**Introduction to the Interprofessional**

**Film and Book Experience**

One of the most challenging and gratifying aspects of your career as a health professional or health scientist is the great panorama of individual lives and families that you will touch. Your work will serve and impact individuals and families who are living lives so different from yours that you may find it unfamiliar and perhaps even disconcerting when you and your team plan and provide care or new research initiatives. You won’t be able to save every patient or make all families whole again or change the life circumstances of all those served by your work, but understanding and empathy will help carry you, your team, and your patients through difficult experiences.

Movies, documentaries, and books can draw us into lives that we ourselves cannot totally and authentically experience. When appropriate, this series may include opportunities to explore face-to-face with patients and family members in the Patient and Family-Centered Advisor program the challenges they have faced and the importance of the interactions and relationships with the team that provides care and support.

*One caveat:* Remember that you are also working side-by-side with other professionals and students who have had and are living lives almost as varied as lives of the patients you serve. And often you will not know.

**Before beginning this activity, please introduce yourself to your team. Share your name, the College and program (if applicable) you represent, and where you are from. Record this information for each of your team members as they share.**

**Name: College: Program: I’m from:**

Ex: Jamie Smith Graduate School PhD Physiology Stuttgart, AR

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**Triple Aim Interprofessional Education Exposure Phase - Bridge Activity**

**The Doctor**

**2015-2016**

**Assignment (4 parts):**

* Watch: “The Doctor” – Touchstone Pictures
* Quizzes – Pre-assessment prior to viewing, Post-assessment after group discussion
* “Look for it, Listen for it” questions and group discussion
* Reflection – Write a reflection upon completion of the group discussion and submit in Blackboard course - IPE 0002 Exposure Phase Bridge Activity within 7 days.

**Learning objectives for Key Topics:**

1. Define the four domains of Interprofessional Education and Interprofessional Collaborative Practice.
2. List the three components of the Triple Aim.
3. Define the four core concepts of Patient- and Family-Centered Care (PFCC).
4. Relate PFCC core concepts to conversations/scenes in The Doctor.
5. Discuss application of PFCC concepts to individual professions.

**Interprofessional Education Collaborative (IPEC) Learning Objectives:**

**LEARNING UNIT Domain 1: Values/Ethics for Interprofessional Practice**

1. Recognize the interests of patients and populations belong at the center of interprofessional health care delivery and health science work.
2. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care and science.
3. Embrace the cultural diversity and individual differences that characterize patients, populations, and members of the healthcare or health science teams.
4. Respect the unique cultures, values, roles/responsibilities, and expertise of other professions.

**LEARNING UNIT Domain 2: Roles and Responsibilities**

1. Communicate one's roles and responsibilities clearly to patients, families, and/or other professionals.
2. Recognize one's limitations in skills, knowledge, and abilities.
3. Engage in continuous professional and interprofessional development to enhance team performance.

**LEARNING UNIT Domain 3: Interprofessional Communication**

1. Listen actively, and encourage ideas and opinions of other team members.
2. Communicate consistently the importance of teamwork in patient-centered and community-focused care and science.

**LEARNING UNIT Domain 4: Teams and Teamwork**

1. Describe the process of team development and the roles and practices of effective teams.
2. Reflect on individual and team performance for individual, as well as team, performance improvement.

# The Doctor

*“Look for it, Listen for it”*

*Write down brief tips to remember for discussion and your written reflection assignment.*

## It is very important that you watch the full movie. The following is a “Look for it, Listen for it” list for you to consider to help you identify key interactions between patients and health care professionals. This activity includes getting out of your health professional skin and into the skin/heart/emotions/mind of the patient and professional team.

**Experience of Patient and Family**

1. How would you describe Jack McKee initially?
2. How does Jack’s illness affect his life?
3. What did Jack want from his health care professionals when he was ill? What do you and your family want from your health care team?
4. During and following his illness and surgery, how does Jack modify the way he cares for his patients?

**Communication**

1. How do Jack and other health care professionals distance themselves from their patients?
	1. How can humor be used as a defense mechanism?

* 1. How can using labels instead of patient names be dismissive?
	2. How can health professionals signal lack of interest, lack of responsiveness, and dismissal of a patient’s question with their body?

1. June tells Jack: “I’m dying, please don’t waste my time.” What lesson does June teach Jack about the truth?

**Professional Roles/Responsibilities**

1. Identify and describe the “team” that you saw at work in this movie. Are there any other team members that you feel were involved behind the scenes, or could have been involved in this team?

1. What roles/responsibilities of your profession did you identify in this film?

**Values/Ethics**

1. Believing that Mr. Richards was harmed by their care, Jack will tell the truth if he is called to testify. How will that work out with the hospital, his fellow physicians, and him?
2. Is getting the job done all that is required?
	1. “Get in, fix it, get out” – describe the similarities between Dr. McKee and his ENT surgeon.

* 1. "Caring's all about time," he tells his residents, when discussing whether work like this ought to engage the emotions. "When you've got 30 seconds before some guy bleeds out, I'd rather cut straight and care less." What does that statement really mean?

1. At the end of the film, Jack puts his students into a “training experiment.” He tells them – “Unless you have experienced being a patient, we cannot fully appreciate what being a patient means.”
	1. What do you think Jack’s plan for his team accomplished?

* 1. What is in the patient experience that cannot be part of this exercise?

1. Jack is committed to rectifying the problems he sees in how patients are not included in their own care and decision making. In what ways do his efforts match our emphasis on Patient and Family-Centered Care?

**Triple Aim Interprofessional Education Exposure Phase - Bridge Activity**

**Reflection Assignment**

To complete your bridge activity, please submit your written reflection within 7 days following participation in the event. Triple Aim activities are designed to support students’ development of Interprofessional Education Collaborative (IPEC) Competency Domains and Triple Aim goals.

Interprofessional Education Collaborative (IPEC) Domains:

1. Values and Ethics,
2. Roles and Responsibilities,
3. Interprofessional Communication,
4. Teams and Teamwork

Triple Aim goals:

1) To improve patient care/patient experience,

2) To improve population health,

3) To decrease cost of care.

**Please complete a 1-2 page written reflection which addresses the questions below. As you prepare your responses, please consider your individual thoughts as well as items addressed within the group discussions.**

1. What was the date/name of the activity you completed?
2. Please list the members of your team during this activity and the college/profession they represent.
3. Describe the “team” that you saw at work during this activity. Are there any other team members that you feel were involved behind the scenes, or could have been involved in this team?
4. What did you learn about your profession? What did you learn about another profession?
5. What aspect(s) of the Triple Aim was (were) addressed in this activity?
6. How did the interprofessional team improve the Triple Aim goal(s) addressed in this activity? How is this different than what might have been achieved by a single provider?
7. What can you do in the future to impact the Triple Aim in this area?
8. How did this experience enhance your learning/understanding of clinical information? Team skills?
9. What would you suggest to improve this activity?

***If you have questions/issues accessing the Blackboard IPE 002 Exposure Phase Bridge Activity course or uploading your reflection, please contact Ms. Kathy Boyle at*** ***kmboyle@uams.edu******.***

**The Doctor**

**Pre-Assessment**

*Before watching the documentary, please circle the best answer (True, False, or letter of the correct response(s)) for the following questions.*

1. Which is not considered a core concept of patient- and family-centered care?
	1. Dignity and respect
	2. Information sharing
	3. Participation
	4. Patient and family counseling
	5. Collaboration
2. True or False: Withholding test results is acceptable if they may negatively impact a patient or family.
3. At the beginning of the movie, Dr. McKee performs a surgery and then asks what the patient’s name is. This violates which concept(s) of PFCC?
	1. Dignity and respect
	2. Information sharing
	3. Participation
	4. Patient and family counseling
	5. Collaboration
4. Dr. McKee discusses a heart transplant with a patient in front of the patient’s family. Which concept(s) of PFCC do you think he demonstrated? *Circle all that apply.*
	1. Dignity and respect
	2. Information sharing
	3. Participation
	4. Patient and family counseling
	5. Collaboration
5. True or False: Dr. McKee had a fairly easy transition from being a physician to being a patient due to his familiarity with the hospital in which he worked.

**The Doctor**

**Post-Assessment**

*After watching the documentary and participating in the group discussion, please circle the best answer (True, False, or letter of the correct response(s)) for the following questions.*

1. Which is not considered a core concept of patient- and family-centered care?
	1. Dignity and respect
	2. Information sharing
	3. Participation
	4. Patient and family counseling
	5. Collaboration
2. True or False: Withholding test results is acceptable if they may negatively impact a patient or family.
3. At the beginning of the movie, Dr. McKee performs a surgery and then asks what the patient’s name is. This violates which concept(s) of PFCC?
	1. Dignity and respect
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4. Dr. McKee discusses a heart transplant with a patient in front of the patient’s family. Which concept(s) of PFCC do you think he demonstrated? *Circle all that apply.*
	1. Dignity and respect
	2. Information sharing
	3. Participation
	4. Patient and family counseling
	5. Collaboration
5. True or False: Dr. McKee had a fairly easy transition from being a physician to being a patient due to his familiarity with the hospital in which he worked.