



**BAPTIST  
COLLEGE**

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**OF HEALTH SCIENCES**

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**Undergraduate IPE Online Learning:**

**Innovative Use of a Simulation Debriefing Tool**

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# OVERVIEW

- **4 Principles of Online IPE**
- **Components for Developing Online IPE**
- **Debriefing Interprofessionally: Recognition & Reflection (DIPRR)**
  - DIPRR I: Values & Ethics**
  - DIPRR II: Roles & Responsibilities**
  - DIPRR III: Communication**
  - DIPRR IV: Teamwork**
- **IPE: Medical Sociology & Pathophysiology**
  - **Team Format**
  - **Team IPE Learning Activities**
  - **Using the DIPRR: Group Discussion & Professional Learning Logs**

# 4 Principles of Online IPE

1. Training in Online IPE Facilitation
2. Modeling IPE Collaboration Online
3. Meaningful & Relevant IPE Learning Online
4. IPE Psychological Safety Online

**Source:**

CABVII Conference, Oct. 23, 2019 Indianapolis, IN  
Dalhousie University, Faculty of Health & Faculty of Medicine

# Development of Your Online IPE: Components

- **Content**

What to include in your learning activity that draws from the strengths of IPE collaboration

- **Learning Objectives**

What IPE competencies will you target; develop 3 learning objectives specific to this IPE

- **Logistics**

How many hours in total is reasonable; what is your learning platform; is your activity synchronous or asynchronous; at what point in the term will you be delivering this activity

- **Target Audience**

Which professions will participate; which professions have overlapping scopes of practice for this content; preferred enrollment number; at what stage of learning is each profession

# Development of Your Online IPE: Components

- **Engagement**

How are you going to ensure engagement from all professions; how will you create an interprofessional team environment

- **Pedagogy**

Develop in detail at least one learning activity for each learning objective

- **Evaluation**

Is formative and/or summative evaluation appropriate for this learning activity; is content and/or participation to be qualitatively evaluated

## Debriefing Interprofessionally: Recognition & Reflection

### ONE TOOL WITH 4 DISTINCT SECTIONS

DIPRR I: Values & Ethics

DIPRR II: Roles & Responsibilities

DIPRR III: Communication

DIPRR IV: Teamwork

**Source:** CABVII Conference, Oct. 23, 2019 Indianapolis

**Authors:** Poore et al. (2019)

# DIPRR

- Multiple Purposes: uniprofessional/multiprofessional simulations, case studies, clinical, PBL, other activities.
- Review the DIPRR Tool and choose debriefing questions that meet your IPE objectives.
- Mix and match questions from each section and each phase (pre-briefing or debriefing ) according to activity objectives.
- Designed for experienced and novice educators.
- It can be used to train clinical preceptors and students.

# IPE: Medical Sociology and Pathophysiology

## Integrated Learning Objectives

### Medical Sociology

- Explain the social, cultural, and environmental impact on health and illness processes.
- Explain the diverse social and cultural factors that play a role in defining health and illness processes and the medical systems response.

### Pathophysiology

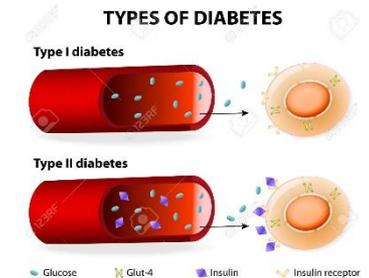
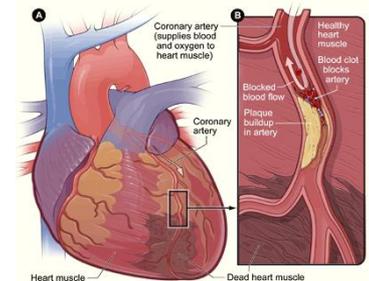
- Integrate the concepts of oxygenation, inflammation, immunity, balance of fluids, electrolytes, & pH on how they impact the disease process.
- Differentiate between normal body function and the physiological changes that occur in Cancer, Heart Disease, Stroke, Diabetes, & AIDS.

# Team Format

- Students are assigned to teams based upon their major
- Each team has 3-6 students, depending upon course enrollment
- Teams begin working together in week 1 in both Medical Sociology and Pathophysiology class meetings
- Students rotate assigned roles:
  - Manager, Researcher, Reporter, Analyst/Reflector, Motivator

# Three Team IPE Learning Activities

- HIV (week 5)
  - Targeted Public Health Website and Case Study
- Cardiovascular Disease (weeks 9-11)
  - Develop a case scenario based upon assigned disease and life course ACEs score
- Diabetes Mellitus (weeks 13-14)
  - Case Analysis with Presentation



# Using the DIPRR

- Group Discussion Forums
  - Completed after each project
- Individual Professional Learning Logs (PLL)
  - Progressive reflective narratives completed after each project as a component of the ePortfolio due at the end of the course



# DIPRR I: Values & Ethics

<b>Basic Debriefing Question</b> (*QSEN: K=Knowledge, S=Skills, A=Attitude)	<b>Probing Questions</b>	<b>IPEC Competencies: Values/Ethics</b>
<p><b><u>Analysis Phase:</u></b>  <b>Uni-professional/Multiprofessional:</b>                      Identify any stereotypical thoughts, actions, or communication that occurred during the simulated experience with other health professions or patient/family. (A/K*)</p>	<p>Reflect on any patient decisions you may have made based off these stereotypes.</p>	<p><b>VE3.</b> Embrace the cultural diversity and individual differences that characterize patients, populations, and the health team.  <b>VE4.</b> Respect the unique cultures, values, roles/responsibilities, and expertise of other health professionals and the impact these factors can have on health outcomes.</p>
<p><b>Uni-professional/Multiprofessional:</b>                      Explore any ethical dilemmas from your point of view that occurred during the simulation. (A/K*)</p>	<p>Formulate possible strategies to verbalize your point of view while maintaining respect for the values and ethics of other healthcare team members and the patient/family.</p>	<p><b>VE7.</b> Demonstrate high standards of ethical conduct and quality of care in contributions to team-based care.  <b>VE8.</b> Manage ethical dilemmas specific to interprofessional patient/population centered care situations.</p>
<p><b>Uni-professional/Multiprofessional:</b>                      Examine how differing ethical viewpoints could impact the goals of patient/family centered care. (A/K*)</p>		<p><b>VE1.</b> Place interests of patients and populations at center of interprofessional health care delivery and population health programs and policies, with the goal of promoting health and health equity across the life span.</p>

# Group Discussion - Examples

## DIPRR I: Values and Ethics

- Identify any stereotypical thoughts, actions, or communication that occurred during the development of your HIV website and case.
- Were decisions made based upon these stereotypes?
- If so, how might you change your behavior in the future; and if not, did why was your group able to avoid this?

## DIPRR II: Roles & Responsibilities

- When working together, what aspects do you feel went well, or did any aspects feel awkward or uncomfortable?
- How might you benefit from or resolve any of these feelings/observations?

# Group Discussion - Examples

## **DIPRR III: Interprofessional Communication**

- Describe why it is necessary to continually demonstrate interprofessional communication in a health care setting.
- What are some actions you can take if you identify that IP communication is not happening?

## **DIPRR IV: Teams & Teamwork**

- In what ways did you engage your team members in problem solving?
- Describe how you and your team members exhibited leadership and/or supported collaboration.

# DIPRR I: Values & Ethics

<b>Basic Debriefing Question</b> (*QSEN: K=Knowledge, S=Skills, A=Attitudes)	<b>Probing Questions</b>	<b>IPEC Competencies: Values/Ethics</b>
<b>Reactive Phase:</b> <b>Uni- professional/Multiprofessional:</b> Explore how you felt you developed a trusting relationship with the healthcare team and patient/family. (A*)	Discuss the ways that the healthcare team and patient/family communicated their trust/distrust.	<b>VE6.</b> Develop a trusting relationship with patients, families, and other team members (CIHC, 2010).

# PLL and the ePortfolio

- **After the HIV Project:**
  - Reflect on what this team experience revealed in your own self and how it will guide you in the future when working with healthcare professionals who differ in culture, values, roles/responsibilities, and expertise (DPRR I)
- **After the Cardiovascular Project:**
  - Reflect on how your experiences with this project will guide you when working with various professions; consider the impact on your professional communication and teamwork skill development (DPRR II, III, & IV)
- **After the DM Project (conclusion of the course):**
  - Consider the many professionals that will be working with you in the health care setting. Do you believe every team requires a leader? Why or why not? From your experiences in this course, describe what you believe are traits of an effective leader (DPRR IV)

# References

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- Interprofessional Education Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel*. Washington, D.C.: Interprofessional Education Collaborative.
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