

# The Use of Narrative Pedagogy and Unfolding Case “Ivan” To Promote Interprofessional Collaboration and Education Among Nursing and Radiology Students

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# Background



- **Definition of Interprofessional Practice:**
  - Multiple health workers from different backgrounds work together with patients, families, careers and communities to deliver the highest quality of care (World Health Organization, 2010)
- **To Err Is Human: Building a Safer Health System**
  - Recommended interdisciplinary team training to increase patient safety and quality health care (Institute of Medicine, 1999)
- **Crossing the Quality Chasm:**
  - All health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics. (Institute of Medicine, 2001)
- **The Future of Nursing: Leading Change, Advancing Health:**
  - Nurses should be full partners, with physicians and other health care professionals, in redesigning health care in the United States (Institute of Medicine, 2010)

# JCIPE Established 2007

[http://www.jefferson.edu/university/interprofessional\\_education.html](http://www.jefferson.edu/university/interprofessional_education.html)

Mission- To promote excellence in healthcare through interprofessional education and scholarship

Scope - Dedicated to implementing and evaluating interprofessional education and collaborative practice initiatives throughout Thomas Jefferson University curriculum

Vision Statement- JCIPE will define the future of interprofessional care by creating a culture of collaborative educational practice, setting the standards for patient-centered care, team-based training and becoming a national/international leader in developing evidence-base to support interprofessional education

- **Accepting the premise that interprofessional education can be defined as when students from two or more professions, learn about, from and with each other (WHO, 2010), educators must find meaningful and purposeful ways to engage students with other members of the health care team in order to prepare a practice ready workforce.**



# Narrative Pedagogy

- Narrative pedagogy is an interpretive approach to teaching and learning that is being used to foster educational reform.
- Narrative pedagogy is an approach to thinking about teaching and learning that evolves from the lived experiences of teachers, clinicians, and students (Nehls, 1995).
- For health care providers, narrative pedagogy can be used to rethink the teaching of knowledge and practice, that evolves from the lived experiences of patients.

# Stop and Reflect





# So what's an ACE day anyway

- **Alternate Clinical Experience- an opportunity to create meaningful learning opportunities that are centered around open dialogue, fact finding and learning from the 'experts'**

# Jefferson School of Nursing

- **FACT students cannot do Health Mentors**
- **Need to find meaningful IPE relationships**
- **Need ‘real patients’**
- **Need to match the curriculum-Nu 410 Community Course**

# Stretch relationships

- **Stretch interprofessional relationships would be health profession students paired with one or more of the groups of students enrolled in law, psychology, biological and chemical science, radiologic science, music, art, theater or business programs.**
- **For these partners teamwork interprofessional activities might be limited to the classroom setting with the occasional potential simulation.**

# Radiological Science and Nursing: Who knew?



# What's the advantage of unfolding case study

- Nursing students are unfamiliar with roles and responsibilities of their health care colleagues and how partnering with them can impact patient health outcomes.
- Many are unaware of how an inter-professional health care team contributes to preventing and resolving health care issues affecting care transition from tertiary settings back to the community.
- “Ivan” was developed to prepare nursing and allied health students for inter-professional, patient centered care practice.



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# Core Competencies for Interprofessional Collaborative Practice

Sponsored by the Interprofessional Education Collaborative\*



Pre-publication recommendations from the IPEC Expert Panel  
February 2011

- \*IPEC sponsors:
- American Association of Colleges of Nursing
- American Association of Colleges of Osteopathic Medicine
- American Association of Colleges of Pharmacy
- American Dental Education Association
- Association of American Medical Colleges
- Association of Schools of Public Health



# Thomas Jefferson University

## IPE Core Competencies

Adapted from IPEC Core Competencies for Collaborative Practice, 2011

### Values/Ethics:

Respect the unique cultures, values, roles/responsibilities and expertise of other health professionals.

### Roles/Responsibilities:

Explain the roles and responsibilities of other health/healthcare providers and how the team works together to provide care.

### Interprofessional Communication:

Work to ensure common understanding of information, treatment, and health/healthcare decisions by listening actively, communicating effectively, encouraging ideas and opinions of other team members and expressing one's knowledge and opinions with confidence, clarity and respect.

### Team and Teamwork:

Reflect on the attributes of highly functioning teams and demonstrate the responsibilities and practices of effective team member(s).



# Systematic plan

Course	V/E	Roles & Responsibilities	Communication	Teamwork
NU 411  Demonstrates effective communication with individuals, families and community		Confers with health team members & community members when planning client care or community services	Establishes & analyzes effective communication with peers, clients, families, community members, health team members and instructor  Communicates effectively with working groups, peers community, community leaders and health professions	Confers with health team members & community members when planning client care or community services

**ZOOM®**



# Unfolding case study is just like **ZOOM**

“Ivan” is an unfolding case scenario about a patient admitted to the hospital and his family’s experiences navigating the healthcare system to transition Ivan back to the community.

# IVAN

**Students were placed in inter-professional groups of ten with a faculty facilitator to analyze the events and provide collaborative reflection as they “unfolded” the case to a different outcome.**

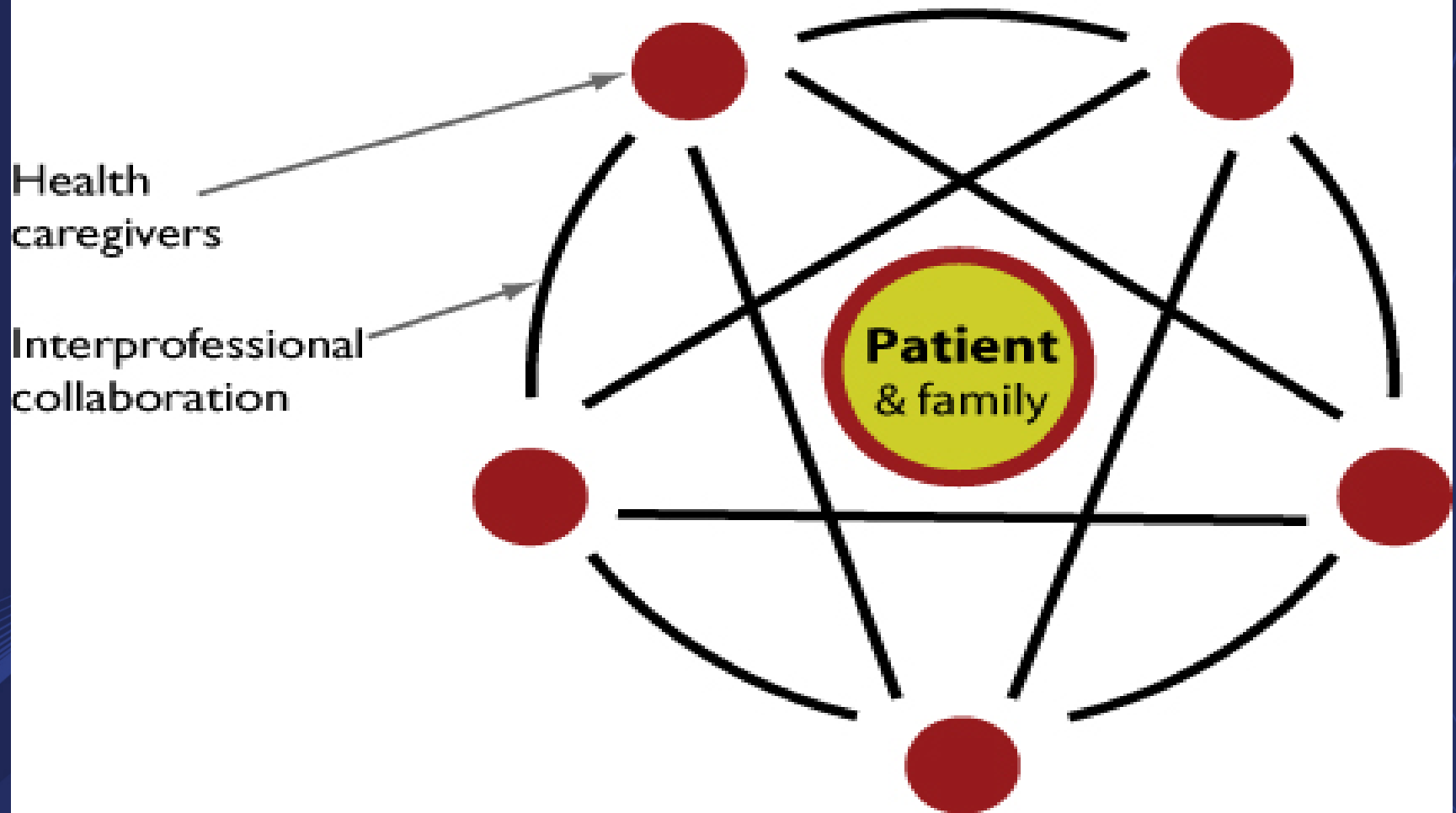
**Findings were presented to the class followed by interactive dialog with a panel of 10 expert inter-professional clinicians.**



# Expert Panel Validates the Students



# Interprofessional Care Defined



# Relevance to IPE

- **This activity enables students who are from different disciplines to understand the complexity, value, and need to work together, especially in transitioning patients back to community settings.**



# Go ahead

**i dare  
you**



# Thank you

