



# SAINT LOUIS UNIVERSITY

## Critical Reflection: A Transformative Method Used in an IPE Applied Decision Making Course

Rebecca Banks, ASCW  
Irma Ruebling, P.T., M.A.  
Collaborating Across Borders IV  
Vancouver, BC  
June 12, 2013



# Team Contributors

Katie Eliot, Assistant **Professor** – Nutrition & Dietetics

Verna Ferguson, Associate Professor – Nursing

Tim Howell, Assistant Professor – Athletic Training

Kathleen Kienstra, Associate Professor – Radiation Therapy

Karen Moore, Assistant Professor – Nursing

Chris Sebelski – Assistant Professor – Physical Therapy

Darina Sargeant – Professor – Physical Therapy



*This project was supported in part by a grant  
from Arthur Vining Davis Foundations.*

# Objectives

After attending this session, the learner will:

1. Explain the model used in an IPE course to help students analyze and reflect on complex patient situations.
2. Describe the significance of IP collaboration regarding complex patient/family situations.
3. Describe the value of critical reflection in the decision making process.

# Background



# IPE-Saint Louis University

- Began in 2006
- Cohort of students entering as freshmen
  - School of Nursing (SON)
  - Doisy College of Health Sciences (DCHS) - Athletic Training, Clinical Lab Science, Nuclear Medicine Technology, MRI, Dietetics, Occupational Therapy, Physical Therapy, Radiation Therapy
  - Pre-medical students
- Longitudinal, integrated curriculum across the baccalaureate level degree programs
- Minor in Interprofessional Practice – Elective 16 credits
- Concentration In Interprofessional Practice – Required 9 credits



# SLU-IPE Goal

- The purpose of Interprofessional Education is to prepare students with knowledge, attitudes and skills of interprofessional practice which lead to:
  - Interprofessional patient/client-centered care
  - Optimal individual patient health outcomes
  - Improvements in community level (population) health
  - Effective and efficient delivery of health care services
  - Advocacy for improvement of health and health services

# SLU-IPE Courses

- \*Introduction to IP Health Care – 1 credit
- \*Health Care System and Health Promotion – 3 credits
- \*Applied Decision-Making and IP Practice – 3 credits
- \*Integrated IP Community Practicum Experience – 2 credits
- Health Care Ethics – 3 credits
- IP Health Outcomes Research – 2 credits
- Integrated IP Clinical Practicum Experience – 2 credits

\*Required for concentration in IP Practice





# “Collaborative Practice-Ready” Workforce

- “Interprofessional education is a necessary step in preparing a ‘collaborative practice-ready’ health workforce that is better prepared to respond to local health needs.”
- “A collaborative practice-ready health worker is someone who has learned how to work in an interprofessional team and is competent to do so.”
- “After almost 50 years of enquiry, the world Health Organization and its partners acknowledge that there is sufficient evidence to indicate that effective interprofessional education enables effective collaborative practice.”

World Health Organization (2010). Framework for Action on Interprofessional Education and Collaborative Care, Geneva, World Health Organization



# Lancet Commission Vision

- “All health professionals in all countries should be educated to mobilize knowledge and to engage in critical reasoning and ethical conduct so that they are competent to participate in patient and population-centered health systems as members of locally responsive and globally connected teams. “
- Guided by 2 proposed outcomes:
  - Transformative learning
  - Interdependence

Frenk J, et al. Health professionals for a new century: transforming education to strengthen health systems in an interdependent world. 376, Dec 4, 2010, 1923-1958



# Proposed Outcome

1. Transformative Learning: “...its purpose is to produce enlightened change agents” (Frenk, 2010)

Occurs when individuals assess assumptions, beliefs or values and determine changes in understanding of self, beliefs, and values. (Mezirow 1997)

Mezirow, J. (1997). Transformative Learning: Theory to Practice. *New Directions for Adult and Continuing Education*, 74, 5–12.



# Proposed Outcome

2. Interdependence: “...ways in which various components interact with each other, without presupposing that they are equal;” (Frenk 2010)

Mutual dependence rather than autonomy – arises out of common desire to address patient’s needs (D’Amour et al 2005)

- D’Amour, D., M. Ferrada-Videla, et al. (2005). "The conceptual basis for interprofessional collaboration: Core concepts and theoretical frameworks." Journal of Interprofessional Care **Supplement 1**: 116-131



# Course & Assignment



# SLU-IPE Framework

- Process outcomes
  - Social interaction – about, from, with
  - Experiential learning – e.g. working collaboratively on case studies
  - Reflective learning – assess for changes in assumptions, values, beliefs
- Content: knowledge, attitudes, skills - **APPLIED**
  - Interprofessional practice – teamwork, working together, roles of professionals
  - Patient-centered care components and ethical principles

# Knowledge, Attitudes, Skills

| Patient-Centered Care                             | Ethical Principles           |
|---|------------------------------|
| Respecting patient's values...                    | Autonomy/respect for persons |
| Coordination of care                              | Beneficence                  |
| Cultural competency                               | Non-maleficence              |
| Fostering self-management                         | Fidelity                     |
| Physical support, alleviation of anxiety and fear | Veracity                     |
| Involvement family & friends                      |                              |
| Continuity/smooth transition of care              |                              |
| Easy access to care                               |                              |



# Course: Applied Decision-Making in Interprofessional Practice

- Course Objectives
  - Demonstrate the tenets of patient-centered care
  - Identify appropriate questions and points of discussion to address with the patient....to effectively assist in providing a patient-centered plan of care
  - Apply a decision making method to arrive at a patient-centered plan of care
  - Relate ethical principles and norms and professional codes of ethics to the tenets of patient centered care
  - Identify the importance of a caring response for IP team members





# An assignment to address course objectives

- **Analysis** of and **reflection** (written) on case studies that reflect the topics covered by lectures and reading assignments and require the application of principles of patient-centered care and ethical principles
- Students utilize a three step decision-making model \*
  - Individual analysis of the case
  - An IP team analysis of the case and a recommended course of action for the team to take
  - An individual critical reflection on the case and the team process

Purtillo and Doherty (2011). *Ethical Dimensions in the Health Professions*, Elsevier-Saunders

Forester-Miller, H., & Davis, T. (1996). *A Practitioner's Guide to Ethical Decision Making*. American Counseling Association.



# Cases for analysis

- 1. Newly diagnosed woman with Huntington's disease
- 2. Two partners in practice and one begins to show signs of impairment but doesn't admit to it
- 3. End-of-life situation of man in hospice care on oxygen and wants to smoke

# The assignment (*continued*)

- Step 1
  - Individual student case analysis (written and submitted prior to step 2)
    - Gather relevant information related to clinical indications, patient preferences, quality of life, and contextual factors, etc. from the case study and relevant academic literature
    - Determine stakeholders
    - Describe the decision-making issue
    - Identify and discuss important values that are present or challenged that should be considered

# The assignment (*continued*)

- Step 2
  - Interprofessional team analysis
    - Students meet in small discussion groups and then are divided into IP teams of 4-5 students
    - Each team
      - Identifies and discusses the options to address the issues presented by the case
      - Recommends action to be taken and justification
      - Discusses how a caring response is demonstrated by the health professionals
      - The team analysis is completed and submitted electronically at the end of the discussion group session

# The assignment (continued)

- Step 3
  - Individual critical reflection on the case and the team approach (written and submitted following step 2) that includes:
    - Level of satisfaction with the team's recommendations
    - Challenging aspects of the case
    - How the case itself and the team collaboration might influence their future professional practice
    - The impact of personal experience on the analysis of the case
    - Strategies that might prevent these types of challenging issues or situations

# Process Outcomes

- Social interaction – IP teams discuss options for patient-centered care approach in cases
- Experiential learning – come to consensus on options that provide a patient-centered caring response
- Reflective learning – assess changes in views about case and consider impact on future actions

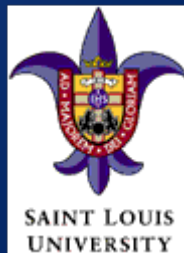
# Transformative Outcomes

- Students' reflections demonstrated that their perceptions of the issues in the case studies changed as a result of collaboration with their teams during the small group discussions
  - Representative comments such as
    - “ This case has changed the way I look at situations like this
    - “Reading [this case] over again and again and talking it out with my team , my opinions shifted a little”
    - “This case changed the way I look at situations like this because I see how one's behavior can affect so many people”

# Quotes from student course evaluations

I believe this course helped me to...

- Understand how important it is to always be in open dialogue with your IP team. Also, I learned about the balance between my own morals, the patient's needs, and respecting others around me.
- Look at all sides to a case and not to assume anything in a case.
- Understand the types of issues and ethical situations that could emerge in my future practice as a PT and how I can work with other health care professionals to address those problems...I'm not left to figure it out all on my own!
- Understand how important it is to communicate effectively with patients, other health care professionals and the families of the patients.





# Conclusion

Social Interaction

Experiential and Reflective Learning

Learning and working together for achievement  
of transformed learning and practice

# Final Word

Alone we can do so little  
Together we can do so much

Helen Keller



# Questions?

Rebecca Banks, ACSW  
Assistant Director of Interprofessional  
Education  
[bandsr@slu.edu](mailto:bandsr@slu.edu)

Irma Ruebling, M.A., P.T.  
Director of Interprofessional Education  
[ruebling@slu.edu](mailto:ruebling@slu.edu)

*Learning Together for Tomorrow's Health Care*

