THEORY BURST #3: 
DESIGNING EFFECTIVE LEARNING EXPERIENCES

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DISCLOSURE

Travel and honoraria supported by the IPEC

I have no financial or non-financial relationships to disclose
PRESENTATION GOAL

Provide attendees with an overview of an IPE curriculum, lessons learned, and recommendations for designing effective IPE learning experiences.

OVERALL LEARNING OBJECTIVES

Develop faculty skills in interprofessional teaching for improving student learning.
IPE PURPOSE

“To create, through education, a skilled health professions workforce serving as member of high functioning teams.”


<table>
<thead>
<tr>
<th>IPE EDUCATION DEVELOPMENT</th>
<th>CENTRALIZED</th>
<th>GRASS ROOT</th>
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<tr>
<td><strong>Leadership</strong></td>
<td>Top–level support</td>
<td>Department/school/college</td>
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<td>Mission</td>
<td>IPE Champion</td>
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<td></td>
<td>Dedicated center</td>
<td>Curriculum developed by IPE Champion</td>
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<td></td>
<td>IPE trained faculty and professional staff</td>
<td>IPE goal activity focused</td>
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<td></td>
<td>Dedicated financial support</td>
<td>Operational guidelines based on specific activity</td>
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<td><strong>Organizational Structure</strong></td>
<td>Operational guidelines</td>
<td>Collaborating Department (student volunteers)</td>
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<td>Central Systems (Calendar, email, etc.)</td>
<td>Space rotates</td>
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<td></td>
<td>Committee for curriculum design and review</td>
<td>Financial support grant or department funded</td>
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<td>Students required to attend</td>
<td><strong>Buy-In</strong></td>
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<td>Cross-institutional department connections (i.e., libraries, legal)</td>
<td>Within department/school/college</td>
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<td><strong>Buy-In</strong></td>
<td>Building IPE community</td>
<td>Collaborative department</td>
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<td>Faculty IPE development</td>
<td>Limited Faculty IPE development</td>
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<td>Culture transformation</td>
<td><strong>Leadership</strong></td>
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HEALTHCARE DISCIPLINES

- College of Arts & Sciences (Clinical Psychology)
- College of Dentistry
- College of Medicine
- College of Nursing and Allied Health
- College of Pharmacy
- Graduate School Public Health Program
- Graduate Medical Education Residency Programs
- HUH Practicing Physicians, Nursing, and Health Professionals
- School of Social Work
- School of Education (Counseling Psychology)
- School of Communication (Speech Disorders)
IPE CURRICULUM FRAMEWORK

PRE-PROFESSIONS LEARNERS

1. College of Dentistry
   - Summer Health Professions Education Program (SHPEP)
2. Office of the Provost
   - Prehealth Profession Scholars
   - PreFreshman Scholars
3. College of Pharmacy
   - Junior URM Mentoring Program (JUMP)
   - Advanced College Summer Enrichment Program (ACSEP) Tier 1 & 2
   - High School Summer Enrichment Science Academy (HHSESA)

~240 High School and Undergraduate College Students May-July
PRE-PROFESSIONS LEARNERS

Summer Health Professions Education Program (SHPEP)

- IPE Simulation Activity – Clinical Skills - SPs
- Followed workshop, discussions, clinical rotations
- Aligned with IPE Core Competency Domain 2: Interprofessional Communication

GRADUATE LEARNERS

SAVE THE DATE
Tackling HIV Through IPE

Howard University IPE Day
ADVANCING HEALTHCARE FOR LGBT COMMUNITIES:
An Interprofessional Approach

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GRADUATE LEARNERS

School of Social Work

- Simulation Enhanced IPE using Standardized Patients
- Grant Funded – 5 Years
- IPE Core Competencies
  - Domain 3 – Interprofessional Communication
  - Domain 4 – Teams and Teamwork
- Healthcare Teams – 19
  - Social Work
  - Medicine
  - Pharmacy
  - Nursing
- Format
  - Pre-briefing
  - Simulation Activity
    - Engage with patient
    - Patient Feedback
    - Develop Team Care Plan
  - De-briefing and facilitated discussion
    - Team Report Out

Mr. Snider, a 70-year-old Vietnam War Veteran, is diagnosed with PTSD. He presents to the ER with his wife and son. Mr. Snider states “I need help! Am I having a heart attack?”

PROFESSIONAL LEARNERS
**Interprofessional Education: Building a Framework for Collaboration**

**April 30-May 2, 2018**
**Washington, DC**

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**INTERPROFESSIONAL EDUCATION & PRACTICE CONFERENCE**

**2017 Interprofessional Education & Practice Conference**

**CLOSING THE GAP**

Addressing Health Disparities

**Feb 27-28**
9am-5pm

**SAVE THE DATE**

**2018 IPEC**

**REGISTER NOW**

**February 22-23**
8:30 am-5pm

**IPE ACTIVITY DESIGN**

- IPC Core Competencies
- Learning Objectives
- Resources
  - Funding
  - Faculty
  - Professional Staff
  - Space
- Content Development
  - Blueprint
  - Timeline
  - Curriculum (Education and Practice)
  - Learners (Required or Volunteer)
- Logistics
  - Preparation of course materials
  - Team Assignments
  - Real-time oversight
- Evaluation
  - Learners
  - Faculty
- Reporting
  - Dean
  - Department Chair
  - Curriculum Committee
  - Funding agent

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LESSONS LEARNED

APPROACH

• Approach matters
• Grass Root Approach
  • Leadership
  • Funding is inconsistent
  • Many IPE Champions
• Organizational Structure
  • Non centralized systems barrier
  • Collaborating department and student volunteers uncontrollable variable
  • Multiple parallel activities can become a comprehensive IPE curriculum

DESIGNING LEARNING ACTIVITY

• Simulation is at root for practice
• Faculty highly motivated
• Timeline (planning to execution)
• Planning committee regular standard meeting
• Alignment of competency domain and learning objectives for activity key
• Identification and commitment of learners

SELF-ASSESSMENT

• Responsibility
• Advocate
• Increased workload
• Intrinsic rewards
• Popularity on campus

RECOMMENDATIONS

1. Where do I start in designing effective learning experiences?
   • Continue personal IPE education and development
   • Network and build a knowledge community

2. Why am I initiating and moving forward with an IPE activity?
   • Top-level institutional request
   • Departmental/school/college request
   • Personal motivation

3. What do I know about IPE at my institution?
   • Conduct a needs assessment internally
     • Existing IPE activities to compliment activity
     • IPE faculty champions to collaborate with
     • Funding availability and opportunities
     • Resources to implement
   • Gather information from neighboring institutions

4. Realistically what resources do I have to move the IPE activity forward?
   • Funding commitment
   • Dedicated faculty and professional staff
   • Space
RECOMMENDATIONS

6. Design the IPE Activity
   ▪ Create a Planning and Execution Blueprint
     o What is the timeline for implementation?
     o Content Development
       ➢ Who are the learners?
       ➢ Identify the core competency domain
       ➢ Develop learning objectives
     o Logistics
     o Evaluation
     o Include task assignments
   ▪ Schedule regular standing meetings with the IPE team

Thank you

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REFERENCES


