

Ethics: A Catalyst for Interprofessional Education & Teamwork



Helen and Arthur E. Johnson
Beth-El College of
Nursing and Health Sciences

UNIVERSITY OF COLORADO **COLORADO SPRINGS**

DANIELS FUND
ETHICS INITIATIVE
Collegiate Program

This material was developed by Paige Whitney, MSc, and is intended for classroom discussion rather than to illustrate effective or ineffective handling of administrative, ethical, or legal decisions by management. No permission or compensation is needed for classroom use as long as it is acknowledged to be the creative work of the author and the UCCS Daniels Fund Ethics Initiative. For public action or electronic posting, please contact the UCCS Daniels Fund Ethics Initiative Collegiate Program at UCCS College of Business at 1-719-255-5168. (2021)



How can they work together
if they don't learn together?

INTERPROFESSIONAL EDUCATION (IPE)



Clinical



Community



Corporate

Others



Research calls for practice environments that support continuous learning for all stakeholders involved: learners, patients, populations, and providers.

(Frahera & Brandtb, 2019)

Quadruple Aim



Effective interprofessional education enables effective collaborative practice.

(WHO, 2010)

Core Competencies of IPE

1. Values & Ethics
2. Roles & Responsibilities
3. Interprofessional Communication
4. Team & Teamwork

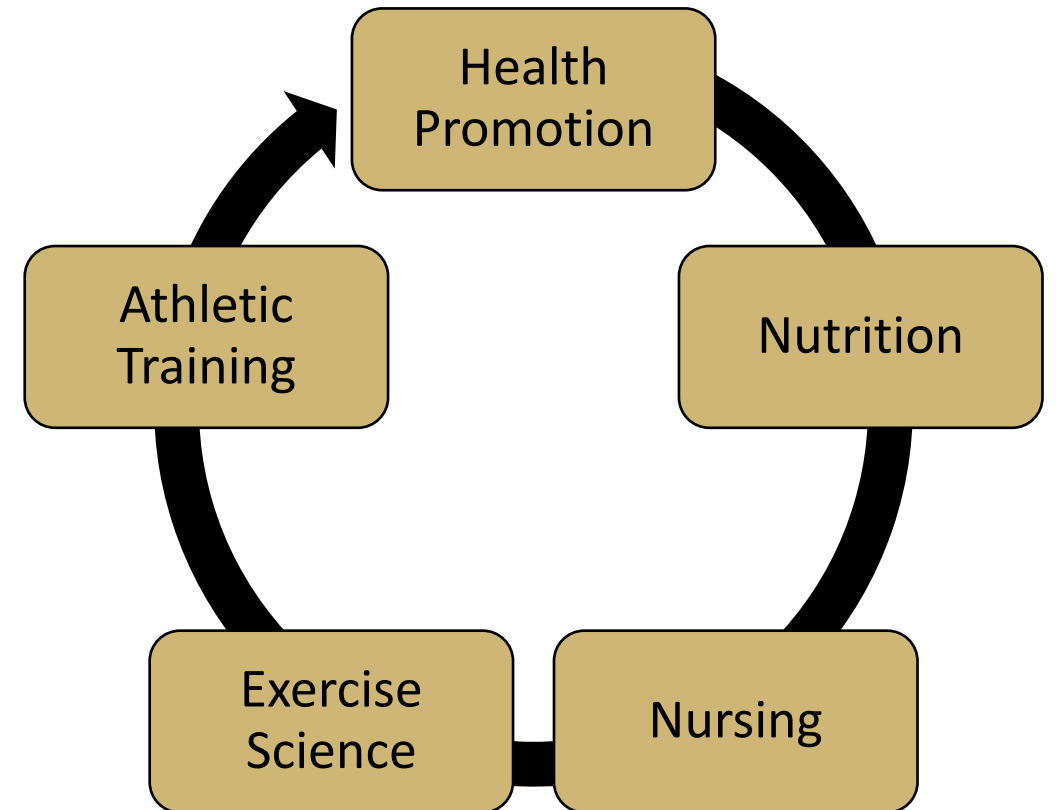


HSCI 5100 Summary

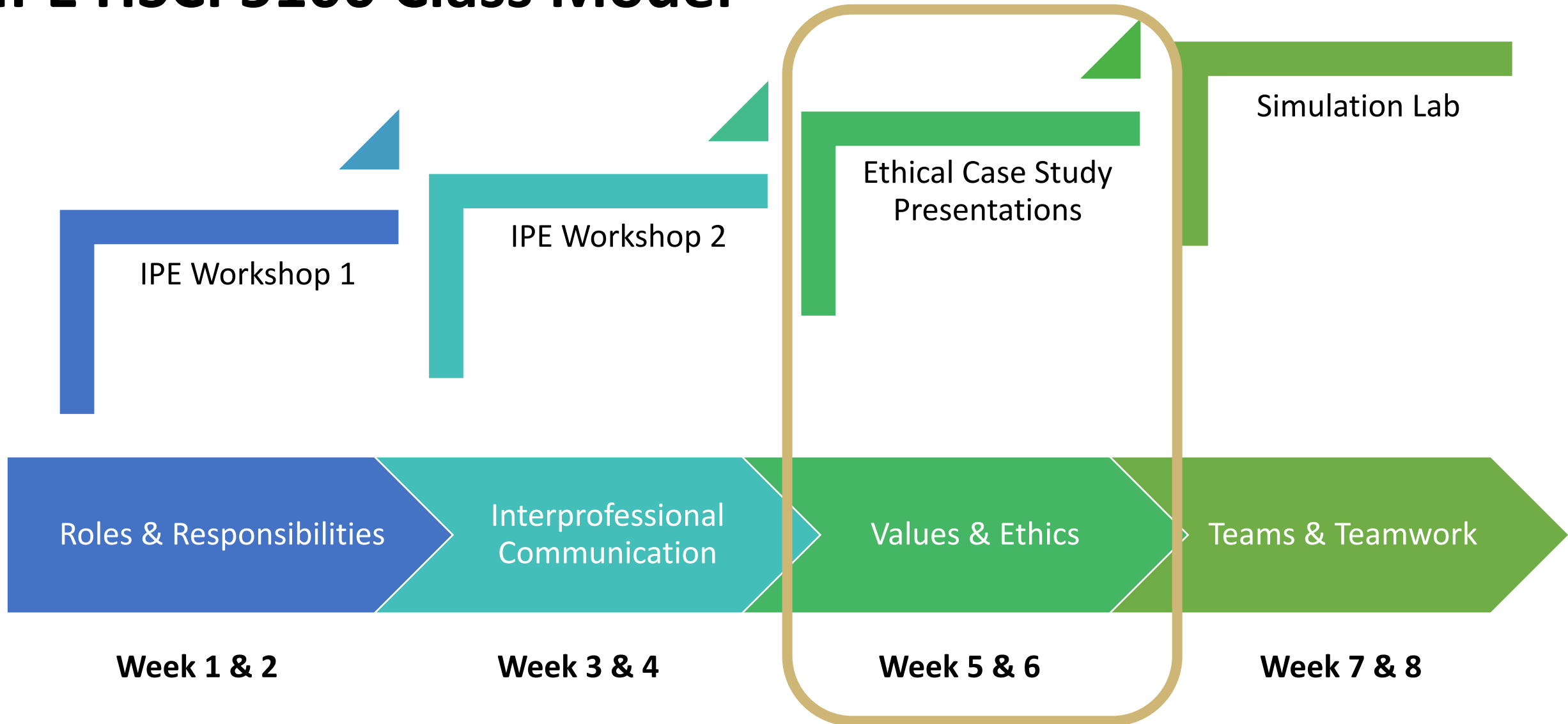
Discipline	n
Health Promotion	5
Nutrition	3
Community Health Nursing	3

Evaluation Measures:

- Perceptions of IPE (SPICE R2)
- Class Discussion
- Faculty Feedback
- Ethics Case Study Reflections
- Final Class Reflections



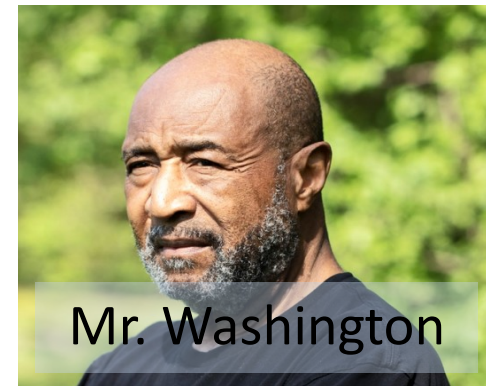
IPE HSCI 5100 Class Model



Case Studies



Mrs. Smith

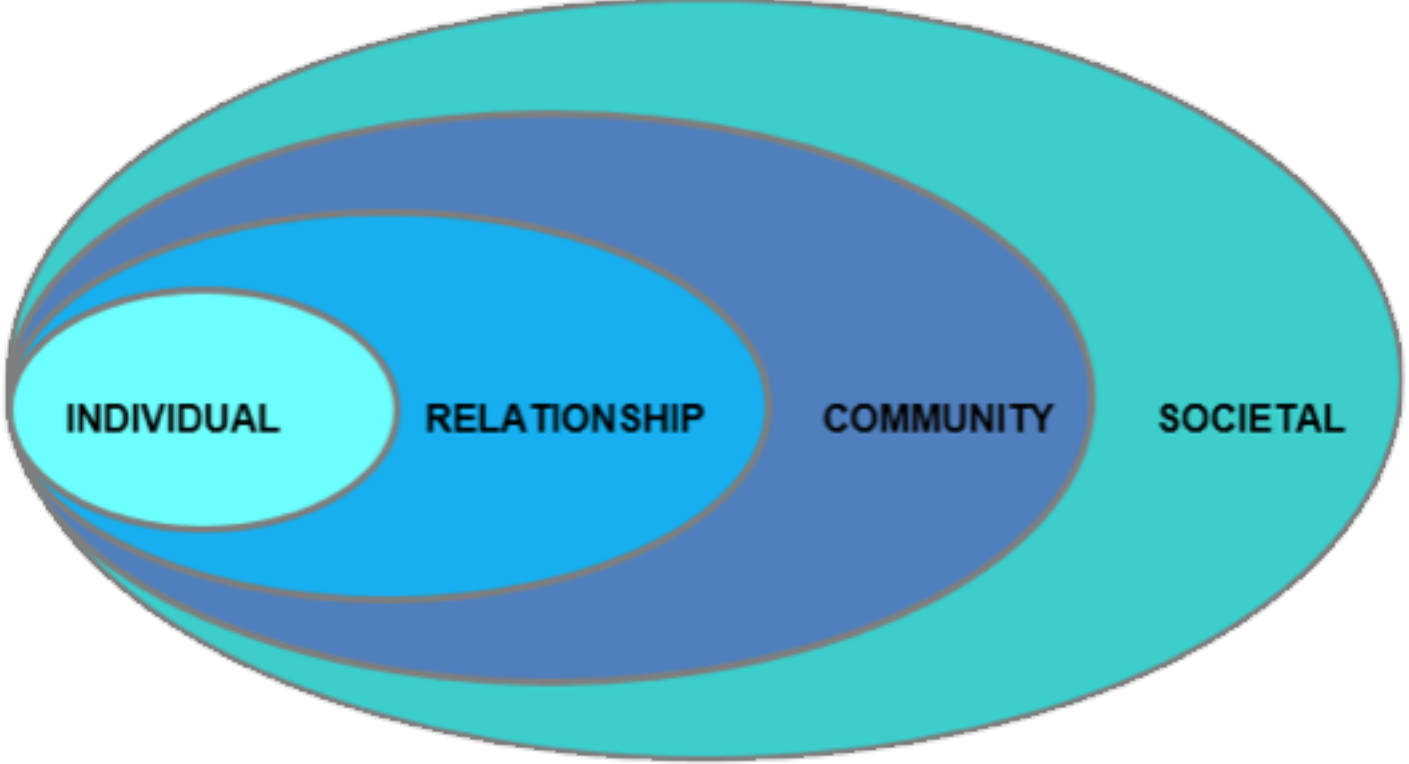


Mr. Washington



Mrs. Portillo

Social Ecological Model



CDC, 2021

Interprofessional Faculty Team



Mary Ann Kluge
Health Promotion



Lynn Philips
Nursing, SIM



Judy Scott
Nursing



Helen Graham
Nursing



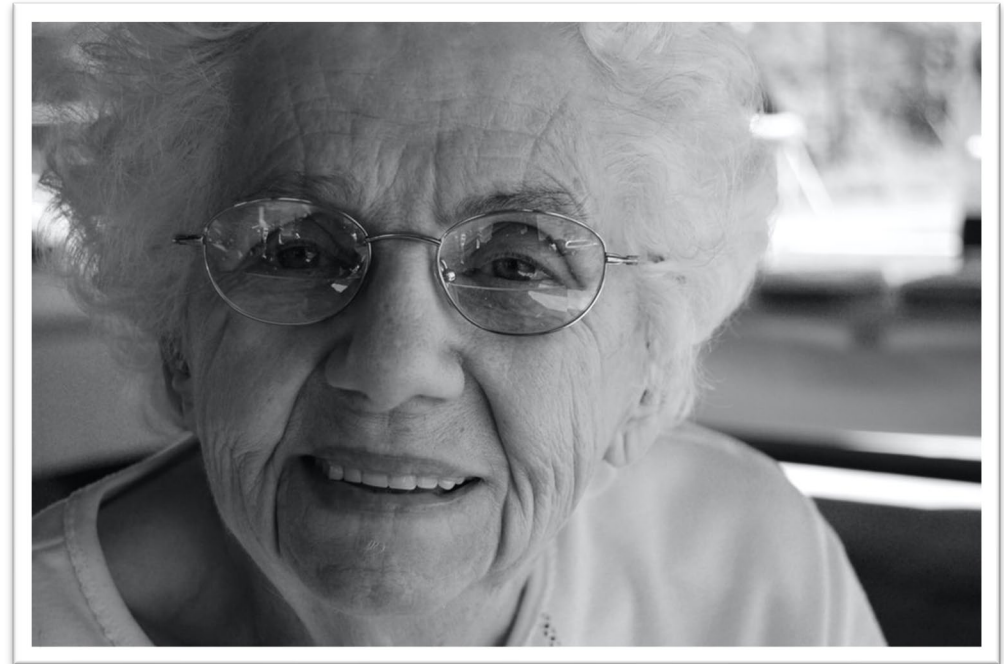
Margaret Harris
Nutrition

Mrs. Smith

- 74 year old
- Parkinson's Disease, hypertension, depression
- Lives alone
- Participates in PWR! Moves classes 2x/week

Ethical dilemmas:

- Client vs. Provider Team wishes
- Family relationship tension

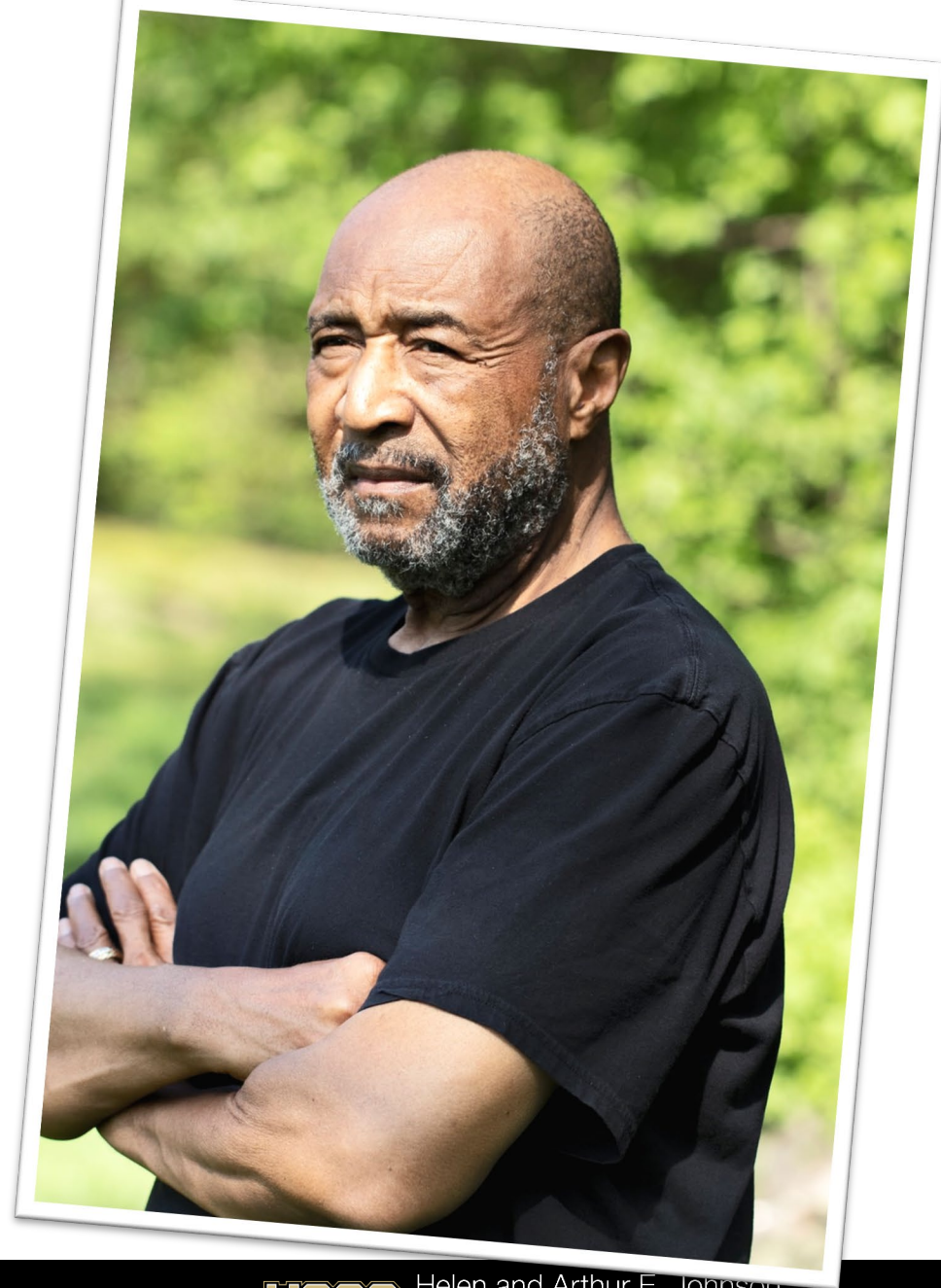


Mr. Washington

- 57 years old
- Heart attack
- Transitioning from cardiac rehab
- Night shift worker

Ethical dilemmas:

- Equality vs. Equity
- Who should determine what “healthy is”



Mrs. Portillo

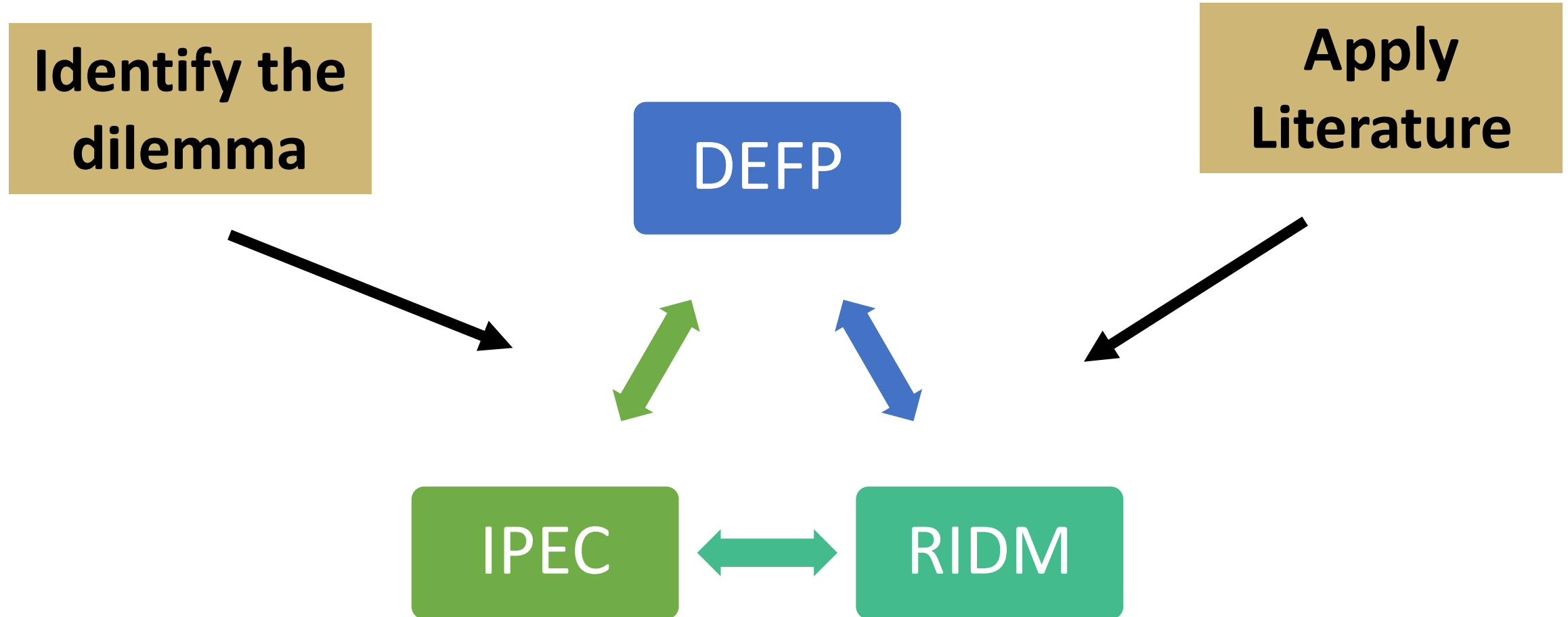
- 51 year old
- Uncontrolled diabetes, hypertension, neuropathy, depression
- Lives in rural area with husband who works a lot and 2 daughters

Ethical Dilemmas:

- Additional clinical visits
- New hire on padded visits

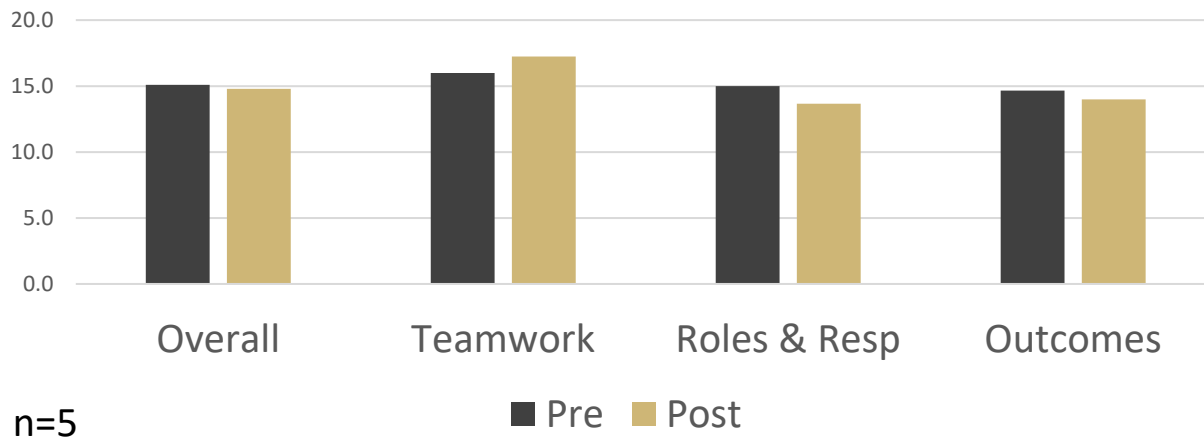


Problem Based Learning Assignment

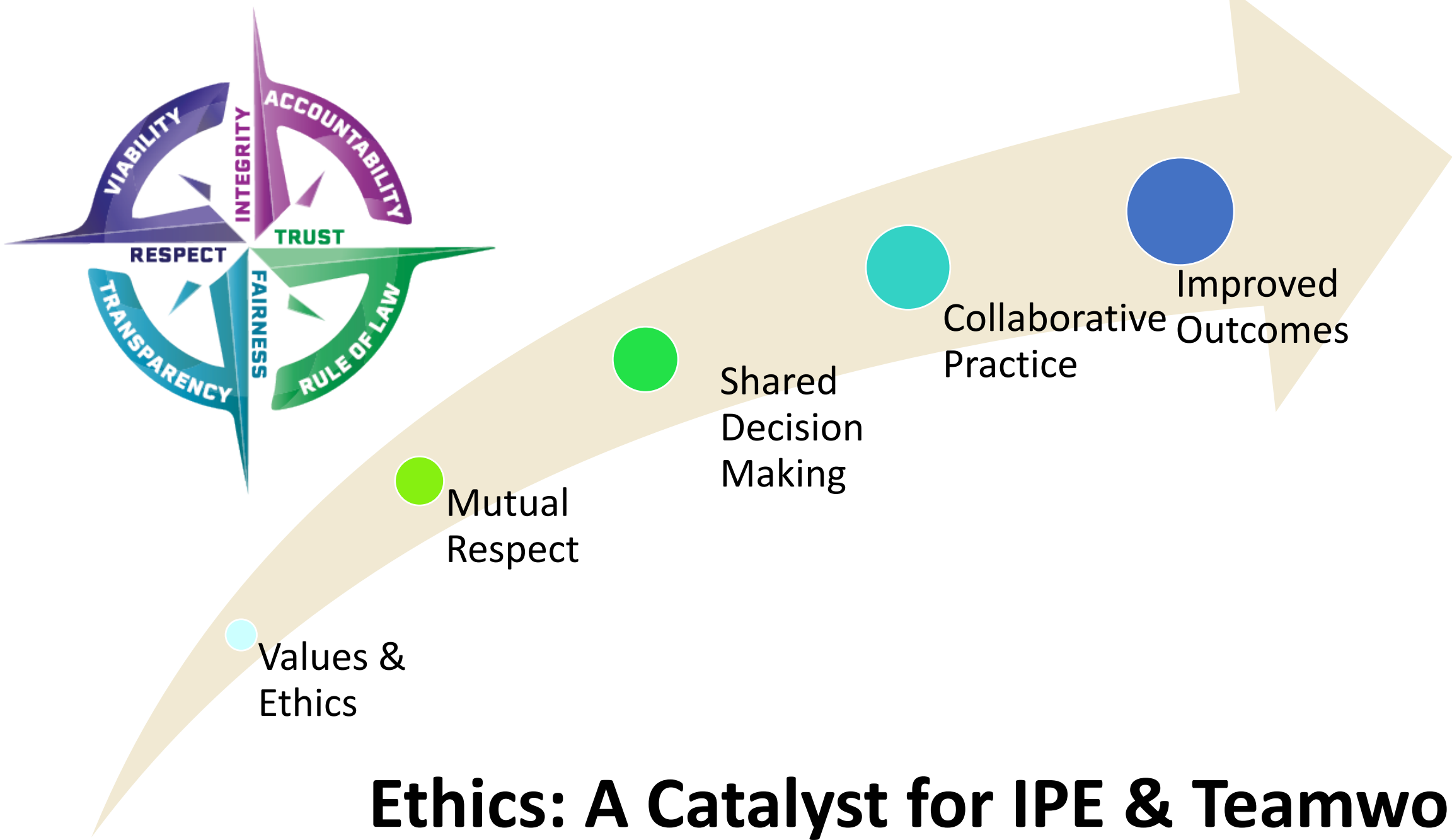


Evaluation

Student Perceptions Pre & Post



- “DEFP allowed us to **build a foundation** across our different professional backgrounds”
- “It was the **ethics module that things really began to click for me....**I really began to think about the different roles that we all have.”
- “Overall, this case study showed how important it is to work with people in different professions and the **shared values and ethics** of working with each individual. “
- “I learned that I need to **speak up** as I do have a voice that should be heard.”
- “**Ethics brought together the class**”



Ethics: A Catalyst for IPE & Teamwork


References

- Bodenheimer, T., & Sinsky, C. (2014). From triple to quadruple aim: care of the patient requires care of the provider. *Annals of family medicine*, 12(6), 573–576. <https://doi.org/10.1370/afm.1713>
- CChou, F. C., Kwan, & Hsin, D. H. (2016). *Examining the effects of interprofessional problem-based clinical ethics: Findings from a mixed methods study* Informa UK Limited. doi:10.3109/13561820.2016.1146877
- Dow, A. W., Baernholdt, M., Santen, S. A., Baker, K., & Sessler, C. N. (2019). Practitioner wellbeing as an interprofessional imperative. *Journal of Interprofessional Care*, 33(6), 603-607. doi:10.1080/13561820.2019.1673705
- Engel, J., & Prentice, D. (2013). *The ethics of interprofessional collaboration* SAGE Publications. doi:10.1177/0969733012468466
- Esmonde, K. (2021). 'From fat and frazzled to fit and happy': Governing the unhealthy employee through quantification and wearable technologies. *Qualitative Research in Sport, Exercise and Health*, 13(1), 113-127. doi:10.1080/2159676X.2020.1836510
- Heath, B., Wise Romero P. & Reynolds, K. (2013) A review and proposed standards framework for levels of integration in healthcare. Washington, DC. Center for Integrated Health Solutions.
- Kellar-Guenther, Y. (2016393-04). *IN THE LITERATURE workplace wellness programs and accessibility for all*
- Kurtz, M. J., Starbird, L. E., Yc, L., Tf, C., & Cs, L. (2016). *IN THE LITERATURE interprofessional clinical ethics education: The promise of cross-disciplinary problem-based learning*
- Machin, L. L., Bellis, K. M., Dixon, C., Morgan, H., Pye, J., Spencer, P., & Williams, R. A. (2019). Interprofessional education and practice guide: Designing ethics-orientated interprofessional education for health and social care students. *Journal of Interprofessional Care*, 33(6), 608-618. doi:10.1080/13561820.2018.1538113
- Peltonen, J., Leino-Kilpi, H., Heikkilä, H., Rautava, P., Tuomela, K., Siekkinen, M., . . . Stolt, M. (2020). Instruments measuring interprofessional collaboration in healthcare - a scoping review. *Journal of Interprofessional Care*, 34(2), 147-161. doi:10.1080/13561820.2019.1637336
- Schot, E., Tummers, L., & Noordegraaf, M. (2019). Working on working together. A systematic review on how healthcare professionals contribute to interprofessional collaboration. *Journal of Interprofessional Care*, 34(3), 1-11. doi:10.1080/13561820.2019.1636007
- Van Berkel, J., Meershoek, A., Janssens, R. M., RI Boot, C., Proper, K. I., & Van Der Beek, Allard J. (2012). Views. *Views*,

SHORT REPORT

 OPEN ACCESS  Check for updates

An innovative interprofessional curricular model for diverse partners who team up to support behavior change in individuals with chronic disease

Margaret Harris , Lynn Phillips, Paige Whitney, Judith Scott, and Mary Ann Kluge

Beth El College of Nursing and Health Sciences, University of Colorado Colorado Springs, Colorado Springs, CO, USA

ABSTRACT

This project introduced nursing and graduate health sciences and psychology students to interprofessional education (IPE) concepts and engaged them in interprofessional skill-building. Exposure to and immersion in IPE competencies were accomplished through online modules, case workshops, and simulation-based experiences. Rather than having an acute care focus, these diverse IPE students engaged in teamwork to plan and prioritize lifestyle change. Evaluation over a 3-year period resulted in an 8-week 1 credit course that includes online modules and case content focused on chronic disease management in response to the challenge of aging populations' increased longevity and chronic disease burden. Sample size was too small to make broad conclusions; however, we strongly recommend that IPE competencies be achieved using a developmental approach that includes not just exposure to the concept of collaborative practice but also immersion experiences that provide opportunities in skill-building for shared decision-making and teamwork.

ARTICLE HISTORY

Received 17 October 2019
Revised 11 March 2020
Accepted 14 March 2020

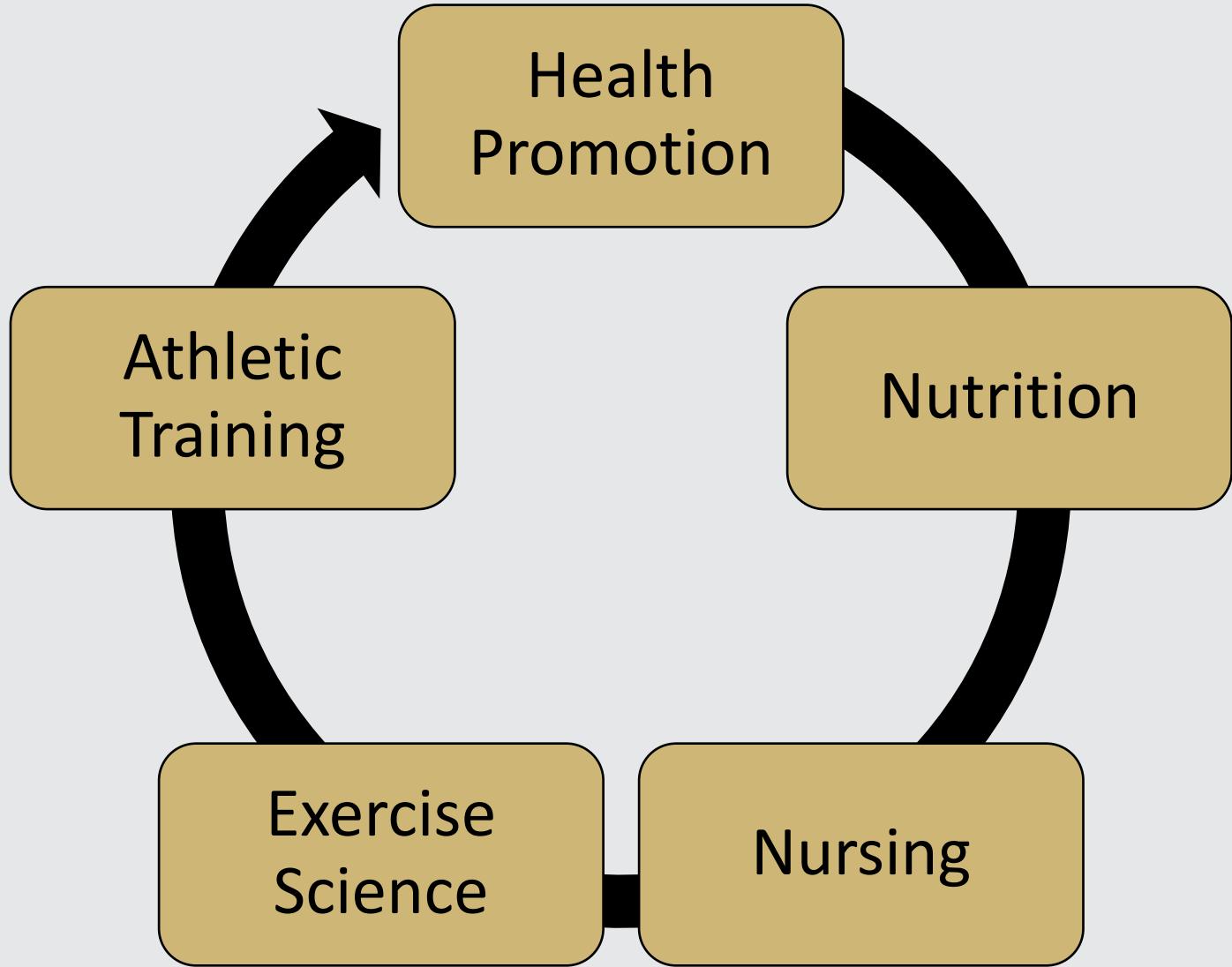
KEYWORDS

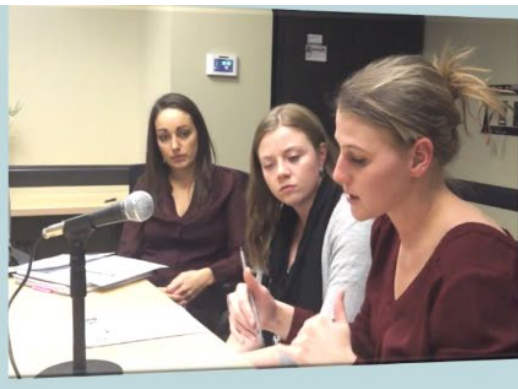
Behavior change; chronic disease; curriculum; IPE; interprofessional; non-acute care

OUR GOAL: EDUCATE THE **FUTURE** WORKFORCE



YOUR GOAL: IS TO BE THE **FUTURE** WORKFORCE





UCCS

HealthCircle
Center for Active Living

UNIVERSITY OF COLORADO
COLORADO SPRINGS



UCCS

Helen and Arthur E. Johnson
Beth-El College of
Nursing and Health Sciences

UNIVERSITY OF COLORADO COLORADO SPRINGS