

Interprofessional Case Development

Susan Mackintosh, DO, MPH

John Tegzes, MA, VMD, DABVT

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Where to Begin

- Begin with a real case situation that you believe has interprofessional potential
- Review the case to identify where gaps in care might occur or might have occurred
- Identify what professions, departments, or services you believe might contribute to care
- Identify what competencies your case would best fit and what level of complexity you would like to develop

Competencies

- Semester one:
 - Demonstrate effective communication and interpersonal skills for collaborative patient based care (*Communication and Collaboration*)
 - Describe the scope of practice, roles and unique contributions of differing health professions (*Knowledge of health professions*)
 - Discuss the importance of collaborative coordinated care of patients as members of an interprofessional health care team (*Interprofessional awareness*)

Competencies

- Semester two:

- Describe the circumstances and situations that may affect the quality of life for a patient and discuss ways in which the interprofessional healthcare team can advocate for the patient to have a better quality of life. (*Quality of life*)
- Describe the circumstances and situations that may affect the safety of a patient and discuss ways in which the interprofessional team can improve the safety environment for the patient. (*Culture of safety*)
- Describe how the variables that affect human, animal and environmental health can influence the sphere of health and wellness, and discuss how the interprofessional team can affect the contributors of one health. (*One health*)
- Discuss the ethical and legal environment of healthcare, and discuss what roles the interprofessional team has in assuring ethical and legal care of the patient. (*Ethical and legal environment of healthcare*)

Complexity

- Semester one:
 - Case 1- Case is simple. Focus is on one competency only (communication and collaboration)
 - Case 2- Begin to increase complexity of cases. Primary competency is roles and responsibility and interprofessional teamwork, but also hold students accountability for communication and collaboration issues

Complexity

- Semester two:
 - Case 3- Continue to increase case in complexity. Primary competency is culture of safety and quality of life, but student is held accountable for competencies from previous semester. The case should also begin to explore some common interprofessional clinical and/or scientific issues

Complexity

- Semester two:
 - Case 4- The primary competency for case 4 is one health (the intersection between human, animal and environmental health). As before, all previous competencies can be discussion material including scientific/clinical interprofessional points. Students should be able to synthesize conditions or situations where one health would be applicable and should also begin to assimilate the overlap with community health

Complexity

- Semester two:
 - Case 5- The primary competency is the ethical and legal environment of healthcare, but students should apply all previous competencies to the case. Additionally, students will be asked to formulate a group interprofessional care plan for their patient and present it the next week instead of learning issues.

Complexity

- Students will identify overarching goal for patient and will dissect problems:
 - Impact of problem
 - Strengths and resources patient has
 - Additional information needed
 - Priority of problem
 - Plan of action
 - Profession(s) involved and what the role would be in implementing plan of action
 - Resources needed
 - Desired outcome

Case Inclusions

- Two versions of the case:
 - Student version
 - Facilitator version
- Student version includes:
 - Instructions
 - Grading rubric
 - Disclosures
 - Glossary
 - Any other pertinent handouts

Case Inclusions

- Facilitator version includes:
 - Facilitator instructions
 - Prompts
 - Grading rubric
 - Disclosures
 - Glossary
 - Discussion questions
 - Any other pertinent handouts

Faculty Case Inclusions

- Special instructions or considerations
- Disclosures
- Any pertinent addendum material
 - Images
 - Labs
 - Radiographs, EKG's
- Suggested discussion questions
- Glossary

Proposed Template

- Cover page
 - WesternU logo
 - Name of case
 - Semester
 - Western University of Health Sciences
 - Confidential information
 - Confidential Information
 - If found, please return this document to:
 - Western University of Health Sciences
 - 309 East 2nd St.
 - Pomona, CA 91766-1854
 - Attn: IPE Department
 - (909) 469-5671

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Proposed Template

- Header
 - Name of case
 - Semester
 - Draft version date
 - Week two of three
- Footer
 - © 2011 (or appropriate year) Western University of Health Sciences
 - Page number

Proposed Template

- Facilitator instructions, information, grading rubric, etc. will be inserted by IPE Department
- If there are any specific instructions or considerations for the facilitator, please include a brief discussion/explanation under the heading facilitator information

Disclosure One

- The first disclosure usually sets the stage.
 - Who (patient and some critical relationships)
 - What (medical condition or other community health issue that is the subject of the case)
 - Where (provide some information that brings the case to life....describe the scene as it may enrich the case findings)
 - When (what time of year, weather, etc.)
 - Why (may begin to introduce a bit of the conflict of the issue that will cause the patient to seek an access point in the healthcare system)

Disclosure One

- Discussion questions:
 - List facts
 - Case competency questions
 - Potential learning issues
 - Other interesting facts that may come up
 - For case two, this may include case one competency
 - For case three on, it may also include clinical/scientific information

Disclosure Two

- Case continues to unfold. Additional details and conflicts are revealed (can be clinically or psychosocial issues). Usually begin to unveil serious issues that are either caused by absence of subject matter of pertinent competency or where implementation of the competency subject would help to resolve or rectify the situation.

Disclosure Two

- Discussion questions:
 - List facts
 - Case competency questions
 - Potential learning issues
 - Other interesting facts that may come up
 - For case two, this may include case one competency
 - For case three on, it may also include clinical/scientific information

Additional Disclosures

- Cases are usually anywhere from a minimum of three disclosures to maximum of 6. For cases that have more disclosures, the disclosures should be kept shorter (less than one page). Additional disclosures continue to build upon the case and divulge more of the clinical and psychosocial issues. The case should also begin to interweave issues that can only be solved with multiple professions collaborating.

Additional Disclosures

- Discussion questions:
 - List facts
 - Case competency questions
 - Potential learning issues
 - Other interesting facts that may come up
 - For case two, this may include case one competency
 - For case three on, it may also include clinical/scientific information

Final Disclosure

- The final disclosure usually continues to expound on the situation divulged in the previous disclosures. It again should continue to develop themes that reflect a need to implement the competencies and interprofessional collaboration. Usually, the final disclosure does end with some type of hanging conflict or absence of resolution. The intent is to present realistic scenarios that have realistic ending. Additionally, the students will then be provided with a closure in the next session.

Final Disclosure

- Discussion questions:
 - List facts
 - Case competency questions
 - Potential learning issues
 - Other interesting facts that may come up
 - For case two, this may include case one competency
 - For case three on, it may also include clinical/scientific information

Case Summary

- For the last week of the cycle, a case summary is provided that gives case resolution, and also any specific interprofessional teaching points.
- Please provide a written summary and/or be prepared to participate in a Camtasia recording for the case summary

White Boards

- White board are used by facilitators to help facilitate the discussion material.
- A white board should be provided for each disclosure
- Each should include three categories:
 - Facts/concerns
 - Competency issues
 - Learning issues (or care plan issues for case 5)

Your Turn

- We will now break into groups and will begin to write a short IPE case.
- A case template is also provided
- We will reconvene to discuss
- Good luck and have fun!