



*The discipline of learning. The art of caring.*

# Cultivating Interprofessional Communication

*through written consultation and peer evaluation*

10/1/15

10:30-Noon

# Learning Objectives

- Describe the importance of effective, collaborative written communication skills
- Design a case exercise to use in your own IPE curricula
- Compose a consultation request involving multiple professions focused on relationship-centered care
- Create effective feedback opportunities within an interprofessional academic exercise

# Introductions

## Who We Are



- John Tegzes
- Jenny Tjahjono
- Jasmine Yumori
- Katy Avila

# Introductions

## Who You Are

Please share with your table your name, profession, and one interesting fact about you or your institution.

# Introductions

## **Interprofessional Education at WesternU**

# WesternU IPE Core Competency Domains

1. Communication
2. Collaboration
3. Teams and teamwork in health care
4. Scope of practice
5. One health

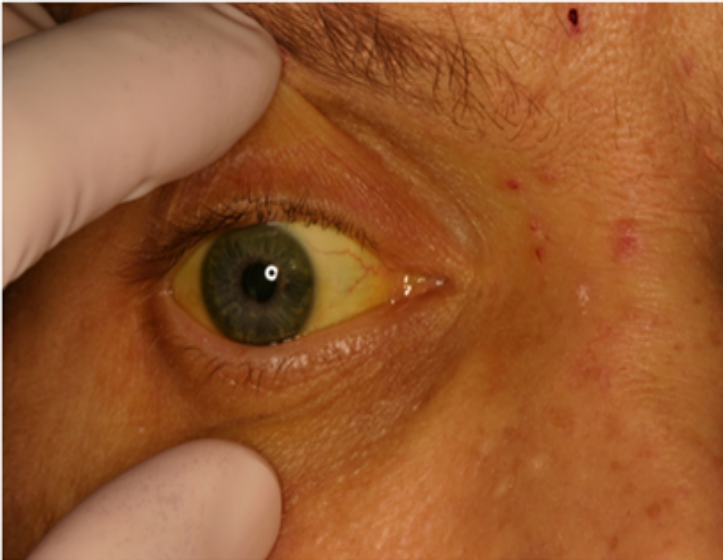


*\*\*Tegzes J, Callard P. WesternU IPE 5000 Syllabus. Fall 2014.*

# WesternU IPE Phase 1

## Case 1:

A 26 year old female presents to the Western University general practice dental residency clinic at Pomona Valley Hospital and Medical Center for a screening examination, and you notice that her skin tone and conjunctivae appear faint-yellow. As you obtain the medical history, you learn that over the past 2 weeks, the patient has been experiencing nausea, vomiting and decreased appetite. During the review of systems, she replies yes to the following: headache, fatigue, nasal discharge, cough, myalgia, abdominal discomfort/tenderness (points to the right upper quadrant) and anorexia. Approximately 2 weeks ago, she started working at a daycare center with children of ages 18 – 36 months. Her scope of work includes feeding the younger children and changing diapers. Her immunization history is unclear. You take her vital signs and note: BP=132/76, RAS; Pulse=74 bpm; RR=18; Temperature=38.5°C. You access the medical record in the hospital computer system and review the latest serology from 1 day prior. You note elevated serum aspartate aminotransferase (AST), serum alanine aminotransferase (ALT) and serum bilirubin (6 mg/dL).





# WesternU IPE Phase 2



A 50-year-old male patient presents to Western University Dental Center for a cleaning. Patient reports no change in dental history since last visit, and currently has no discomfort in his dentition other than some slight aching of his upper teeth due to sinus pressure. Patient recently returned from a business trip to China 3 days ago, where he toured several poultry farms and food processing plants. His eyes appear red, watery, and have yellow crusts over his eyelashes. Patient reports having allergies, in addition to catching a cold during his trip. After sneezing, the patient rubs his eyes with his unwashed hands and indicates that his stuffy nose forces him to breathe through his mouth.

#### Questions:

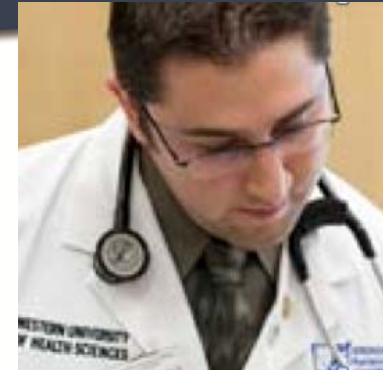
##### 1. What safety concerns do you have for this patient?

- Patient exhibits flu-like symptoms.
- Patient encountered poultry in a farm in China
- Patient has poor hand hygiene.
- Patient rubs his eyes with his dirty hands.
- Patient's allergies
- Red watery itchy eyes with yellow crusts over the eyelashes
- Performing dental procedure with suspicious infectious disease
- Cavitation and aerosol in infectious disease
- Unable to breathe through his nose for dental procedures
- Potential duties as a healthcare provider with a case of suspicious infectious disease such as reporting to Center for Disease Control

##### 2. Describe how your profession would be involved in this case. Is this a specific practice type/specialty that would be involved?

As a general dentist, we would practice universal precautions, only be involved in the observation of symptoms, and referral of patient to emergent care. Only perform emergency dental procedures. Reinforce importance of washing hands, not touching mucous membranes (eyes, mouth, etc), and theories of prevention of spread of disease. Limit the number of health care providers to only those needed for direct patient care to reduce potential exposure.

## Consultation request



## Unique cases for each professional program

## Consultation reply & feedback

*\*\*Tegzes J, Yumori J. WesternU IPE 6000 Syllabus. Fall 2014.*



# WesternU IPE Phase 3



Case conference



Standardized patient

# Introductions: Phase 2

## **IPE 6000**

### Course Details

- Required course
- Over 850 2nd year students enrolled per semester
- Mainly completed asynchronously:  
1 face-to-face per semester

# Introductions

## Course Details

### Professions Represented

- Dental Medicine
- Graduate Nursing
- Optometry
- Osteopathic Medicine
  - California
  - Oregon
- Pharmacy
- Physical Therapy
- Podiatric Medicine
- Veterinary Medicine

# Introductions

## Course Details

# Course Learning Objectives

By the end of this course, the student will be able to:

- Construct written consultation requests to other health professionals
- Appraise written consultation requests written by other health professionals
- Assess how cases help him/her better care for patients
- Recognize how the uniqueness of each member of a team contributes to patient-centered care and collaboration

# Learning Objectives

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# Case-writing

## Objectives

- Compose a case relevant to your prospective healthcare profession.
- Develop a scenario in a realistic setting for your prospective students.
- Create a clinical situation to encourage referrals to other healthcare professionals.



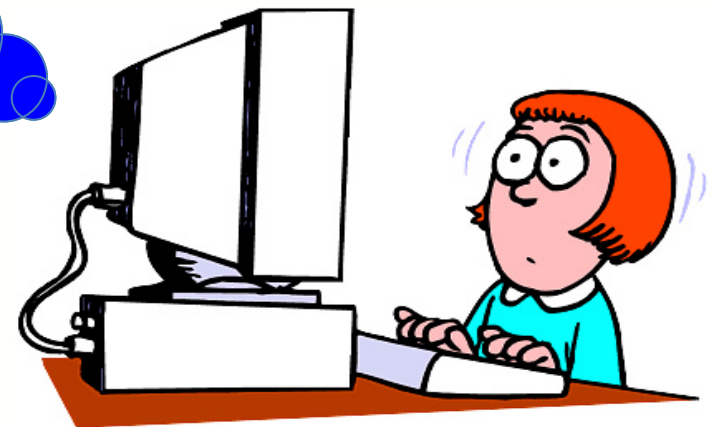
# Step 1: Data Collection

Google

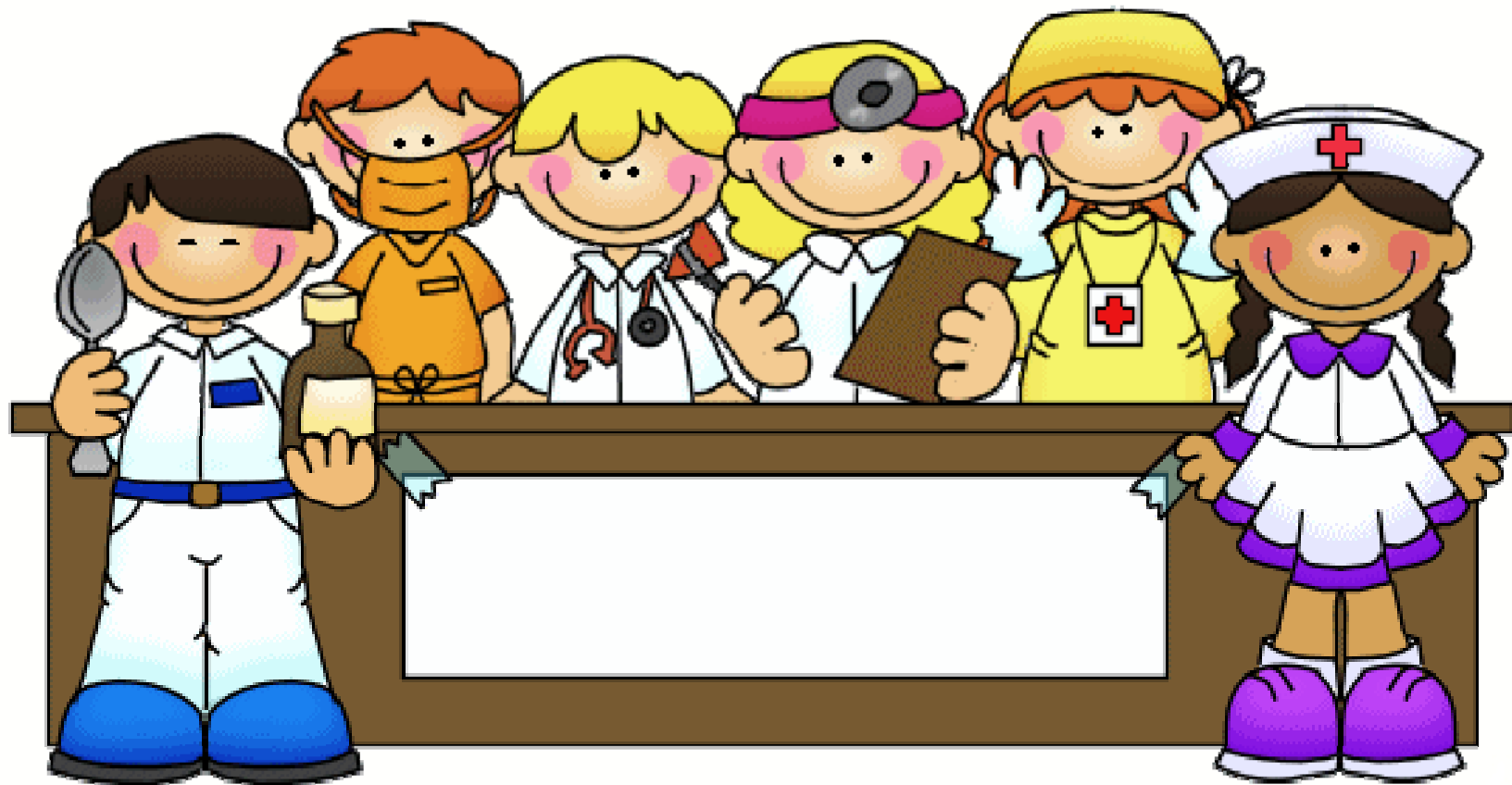
Centers for Disease Control  
and Prevention

American Dental Association

PubMed



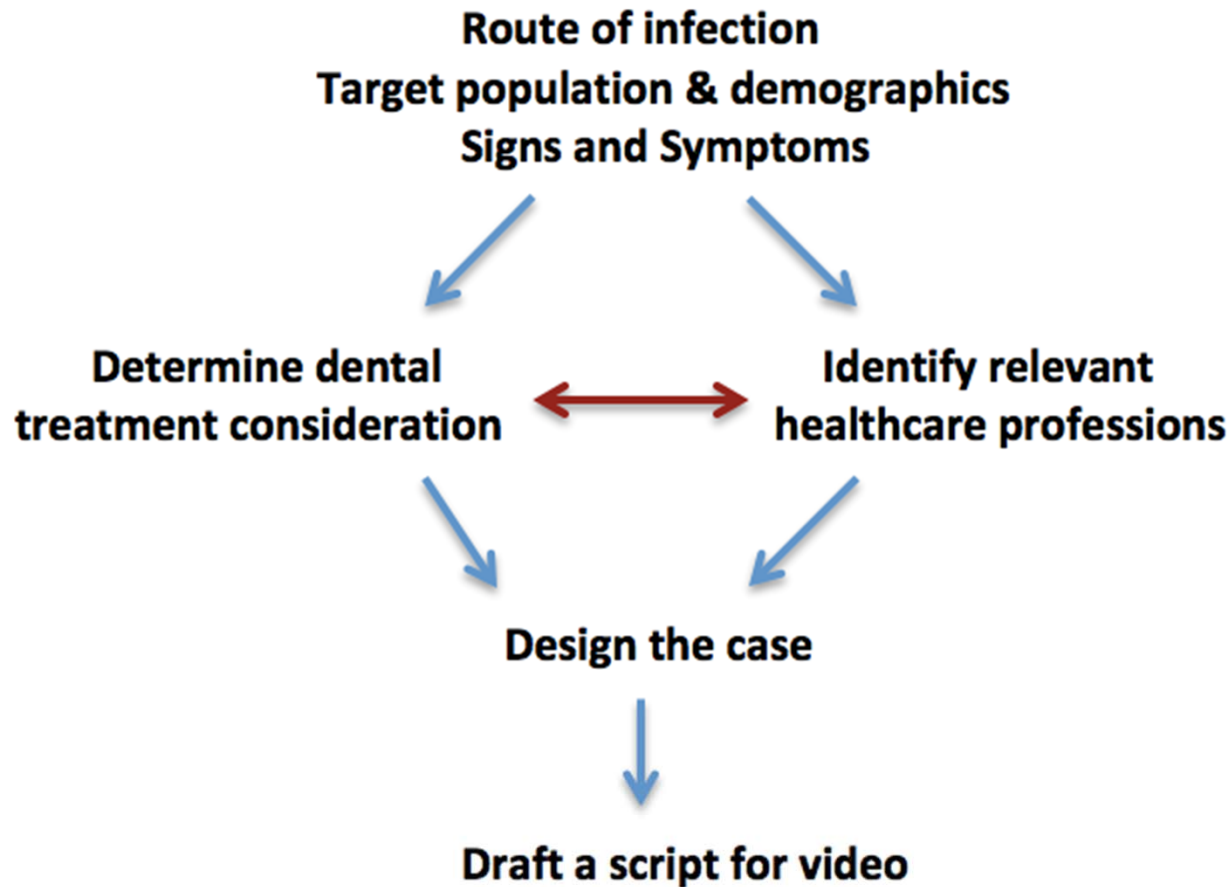
## Step 2: Consult discipline expert



# Step 3: Organize Data

- Route of infection
- Target population & demographics
- Signs and symptoms
- Identify relevant healthcare professions
- Determine treatment consideration for your prospective profession
- Design a case

# Step 4: Roadmap Template



# Diabetes and Obesity

Other Professions	Route of infection Target Population	Signs & Symptoms	Considerations for Individual Profession

# Outcomes

- The IPE case is clinically relevant and applicable to your prospective students.
- The IPE video can be utilized to augment other colleges' interprofessional learning experience.
- Pre-clinical students are more prepared as providers on the clinic floor.
- Through the case writing process, the student authors understand the philosophy of IPE and increase personal clinical knowledge.



Example:

## Audio case

# No time for IPE? Engage your students.



Example:

## **Video Case**

Case Presentation

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# Composing a consultation request:

## SBAR

- A **structured** communication technique
- Designed to convey a great deal of information in a **succinct and brief manner**
- Important because we have
  - Different styles of communication
  - Vary by profession, culture, and gender

**S** Situation  
A concise statement of the problem  
*What is going on now*

**B** Background  
Pertinent and brief information related to the situation  
*What has happened*

**A** Assessment  
Analysis and considerations of options  
*What you found/think is going on*

**R** Recommendation  
Request/recommend action  
*What you want done*



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# Composing a consultation request:

## How SBAR promotes **quality and patient safety**

- Helps individuals communicate with shared expectations
  - What is communicated
  - How communication is structured

<http://www.ihl.org/resources/Pages/Tools/sbartoolkit.aspx>





# Composing a consultation request:


## Templates


**Resources** ▾

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾ ↑↓

**Provider Directory - Patient Care Center**  
Enabled: Statistics Tracking  
Attached Files:  [provider-directory-ipe-6000.docx](#) ▾ (12.445 KB)  
Please address your formal written letter to one of the following providers at the Patient Care Center.

**Formal Written Letter - Template**  
Enabled: Statistics Tracking  
Attached Files:  [written-letter-template.docx](#) ▾ (14.34 KB)  
Please feel free to use this template to help draft your formal written letter.




**Electronic Correspondence - Template**  
Enabled: Statistics Tracking  
Attached Files:  [electronic-correspondence-template.docx](#) ▾ (38.576 KB)  
Please feel free to use this template to help draft your electronic correspondence.



  
**Computerized Patient Record System**  
version 1.0.28.24  
Department of Veterans Affairs  


Veteran's Administration OI&T Office of Enterprise Development staff have made every effort during the design, development and testing of this application to ensure full accessibility to all users in compliance with Section 508 of the Rehabilitation Action of 1973, as amended. If any issues are encountered while running this application, please contact your local help desk for support.

# Composing a consultation request:

## Mock Case and Samples

  Mock Case  Edit Mode is:

- ▼ IPE 6000: Team Training in Healthcare I 
- Home Page
- Overall Course Introduction
- Syllabus
- Course Contacts


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- Syllabus Quiz
- WesternU Communication Survey
- Communication (Poor Teamwork) video
- Communication (Good Teamwork) video
- One Minute Paper


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Mock Case


IPE 6000 - Mock Case

**Mock Case - Practicing peer evaluation**  
Attached Files:  [sample-mock-case-letter.docx](#) (14.581 KB)

**Peer evaluation rubric**  
Attached Files:  [sbar-rubric-ipe-phase-2-yumori.docx](#) (20.843 KB)

**Mock Case - Sample Formal Written Letter**  
Attached Files:  [ipe-6000-mock-case-formal-letter-sample.pdf](#) (203.021 KB)

**Mock Case - Sample Electronic Correspondence**  
Attached Files:  [electronic-correspondence-mock-sample.pdf](#) (83.479 KB)



Western  
University  
OF HEALTH SCIENCES

*The discipline of learning. The art of caring.*

Case 1

Case 2

Face-to-Face

# Learning Objectives

- Describe the importance of effective, collaborative written communication skills
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# Elements of peer evaluation

## Definition

- “An arrangement for learners to consider and specify the level, value, or quality of a product or performance of other **equal-status learners**”
- Peer grading
- Peer assessment

# Elements of peer evaluation

## Benefits

- Sense of ownership and autonomy
- Increased motivation
- Enhanced social presence
- Development of higher-order thinking and metacognition skills
- Reduces instructors' workloads

# Elements of peer evaluation

## Validity

- Correlation coefficient between student-assigned scores and instructor-assigned scores (convergent validity)
  - Meta-analysis of 56 studies on peer grading ( $r = 0.69$ )
  - Online instruction ( $r = 0.88-0.91$ )
  - Secondary education ( $r = 0.91-0.94$ )



# Rubric Inspiration

## SBAR

Item	Definition	Example
<b>Situation</b>	One sentence description of need	Patient arrived for appoint on wrong day
<b>Background</b>	Details that give information to make an assessment. (Can be from patient's view and from your clinical view as you inquire and research)	<ol style="list-style-type: none"><li>1. Patient arrived for 11 am appointment today.</li><li>2. Appointment is at 11 am tomorrow</li><li>3. Pt. Comes from 40 miles away</li><li>4. Pt. Needed to have friend drive them to appointment</li><li>5. Doctor has 1+ appointment available on schedule</li><li>6. Doctor's hall partner has some open times</li><li>7. We don't know if the mistake was with the patient or the call center</li></ol>
<b>Assessment</b>	Your position on the issue	We should see the patient today
<b>Recommendation</b>	Your specific method for solving the problem	I recommend that we use the 1+ time or have your hall partner see this patient.

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SSC SBAR Communication Tool  
Definitions 7/7/2004

<http://www.ihl.org/resources/Pages/Tools/sbartoolkit.aspx>

# Elements of peer evaluation

## Logistics

Ways to host the evaluation process:

- Email
- In person, face-to-face
- Learning Management Systems (LMS);  
Blackboard

## Evaluation through email

- Students receive a case, and write their letter
- Email their consultation request to profession-specific email ([pharmDconsult@westernu.edu](mailto:pharmDconsult@westernu.edu), [dvmconsult@westernu.edu](mailto:dvmconsult@westernu.edu))
- Coordinator manually assigns peers as evaluators (Excel)
- Coordinator manually “forwards” assignments through email
- Students receive letters, “reply” with feedback
- Coordinator manually “forwards” feedback
- Coordinator manually populates gradebook

## Evaluation in person

- Students receive a case, and write their letter
- Students meet in small groups of 7-8 students
- Each student reads their letter aloud, while the group fills out hard-copy rubrics or feedback forms
- Students hand each other their feedback
- Coordinator manually populates gradebook

## Evaluation through LMS Blackboard

- Students receive a case, write their letter, and submit it on Blackboard
- Blackboard randomly swaps assignments
  - Anonymity
  - X number of evaluations to complete
- Students complete evaluation(s) on Blackboard
  - Prompted by criteria/rubric
  - Quantitative and qualitative feedback
- Gradebook automatically averages scores and populates

Logistics

# **Blackboard Setup Demo**

**Instructor View**  
**Peer Evaluation Setup**