Using the humanities to incorporate reflective practice and collaboration skills into IPE experiences with pre-clinical years health professions students

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Disclosures

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IPE at WesternU

• Begins in pre-clinical years, with learners from nine health professions
  – Required courses span four semesters over two academic years

• Dental Medicine
• Graduate Nursing
• Optometry
• Osteopathic Medicine
  – California
  – Oregon
• Pharmacy
• Physical Therapy
• Physician Assistant
• Podiatric Medicine
• Veterinary Medicine
History of Program

• Began in January, 2010
• Approximately 1,000 learners in CA divided into 94 teams, and 350 learners in OR divided into 35 teams
  – Requires 129 faculty facilitators to lead small team sessions
  – 15 sessions per academic year, occurring on “IPE Wednesday’s”
IPE Core Content

• Delivered through PBL sessions
• Emphasized clinical cases that benefit from collaboration
• Borrowed aspects of the TeamSTEPPS curriculum
Outcomes

• Consistently received qualitative feedback that learners did not understand or appreciate the clinical nature of the IPE skills
  – IPEC 4.6: 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.
  – TeamSTEPPS tend to be clinically, in-patient oriented
Solutions & Opportunities

• IPEC competencies are skill-based, yet we were asking students to learn skills without actually practicing them

• Our solution was to create “Skills Bursts” that emphasized collaboration, but that could be observed and demonstrated in everyday life

  – The Humanities provided the examples and opportunities
Using the Humanities in IPE

• Narrative Medicine
• Reflective Practice
• Personal Narrative
Skills Bursts

• Some TeamSTEPPS specific, some adaptations
  – We often coined them, “Pre-TeamSTEPPS Skills”

• Attentive Listening
• Empathetic Listening
• Perception-Checking
• Challenging Conflict & Misunderstanding
Incorporating Humanities

- We used work that evoked emotions and relatability at a human level, regardless of experience
Humanities

• Painting
  – Wind from the Sea by Andrew Wyeth

• Fiction
  – The Catcher in the Rye by JD Salinger
  – The High Mountains of Portugal by Yann Martel

• Non-Fiction
  – The Empathy Exams by Leslie Jamison
  – The Two Kinds of Decay by Sarah Manguso

• Poetry
  – The Ship Pounding by Donald Hall
Wyeth: Wind from the Sea
Skills Burst Checklist – Attentive Listening

Check any behaviors that you observed:
- Made eye-contact with multiple team members while speaking
- Maintained open posture without crossing arms or legs
- Validated emotions in a supportive non-judgmental way
- Asked questions and clarified assumptions
- Interrupted
- Appeared distracted
Skill Burst – Empathetic Listening

Check any behaviors that you observed:

- Displayed empathetic perspective-taking
- Expressed empathetic “feeling-with”
- Expressed a desire to help or take action
- Showed engagement non-verbally
- Seemed unfeeling
- Gave unsolicited advice
Skills Burst – Perception-checking

Check any behaviors that you observed:

- Used the check-back technique to verify information
- Drew conclusions without verifying accuracy of information
- Listened intently and asked questions for clarification when necessary
- Considered other possible interpretations
- Interpreted a mood from an email or text without checking the other’s intent
Skills Burst: Challenging Conflict and Misunderstanding

Check any behaviors that you observed:

- Used the “two-challenge rule” when you had a concern that was ignored by another
- Used blame when a situation had a bad, or less than optimal, outcome
- Listened intently when someone challenged your perceptions
- Ignored another’s concerns
- Used “CUS” words to express a concern to another
Results

• Qualitative data from students:
  – “Looking first at a painting and then at a clinical image made me see the clinical image differently. I noticed details I don’t think I would have seen before.”
  – “Analyzing the interaction of two characters in a novel showed me how easily misunderstandings can occur in everyday life. When I am in practice I will be certain to make sure that I understand, and am understood.”
Student Research

• Two health professional students designed student research incorporating focus groups
• Analyzed the incorporation of Narrative Medicine in health education
  – Results pending!
Results

• Qualitative data from Faculty:
  – “Please put a painting in every session! I was amazed at how it drove the students to appreciate how they each see things differently, even when looking at the same image!”
  – “Art really doesn’t belong in medical education. What were you thinking?”
Future

• Expansion, revision of Skills Bursts:
  – Reflective learning/practice
  – Attentive listening
  – Taking accountability
  – Challenging perceptions and perspectives
  – Giving, eliciting, and receiving feedback

• More art, and more humanities!