

Interprofessional Policy Exercise

Facilitator's Guide

Faculty Preparation

- Each participating faculty selects an existing assignment which will be enhanced by the shared interprofessional policy-related component or can be replaced by it. Individual faculty will decide how the assignment is assessed, its impact on the student's overall grade, and the final product (if any).
- The interprofessional faculty team chooses a policy topic based on an issue debated during the Spring legislative session, selects supplementary materials, and chooses a date for a meeting with the interprofessional student team.
- The faculty team creates a Blackboard site so that faculty and students can collectively access and share information. Corey to Manage

Student Preparation

- Three students from each discipline who have self-identified and selected based on their interest and availability during the pre-set meeting time will be granted access to the Blackboard Site.
- Early February: Students will be required to review the following materials that will be posted on the website.
 1. Readings or a youtube video on IPE Professional and ethical standards of each profession (we can each provide a link to respective codes)
 2. IPE competencies
 3. Fiscal and Policy Note of the selected bill (Social Work)
- Students will prepare a brief written summary or outline with their initial thoughts on:
 1. Define the problem
 2. Identify the stakeholders
 3. What does the solution involve?
 4. What roles/responsibilities/ethics guide your decision?

Class Meeting

To be held 2/23/17 from 11:00-2:00. All faculty and students will attend. Lunch will be provided.

- I. Icebreakers: person bingo. (10 minutes) - Law
- II. Move into a circle, with one faculty member as circle keeper, for introductions (15 minutes)
Social Work
 1. Name
 2. Discipline and area of practice
 3. What brought you to your profession
 4. What is the most common misperception of your profession.
- III. Work in professional groups, with each faculty member facilitating discussion in their respective profession. (30 minutes) Each Discipline
 - a. Presentation of student analysis (individual or group)
 - b. Discussion of what input would they want from the other disciplines
 - c. What feedback would they want to provide to other disciplines

- IV. Work in interprofessional groups (45). The faculty members should allow the conversation to be student- driven with faculty checking in and responding to questions. 1 Faculty per group
 - a. The group should come up with a collective presentation guided by original questions.
- V. Debrief (20 minutes) – Nursing
 - i. 2 minute mini-write with the reflection question handout
 - ii. Remainder for sharing informally based on their written reflections
 - iii. We take notes on the conversation for evaluation purposes.

Students will be asked to fill out a brief survey on the class exercise to provide us with feedback at the end of the class. This could include: how much time they spent in preparing, asking them to the extent possible to estimate the time it took to prepare from the interprofessional component; whether the investment was “worth it” whatever that means i.e. in the learning about the issue, in making it more engaging, in learning about someone else’s profession or your own; would you recommend this to others and why/not.