Ethics: A Catalyst for Interprofessional Education & Teamwork

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)
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

<table>
<thead>
<tr>
<th>Discipline</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Promotion</td>
<td>5</td>
</tr>
<tr>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Community Health Nursing</td>
<td>3</td>
</tr>
</tbody>
</table>

Evaluation Measures:

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

Identify the dilemma

Apply Literature

DEFP

IPEC

RIDM

UCCS Helen and Arthur E. Johnson Beth El College of Nursing and Health Sciences UNIVERSITY OF COLORADO COLORADO SPRINGS
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

Values & Ethics

Mutual Respect

Shared Decision Making

Collaborative Practice

Improved Outcomes

Viability, Accountability, Integrity, Trust, Transparency, Fairness, Rule of Law


• Kellar-Guenther, Y. (2016393-04). *IN THE LITERATURE workplace wellness programs and accessibility for all*


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.
OUR GOAL: EDUCATE THE FUTURE WORKFORCE

YOUR GOAL: IS TO BE THE FUTURE WORKFORCE