and certified PICC nurse specialist. Post insertion at the bedside, a chest x-ray is obtained to confirm ideal placement. The entire procedure is done in the patient's room decreasing discomfort, transportation, and loss of nursing care.



Developing Activities
October 2012




The Event
November 2012



Mid-Collegiate Touch-Point Conference AY 2013-2014
January 24, Great Hall

Interprofessional Education and Collaborative Practice

Program Objectives

- 1. Identify the roles and responsibilities of each profession in the interprofessional team.
- 2. Demonstrate effective communication and collaboration skills within the interprofessional team.
- 3. Apply interprofessional collaboration skills to a simulated patient care scenario.
- 4. Evaluate the effectiveness of the interprofessional team's performance.

Conference Schedule

Session	Topic	Speaker
8:00	Registration	
8:30	Conference begins	
8:32	Opening remarks	
8:40	Introduction and overview	
8:50	Review Acute Phase Terms	
8:53	Acute Phase video (19:55)	
9:13	Acute Phase discussion	
9:23	Acute Phase table summary	
9:25	Sub-Acute introduction	
9:27	Review Sub-Acute Phase Terms	
9:31	Sub-Acute video (13:51)	
9:45	Sub-Acute discussion	
9:55	Sub-Acute table summary	
9:55	Setback Phase introduction	
9:59	Review Acute Phase Terms	
10:02	Setback video (9:38)	
10:12	Setback discussion	
10:22	Setback table summary	
10:24	Rehab Phase introduction	
10:26	Rehab video (14:59)	
10:41	Rehab discussion	
10:51	Rehab table summary	
10:53	Back to Normal introduction	
10:55	Back to Normal video (4:19)	
11:05	Back to Normal discussion	
11:15	Back to Normal table summary	
11:19	Table Reports	
11:25	Closing Remarks	
11:30	Dismissal	

Session 1	Activity
8:00	Registration
8:30	Conference begins
8:32	Opening remarks
8:40	Introduction and overview
8:50	Review Acute Phase Terms
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10:22	Setback table summary
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10:41	Rehab discussion
10:51	Rehab table summary
10:53	Back to Normal introduction
10:55	Back to Normal video (4:19)
11:05	Back to Normal discussion
11:15	Back to Normal table summary
11:19	Table Reports
11:25	Closing Remarks
11:30	Dismissal

**Planning for next event
December 2012**

Mid-Collegiate Touch-Point Conference 2012
November 2, Great Hall

We will begin in

00:09:47

Hours Minutes Seconds

Mid-Collegiate Touchpoint Conference
College of Allied Health Sciences

Announcements

Welcome to the Online Mid-Collegiate Touch-Point Conference

Deligate Acute Phase

Click on the video link to see the Acute Phase introduction. After viewing the video, click on the link above to access the blog and instructions for posting your reaction.

Deligate Acute Phase

Event: Acute Phase
Duration: 0:22:31
Posted: 11 Feb 2012 03:54 PM
Location: Campus: Main


AY 2012-2013 99% of 286 participants thought conference objectives were met

AY 2013-2014 95.3% of 338 participants thought conference objectives were met


AY 2014-2015 97.7% of 314 participants thought conference objectives were met

"I wish we had more of these experiences to understand TEAM sooner because let's face it, we will see our classmates again in the healthcare field."

~ Student Participant





“The whole dynamic of her recovery team supplied the right amount of knowledge and encouragement for Alison to heal from her trauma.”
~Student Participant



Lessons Learned

- Linked
 - Program objectives
 - IPEC domains
 - Activities

Core Competencies

Domains

1. Values/Ethics for Interprofessional Practice
2. Roles/Responsibilities
3. Interprofessional Communication
4. Teams and Teamwork




The Learning Continuum progresses through practice trajectory

<http://www.aacn.org/infoForEducators/ipe/Documents/CCpt11-19-11.pdf>



CAHS Mid-Collegiate Touch Point Conference Facilitator Guidelines – Acute Phase

Activity	Questions	Guide points	Dom.	Level	Comp.
Pre-video	Who is involved in the care of a patient during the acute phase of a TBI?	Review the medical terminology for the Acute Care phase	RLTY CC VE	EXP K	K
Video	What are Tim Delgado's responsibilities as an ER flight physician?		RLTY CC VE	EXP A, K	K
	What comments from either of the Delgados did you find particularly powerful, moving, thought-provoking, relevant, etc.?		RLTY CC VE	EXP A, K	A, K
	What skills and knowledge does your profession require in order for you to be an effective professional health care provider in the Acute Phase of treatment?		RLTY CC VE	EXP A, K, S/B	A, K, S/B
	What do you want to make sure you remember from this video clip? What was most relevant/meaningful?		RLTY CC VE	EXP A, K, S/B	A, K, S/B
Discussion	What comments from either of the Delgados did you find particularly powerful, moving, thought-provoking, relevant, etc.?	Students should identify comments made during the Acute Phase that were impactful to them in the Delgado case study.	RLTY CC VE	EXP A, K	A, K
	What role did each professional play in the acute phase, according to Tim Delgado?	Students may comment on how they would react when placed in a similar situation.	RLTY CC VE	EXP A, K, S/B	A, K, S/B
	What would be going through your mind as the (nurse/physician) on your team?	Students may comment on how they would react when placed in a similar situation.	RLTY CC VE	EXP A, K, S/B	A, K, S/B
	What skills and knowledge does your profession require to be an effective	Students may comment on other professions if their profession was not involved in this phase of treatment.	RLTY	EXP K, S/B	K, S/B



Lessons Learned


- Added facilitator training
- DL option updates
- Sorting student evals so we could compare pre - and post-evaluations by program
- IRB approval to do more formal program evaluation with standardized evaluation




Questions?

E-60 Episode on Delgado's

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<http://youtu.be/tva-oCvJAHB>

