Linking Academic and Clinical Leaders to Promote IPP

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IPE Taskforce Members

Missing link in IPE

❑ Ensuring that all health care professionals recognize the importance of an interprofessional practice model for patient-centered care is paramount in today's health care arena.

❑ While, the use of IPE experiences is not new in the academy *linking* those experiences to rich clinical experiences is less frequently observed.

❑ Academic faculty partnering with clinical residency programs to *design learning environments* that capitalize upon the strengths of both can create an insightful IPE educational experience for students during their didactic training and support IPP.

❑ This partnership provides *mentorship* for residents transitioning from their role as clinicians to that of an educator and advocate of IPP with students.

Partphership model

Seton Hall University
Kessler Institute for Rehabilitation

academic and clinical faculty used

◦ SOLO (Structure of Observed Learning Outcomes) taxonomy
◦ "train the trainer" model of teaching and learning

to develop the IPE experiences.
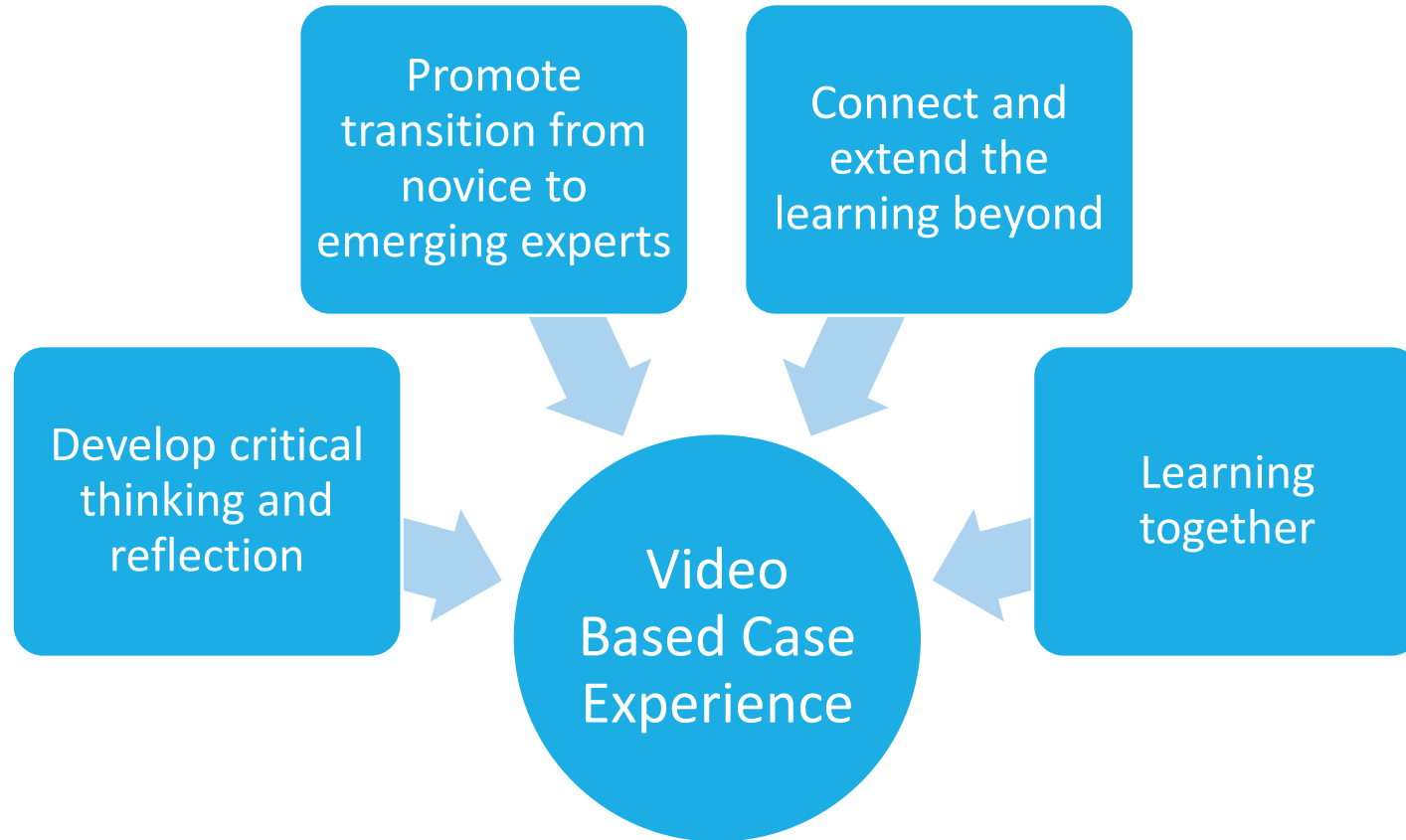
Partnership Capitalized on Strengths

create meaningful IPE learning experiences for students that promote deeper level learning for critically reflective practice?

provide mentorship for neurologic resident with regard to various teaching and learning strategies which could enhance their transition as critically reflective educator early in their journey?

Partnership developed

How does this Partnership support SHU Core IPE Signature Experiences

| Pre-clinical Health Science Students cohort (prior to their full time clinical experiences). | "Interprofessional Education Symposium (IES)" | Promote and apply critical thinking skills across IP student groups for the evaluation of and development of an evidenced based patient plan of care

Promote and express insightful dialogue amongst and across IP student groups, faculty and master clinicians

Promote an awareness and appreciation of the existence of interdependence that exists amongst health care professionals when working under a patient centered care model

Promote an awareness of the necessity for life-long learning for practicing clinicians in the health care arena |

what IS SOLO?
(Structure of Observed Learning Outcomes)

❑ model of learning that helps develop a **common understanding**

❑ "SOLO Taxonomy provides a simple and robust way of describing how learning outcomes grow in complexity from surface to **deep** understanding"

Biggs & Collis 1982

SOLO Taxonomy is Based on Constructivism

5 stages of classifying observed learning outcomes

Prestructural

Unistructural

Mutlistructural

Relational

Extended abstract

Describe increasing level of complexity in one's understanding of concepts being explored/mastered
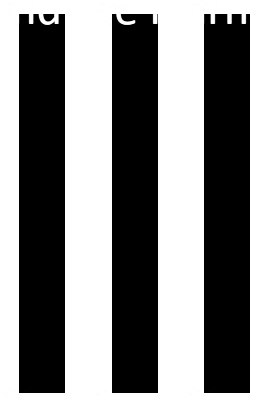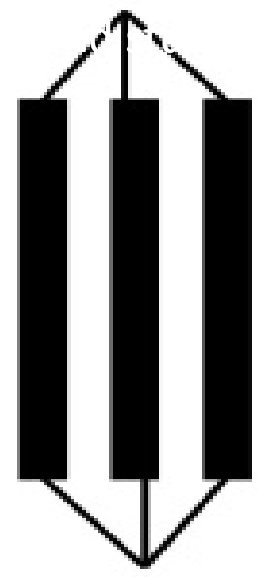
SOLO TAXONOMY
(after Biggs and Collis 1982)

Prestructural

Unistructural
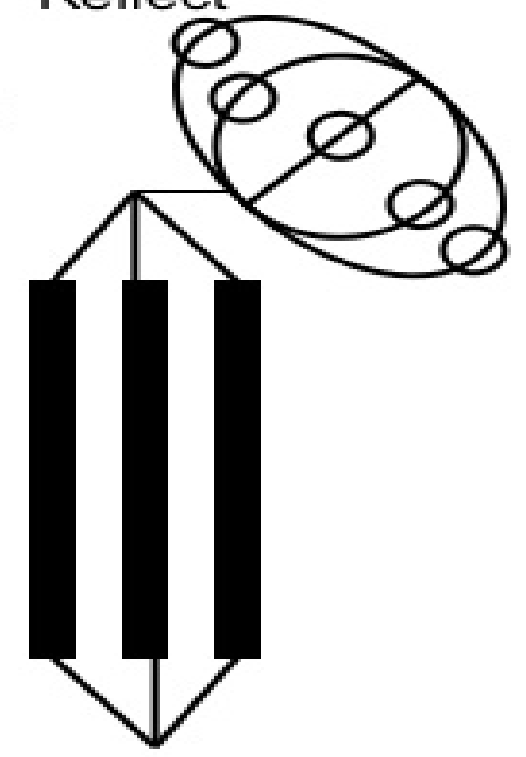Define
Identify
Do simple procedure

Multistructural
Define
Describe
List
Do algorithm
Combine

Relational
Compare/contrast
Explain causes
Sequence
Classify
Analyse
Part/whole
Relate
Analogy
Apply
Formulate questions

Extended abstract
Evaluate
Theorise
Generalise
Predict
Create
Imagine
Hypothesise
Reflect

train-the-trainer

Clinical Residents

Academic Faculty

Qualitative data supports

mentorship provided to residents in this model aided in their transition from clinician to educator.

"learning how to unfold video cases so students have to think helped me to see the importance of teaching for critical thinking"

"the mentorship from the faculty helped me as to developed as a teacher"

"this partnership has expanded my awareness of the role that faculty play in developing students to be patient center interprofessional practitioner and also helped me to see my role as a clinical instructor"

Quantitative data:
Student's Awareness developed from IPE Experience
(percent agreement)
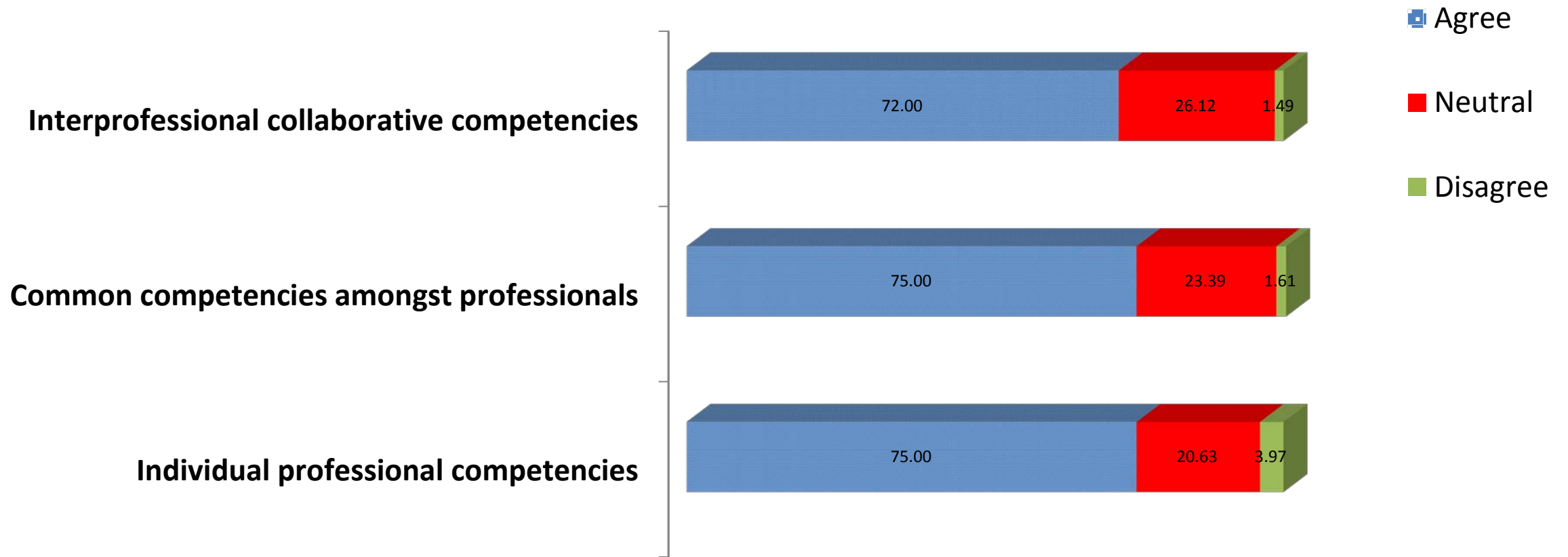
Take home message

IPE experiences created through a ***partnership*** between academic and clinical faculty can support:

❑ development of insightful IPE experiences that focus on promoting IP patient centered care

❑ promotion of student's deep learning skills as described by SOLO Taxonomy

❑ residents transition from their role as a clinicians to that of an educator

Question & Comments

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