

Q1. Title of IPE/P Activity

Virtual Clinic: Interprofessional Care of Mrs. Kim

Q2. The IPE/P activity must meet the ALL following criteria met to proceed:

- Involves 2 or more professions
- Provides opportunities to learn about, from and with each other
- Has significant interactivity between participants
- Teaching and/or learning about interprofessional practice and education is intentionally integrated into the activity
- IPE/P activity has learning objectives which are assessed by students as part of the learning activity.

Q3. Brief Description of IPE/P Activity (Include purpose, topic, audience and event agenda)

The purpose of this activity is for students to explore interprofessional collaborative practice and teamwork during a virtual meeting, in order to create a plan of care in a timely way. Individual interviews with a frail elder from a rural area are conducted in a virtual clinic environment. Students practice interviewing Mrs. Kim and reporting their findings to the rest of the team. Then, students from up to six other disciplines (medicine, physical therapy, dietetics, social work, pharmacy and speech/language therapy) participate in the care conference. The NP student facilitates the discussion using the meeting structure and roles that have been introduced/practiced in their course. Virtual Clinic Interview Instructions • Each profession will interview Mrs. Kim and make notes to share with other team members. • Choosing the most appropriate interview questions will result in an answer from the patient. Poorly constructed questions will generate feedback only. • Make notes of what other questions you would ask, physical exam you would do, and some ideas for a plan to discuss with your IPP team. Video Care Conference Instructions Prior to the conference all students have interviewed the patient and reviewed the chart. Agenda: 1. Welcome by faculty, sound and camera check, review norms and roles of meeting, hand raising for questions, sound and camera checks, and use of chat box. (10 minutes) 2. Student facilitator takes over for introductions and choice of meeting role. (5 minutes). 3. Case discussion lead by facilitator: Review of IPP goals/ clarifying questions about the case: (8 minutes) Group discussion (up to 40 minutes) Group planning/prioritizing of the plan (10 minutes) 4. Processing by faculty and evaluation (5 -7 minutes) 4. Wellness (5 minutes)

Q4. List Learning Objectives (at least 3)

- 1. Discuss the value and contributions of the members of an interprofessional team on health outcomes for a frail older adult.
- 2. Practice structured teamwork and collaboration regarding care planning in during a virtual conference.

- 3. Identify cultural differences and challenges in provide and/or receiving care and suggest culturally appropriate solutions
- 4. Prioritize care needs for a frail older adult who is at risk for falling.
- 5.
- 6.

Q5. IPEC Core Competencies Targeted by this IPE Learning Activity (check all that apply)

- Interprofessional Communication: Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.
- Roles and Responsibilities: Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.
- Teams and Teamwork: Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.
- Values/Ethics for Interprofessional Practice: Work with individuals of other professions to maintain a climate of mutual respect and shared values.

Q6. Type of Learning Activity (check all that apply)

- Online
- In-person
- Both online and in-person
- Involves simulation
- At a clinical practice site

Q7. Targeted Student Audience: (check all that apply)

- Athletic Training
- Audiology
- Clinical Laboratory Science
- Speech-Language Pathology
- Occupational Therapy
- Physical Therapy
- Exercise Science
- Counseling
- Nursing
- Nurse Practitioner

- Pharmacy
- Medicine
- Social Work
- Integrative Health
- Public Health
- Mental Health Provider
- Registered Dietitian/Nutritionist
- Radiation Therapist
- Other

Q8. Profession/last name of faculty planning/participating

- Athletic Training
- Audiology
- Clinical Laboratory Science
- Speech-Language Pathology
- Occupational Therapy
- Physical Therapy
- Exercise Science
- Counseling
- Nursing
- Nurse Practitioner
- Pharmacy
- Medicine
- Social Work
- Integrative Health
- Public Health
- Mental Health Provider
- Registered Dietitian/Nutritionist
- Radiation Therapist
- Other

Q9. Level of Student

- Undergraduate
- Graduate
- Both

Q10. Learner Level

- Year 1
- Year 2
- Year 3
- Year 4
- Residency

Q11. Students' Clinical Experience Level (specify profession if mixed)

- None
- Some
- Moderate
- Advanced

Q23. Profession/last name of faculty planning/participating

This question was not displayed to the respondent.

Q12. Attendance or participation requirement (specify profession if mixed):

- Course requirement
- Certificate credit
- Portfolio credit
- Voluntary basis

Q13. Frequency/semester of learning activity (check all that apply)

- Once per semester
- More than once per semester
- Annually
- Fall semester
- Spring semester
- Summer semester
- Over Winter break
- Over Spring break
- Other or Does not apply (explain)

Q14. Values/Ethics Sub-Competencies (check all that apply)

- VE1. Place interests of patients and populations at center of interprofessional health care delivery and population health programs and policies, with the goal of promoting health and health equity across the life span.
- VE2. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care
- VE3. Embrace the cultural diversity and individual differences that characterize patients, populations, and the health team.
- VE4. Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions and the impact these factors can have on health outcomes.
- VE5. Work in cooperation with those who receive care, those who provide care, and others who contribute to or support the delivery of prevention and health services and programs.
- VE6. Develop a trusting relationship with patients, families, and other team members.
- VE7. Demonstrate high standards of ethical conduct and quality of care in contributions to team-based care.
- VE8. Manage ethical dilemmas specific to interprofessional patient/ population centered care situations.
- VE9. Act with honesty and integrity in relationships with patients, families, communities, and other team members.
- VE10. Maintain competence in one's own profession appropriate to scope of practice.

Q15. Interprofessional Communication Sub-competencies: (Check all that apply)

- CC1. Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.
- CC2. Communicate information with patients, families, community members, and health team members in a form that is understandable, avoiding discipline-specific terminology when possible.
- CC3. Express one's knowledge and opinions to team members involved in patient care and population health improvement with confidence, clarity, and respect, working to ensure common understanding of information, treatment, care decisions, and population health programs and policies.
- CC4. Listen actively, and encourage ideas and opinions of other team members.
- CC5. Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.
- CC6. Use respectful language appropriate for a given difficult situation, crucial conversation, or conflict.
- CC7. Recognize how one's uniqueness (experience level, expertise, culture, power, and hierarchy within the health team) contributes to effective communication, conflict resolution, and positive interprofessional working relationships
- CC8. Communicate the importance of teamwork in patient-centered care and population health programs and policies.

Q16. Team and Teamwork Sub-competencies: (Check all that apply)

- TT1. Describe the process of team development and the roles and practices of effective teams.
- TT2. Develop consensus on the ethical principles to guide all aspects of team work.

- TT3. Engage health and other professionals in shared patient-centered and population-focused problem-solving.
- TT4. Integrate the knowledge and experience of health and other professions to inform health and care decisions, while respecting patient and community values and priorities/preferences for care.
- TT5. Apply leadership practices that support collaborative practice and team effectiveness.
- TT6. Engage self and others to constructively manage disagreements about values, roles, goals, and actions that arise among health and other professionals and with patients, families, and community members.
- TT7. Share accountability with other professions, patients, and communities for outcomes relevant to prevention and health care.
- TT8. Reflect on individual and team performance for individual, as well as team, performance improvement.
- TT9. Use process improvement to increase effectiveness of interprofessional teamwork and team-based services, programs, and policies.
- TT10. Use available evidence to inform effective teamwork and team-based practices.
- TT11. Perform effectively on teams and in different team roles in a variety of settings.

Q17. Roles/Responsibilities Sub-competencies: (check all that apply)

- RR1. Communicate one's roles and responsibilities clearly to patients, families, community members, and other professionals.
- RR2. Recognize one's limitations in skills, knowledge, and abilities.
- RR3. Engage diverse professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific health and healthcare needs of patients and populations.
- RR4. Explain the roles and responsibilities of other providers and how the team works together to provide care, promote health, and prevent disease.
- RR5. Use the full scope of knowledge, skills, and abilities of professionals from health and other fields to provide care that is safe, timely, efficient, effective, and equitable.
- RR6. Communicate with team members to clarify each member's responsibility in executing components of a treatment plan or public health intervention.
- RR7. Forge interdependent relationships with other professions within and outside of the health system to improve care and advance learning.
- RR8. Engage in continuous professional and interprofessional development to enhance team performance and collaboration.
- RR9. Use unique and complementary abilities of all members of the team to optimize health and patient care.
- RR10. Describe how professionals in health and other fields can collaborate and integrate clinical care and public health interventions to optimize population health.

Q18. Type of Assessment of Activity/Student Learning (Check all that apply)

- Attitudinal and/or perceptions survey
- Knowledge assessment
- Self-efficacy or confidence scaling

Activity evaluation (logistics, sign-up, technology)

Q19. Is evaluation planned from the following groups? (Check all that apply)

- From faculty/facilitators
- From planning committee
- From students

Q20. Funding Source

- Departmental
- College
- University
- Grant (name)

Q21. Organizer/Contact Person (Name, credentials, phone, email)

Mary Val Palumbo DNP, APRN, GNP-BC mary.palumbo@med.uvm.edu

Location Data

Location: [\(44.5068, -73.0884\)](#)

Source: GeoIP Estimation

