

# IPE ACTIVITY DAY II SESSION ROSTER

APRIL 3, 2019

This document includes the description and times offered for each 4/3/19 Activity Day session.

Descriptions have been provided by the facilitators who developed the session.

Each session has been tagged with the following information for your reference:

**Learning Modality** – E.g., lecture, small group discussion, lab, simulation, etc.

**IPEC Core Competency Domain** – Values and Ethics, Teams and Teamwork, Roles and Responsibilities, or Interprofessional Communication

[Download the Complete IPEC Competencies Document Here](#)

## REGISTRATION INSTRUCTIONS

1. When registering for an IPE activity, students pledge to abide by their program's honor code for students and the following requirements:
  - Students **MUST** provide accurate information when registering. This information will include:
    - o Name
    - o Current program
    - o Campbell Email Address (email.campbell.edu)
  - Students may not register for an activity they have already attended.
2. Peruse the list and descriptions of the below activities.
3. When you are ready, you may [REGISTER HERE \(https://www.surveymonkey.com/r/BX3TP5Z\)](https://www.surveymonkey.com/r/BX3TP5Z). You will be asked to rank the activities according to your preferences.
4. Registration will be open from 5:00 PM on March 14, 2019 to 11:59 PM on March 21, 2019.
5. Between March 22 and March 29, the IPE Office will send out activity assignments via email to students using the email address provided during registration. Keep in mind the following:
  - o Look for emails from either [ipe@campbell.edu](mailto:ipe@campbell.edu) or [mvaskalis@campbell.edu](mailto:mvaskalis@campbell.edu).
  - o We cannot guarantee that students will be assigned their top preference; however, every care will be taken to assign one of their top three preferences.

REMINDER: As the event is included in the CPHS Academic Calendar, **students are expected to attend the event between 8:00 AM to 12:00 PM**. Though students will be attending only one session on April 3<sup>rd</sup>, students must remain available during the entire block of time in the event that a session must be rescheduled.

Additional details and especially **location information** will be sent out during the week prior to April 3.

Please send any questions to [ipe@campbell.edu](mailto:ipe@campbell.edu).

# ACTIVITY DESCRIPTIONS

## INTERPROFESSIONAL PERCEPTIONS: ROLES & RESPONSIBILITIES

In an interactive activity, students will discuss the roles and responsibilities of the various professions within CPHS and CUSOM and how perceptions within the interprofessional team can influence team interactions.

### Learning Modalities

Interactive Activity/Game/Competition

### IPEC Competency Domains

Values and Ethics; Roles and Responsibilities

## RESEARCH DISCUSSIONS: IS RESEARCH IMPORTANT TO MY PROFESSION?

This will be an interactive session in which the different programs represented will take turns to describe their programs and how research impacts their activities. Learning objectives include:

1. Understand the meaning of the word "Research."
2. Discuss with examples the importance of research in the various health sciences.

### Learning Modalities

Lecture/Talk; Discussion

### IPEC Competency Domains

Values and Ethics

## RURAL HEALTH RISKScape

This session will facilitate the building of a riskscape for a health issue specific to rural communities. We will present what a riskscape is and how public health professionals use them to think about health disparities in the community. We will then present the issue/ scenario and have small groups build riskscapes, then come back together as a large group to discuss their riskscapes and propose policy suggestions to address the issue. Objectives include understanding the role of public health professionals and considering the unique characteristics of rural populations and how they relate to health disparities for those populations.

### Learning Modalities

Lecture/Talk; Discussion

### IPEC Competency Domains

Values and Ethics

## MEDICAL POTENTIAL AND LEGAL STATUS OF CANNABIDIOL (CBD)

Cannabidiol (CBD) is a compound isolated from cannabis and similar in structure to THC, but with a completely different mechanism of action in the body. There appears to be a lot of misinformation about the current legal status of CBD in our state and country, and what uses it might have. There is not a lot of clinical data yet on the uses of CBD in humans, but there are many CBD products on the market and many claims about its medicinal uses. We will discuss what participants know about CBD, and then overview what the current laws say, and the state of the science on what conditions CBD might be used to treat. Finally, we will discuss what roles professionals from the various degree programs offered by CPHS can play with regard to CBD.

Learning objectives:

- Describe the legal status of cannabidiol (CBD) in NC and at the federal level
- Explain the potential medicinal uses of CBD, and the strength of the evidence for said uses
- Discuss the issues around the sale and use of unregulated derivatives of cannabis
- Discuss the role of researchers, product developers and health care providers in the safe and evidence-based use of CBD

### Learning Modalities

Lecture/Talk; Discussion

### IPEC Competency Domains

Values/Ethics; Roles and Responsibilities

## IPE FOCUS GROUP

Students who attend this session will be asked to provide input on a variety of topics germane to IPE at Campbell University. A small group discussion will be facilitated by a faculty member and all student input will remain anonymous.

### Learning Modalities

Discussion; Small Group Session

### IPEC Competency Domains

Values/Ethics; Interprofessional Communication

## MEDICATION ADHERENCE

In this interactive activity, students will discuss the importance of medication adherence and review processes that can be implemented to aid patients with medication adherence.

### Learning Modalities

Interactive Activity/Game/Competition

**IPEC Competency Domains**

Values/Ethics; Interprofessional Communication

**APPOINTMENT DAY: TIP OF AN ICEBERG**

Focus is on patient-centered care, the roles and responsibilities of health care providers and the incorporation of inter professional communication to better serve patients/clients.

Students will be broken into small groups with different health care providers. They will work as a group to identify concerns patients may have prior to, during, and after a visit with health care providers. All groups will share their information with one another.

The groups will then read a short case study and then work in their small groups to identify items of the case study that were of concern. All groups will share their information with one another.

The groups will then discuss ways they can build rapport and trust with their patient(s). (What ways can a health care provider support a patient (so the patient does not feel like they are leaving with unanswered questions; what can be done (via the organizational structure to reduce patient stress, etc.). Focus: Patient/Provider Communication

Finally, the groups will discuss what they would consider doing differently as a result of reading this article and group discussion. Focus: Provider/Other Health Care Provider Communication

**Objectives:**

1. Students will be able to recognize the interests of patients and place them at the center of health care delivery.
2. Students will be able to recognize and embrace the unique concerns of their patients without judgement or bias.
3. Students will be able to demonstrate effective communication techniques with patients as well as other health care providers so delivery of care is fluid.

**Learning Modalities**

Small Group Session; Case Study; Discussion

**IPEC Competency Domains**

Roles and Responsibilities; Interprofessional Communication

**ACLS – CODE BLUE CRASH CART MANAGEMENT**

Students will be placed in interprofessional teams and will respond to a code blue situation. Each team member will assume their health professional role and will administer pharmacotherapy to improve the patients' situation. At the end of each simulated code, faculty will debrief the patient's situation and actions of each profession. By the end of the session, the student should understand what worked well during a code response and what did not.

**Learning Modalities**

Simulated Scenario Experience; Discussion

**IPEC Competency Domains**

Roles and Responsibilities; Interprofessional Communication; Teams and Teamwork

**CULTURAL COMPETENCE IN CLINICAL PRACTICE**

All health professionals will come across, at some points, clients who have health-related beliefs that are different. This may include those who do not accept blood transfusion or other blood products (Jehovah Witnesses), those who are reluctant to take porcine insulin or other pork products (Muslims), those who accept myths about vaccinations etc. Students in the health professions must be prepared for these types of practice scenarios. Case studies will be presented and students will discuss how to handle clients/patients who have varying health-related beliefs, the rules/ethics involved, and will also discuss how to advise on alternatives and respecting patients'/ clients' convictions.

**Learning Modalities**

Lecture/Talk; Discussion; Case Study

**IPEC Competency Domains**

Values and Ethics

**INTERPROFESSIONAL SIMULATION**

Students will be able to practice their roles in a simulated environment while interacting with and depending on other health profession students to obtain optimum outcome for the patient.

Learning objectives include:

Demonstrate teamwork in the assessment of a patient with a life-threatening condition

Demonstrate teamwork in treating a patient with a life-threatening condition

**Learning Modalities**

SIM Lab Experience

**IPEC Competency Domains**

Roles and Responsibilities; Teams and Teamwork

**INTEGRATING PHARMACEUTICAL SCIENCES INTO A PATIENT-CENTRIC MODEL**

Engage students in the decision-making process that goes into treating patients with osteoarthritis. RICE principle, physical therapy, occupational therapy, medication, and lifestyle changes will all be considered as options. Learn from the patient if the drug regimen is working and how one might improve standard of care as the patient ages.

**Learning Modalities**

Case Study; Interactive Activity

**IPEC Competency Domains**

Roles and Responsibilities; Interprofessional Communication

**HYPERTENSION CASES**

Students will work together to determine the best anti-hypertensive treatment regimen per the 2018 ACC/AHA Hypertension Guidelines based on patient-specific information. Learning objectives include: 1) Design an evidence-based therapeutic regimen for the treatment of hypertension based on patient-specific parameters, 2) Determine the appropriate monitoring parameters for specific drug regimens and disease states.

**Learning Modalities**

Case Study; Discussion

**IPEC Competency Domains**

Teams and Teamwork

**IOSCE**

This activity is an opportunity for health sciences students to work together in the management of a patient in the ambulatory care setting. Students will (1) identify patient needs, (2) identify and utilize appropriate team members, and (3) develop and communicate a plan to progress the patient to better outcomes. Students in standardized patient encounters on interprofessional healthcare teams learn about, from, and with each other, preparing them for practicing optimum team-based care in their future as health care providers.

**Learning Modalities**

Interactive Patient Encounter; Discussion

**IPEC Competency Domains**

Teams and Teamwork; Interprofessional Communication; Roles and Responsibilities

**CICS (CAMPBELL INTERPROFESSIONAL CASE STUDY)**

Students in facilitated small groups will discuss interprofessional management of a patient and collaborate with members of other health professions to meet patient needs. Interprofessional case studies focus on the distribution of responsibilities for a case among the members of the healthcare team.

Learning Objectives: Discuss interprofessional management of a patient. Collaborate with members of other health professions to meet patient needs.

*\*CICS is the only session that is not one hour in length; this is due to the necessary time for standardized patient encounters.*

**Learning Modalities**

Interactive Patient Encounter; Case Study

**IPEC Competency Domains**

Teams and Teamwork; Interprofessional Communication; Roles and Responsibilities

**MEASURING FUNCTIONAL FITNESS IN THE COMMUNITY: A NOVICE TO AN EXPERT IN RECORD TIME**

Students will learn how to perform functional fitness assessments that can be utilized across the continuum of functional ability and implemented across a variety of settings (e.g., resource-rich vs. resource-limited, community vs. clinic). Learners will gain knowledge and practical expertise in the implementation of performance-based measures of physical function.

**Learning Modalities**

Lab

**IPEC Competency Domains**

Teams and Teamwork

**FINDING THE WORDS: RESPONDING TO A PATIENT'S WARNING SIGNS FOR SUICIDE**

Research on more than 22,000 suicides between 2009-11 found that 38% of people visited a healthcare provider in the week prior to committing suicide, 64% within a month, and 95% within a year, higher than the number who visited mental health professionals (25%, 44%, and 73%, respectively), concluding that the best chance for preventing suicide is in outpatient healthcare. Yet it can be challenging to recognize warning signs of suicide from patients during non-mental health related visits. Even more difficult is for healthcare providers to address concerns about suicide with patients presenting for other problems or services. This session encourages students (1) to consider and share the unique role of their discipline in suicide prevention, (2) to identify patient interactions in which warning signs of suicide may present, and (3) to practice interventions for patients at risk for suicide appropriate to their professional role through role play simulation. Students will help one another find the words for this uncomfortable but life-saving clinical task facing all healthcare professionals.

**Learning Modalities**

Role-Play Simulation; Discussion; Lecture/Talk

**IPEC Competency Domains**

Values and Ethics; Roles and Responsibilities

**GRACE PRESCRIPTIONS: INCORPORATING FAITH INTO HEALTHCARE PRACTICE**

In this session, students will learn about how they can intentionally utilize their faith within their everyday patient interactions. Students will discover how to deliver care that addresses a patient's body, mind, and spirit while exploring the unique role of each individual on the healthcare team.

**Learning Modalities**

Discussion; Small Group Session

**IPEC Competency Domains**

Values and Ethics

**CHAPLAINCY 101: EXPLORATION AND INTEGRATION OF THE CHAPLAIN'S ROLE IN PATIENT CARE**

Is there a chaplain in the house...or hospital for that matter? Spiritual integration in the health care setting is a topic that gains widespread attention again and again. However, for both patients and providers, spirituality is a subject matter that garners mixed emotions as religious preferences are diverse and sometimes, ambiguous. This workshop will delve into the role of a chaplain, and provide guidance on how the health care provider can utilize this resource within the clinical setting. Participants will experience this workshop from three different perspectives: 1) the patient perspective, 2) the chaplain's perspective, and 3) the provider's perspective. Posturing self as the patient, the participant will explore therapeutic art form as an example of healing arts intervention. Assuming the posture of Chaplain, the participant will learn and apply competencies that focus on the identification of theological issues, and psycho-social observations. At the closure of this workshop, participants will receive resources for spiritual integration tailored for use as the health care provider within the clinical setting. Learning Objectives: Students will increase awareness of the chaplain's role within the clinical setting; Students will explore the intervention of applied expressive arts therapy; Students will accumulate knowledge regarding how to successfully integrate the role of the chaplain within a patient's health care plan.

**Learning Modalities**

Role-Play Simulation; Discussion; Small Group Session

**IPEC Competency Domains**

Values and Ethics; Roles and Responsibilities

**HEALTHCARE SYSTEM FAILURE: A TABLETOP EXERCISE IN EMERGENCY PLANNING**

Imagine that a catastrophic event has disrupted the function of the healthcare system...what would you do to ensure that the population still has access to care?

In this session, students from different professional disciplines will work together to strategically respond to changing conditions in a dynamic table-top disaster scenario. Your group will be evaluated on both its functioning as an interprofessional team as well as the quality of your mitigation and adaptation strategies.

Learning objectives:

1. Students will work effectively on interprofessional teams to analyze the assets and challenges of the healthcare infrastructure in a disaster scenario.
2. Students will collaborate to design mitigation and adaptation strategies to maximize the functioning of the health system.
3. Students will evaluate the real-world preparedness of local health systems for a similar event and suggest improvements to preparedness plans.

**Learning Modalities**



Simulated Scenario Experience; Discussion

**IPEC Competency Domains**

Teams and Teamwork; Roles and Responsibilities; Interprofessional Communication

**HOW TO TALK TO PATIENTS ABOUT PSYCHOSOCIAL FACTORS IN DISEASE**

In this discussion, students will:

- Understand the origin of the stigma about psychosocial factors in health and disease
- Develop strategies to effectively communicate with patients the role of psychosocial factors in health and disease
- Develop strategies to refer patients to mental health providers in an integrative care model

**Learning Modalities**

Lecture/Talk; Discussion

**IPEC Competency Domains**

Values and Ethics; Roles and Responsibilities

**ACCESS TO CARE CASE STUDY**

Students will work together to complete a case for a low-income patient with reduced access to care. They will determine what each member of the healthcare team can contribute to improve care for the patient.

**Learning Modalities**

Case Study

**IPEC Competency Domains**

Roles and Responsibilities; Teams and Teamwork