

FALL IPE 2021
IPE Activity OCTOBER 4, 2021

Facilitator Guide

According to the World Health Organization (WHO), interprofessional education (IPE) is an experience that “occurs when students from two or more professions learn **about, from, and with each other**” ([WHO, 2010](#)). In order to help students successfully do this, it is vital to have faculty members willing to actively engage in the role of **facilitator**. **THANK YOU** for agreeing to take on this important role and to serve as a facilitator today for this important event. Below you will find an overview of the activities and timeline for the day.

Please note that this Facilitator's Guide gives you step-by-step instructions on the IPE event. All the information available to students, as well as a special Facilitator's Only page may be found on the [IPE Google Site](#).

For a successful IPE facilitating experience, it is recommended that you do the following at least 24 hours before the event:

1. To avoid any technical issues, please **make sure you have installed the latest version of ZOOM**. <https://support.zoom.us/hc/en-us/articles/201362233-Upgrade-update-to-the-latest-version>
2. **Check your team's GOOGLE doc and verify that each student completed the pre-work assignment.** (Your assigned Team Number can be found in the [IPE Spreadsheet](#)). Access to your assigned group's Team Google Doc can also be found here.
 - a. During this IPE session, there will be student participants from the following healthcare professional programs:
 - i. Medical-UPike (KYCOM)
 - ii. Optometry-UPike (KYCO)
 - iii. Social Work-UPike
 - iv. Nursing-UPike
 - v. Pharmacy-ACP

Note that some of these students will know each other after having worked in previous IPE events together.

Please note: Today's IPE is structured around a topic that can be of a sensitive nature. This IPE meeting and your IPE Group meeting should be SAFE SPACES where topics may be discussed freely and openly in a civil manner free from judgement or bias.

The goal of this IPE is to offer guidance on how to engage patients in dialogue about sensitive health issues. This is NOT a disease focused IPE but rather is focused on body diversity sensitivity and health/weight conversations.

PRE-WORK ASSIGNMENTS: Student teams were given **pre-work assignments** to complete, including adding some documentation to their TEAM GOOGLE DOCS prior to the day of the event.

- Students were given several videos to review as well as a quiz to take.

- They were asked to “Be prepared to discuss with your team and facilitator” so **feel free to ask them about this**. There are a number of **discussion prompts** that you may use that are located on the **Pre-Work Tab** of the Google Site.
- I highly recommend that, as a facilitator, you also take the time to review the Pre-Work videos and take the IAT test so that you may be better prepared to discuss the assignments with the students.
- Pre-Work Assignments may be accessed on the Google Site (https://sites.google.com/d/1bUivoiaKaukELjjKe7X5PnMYCTkZZPI-/p/1jOV_alE3oNeKkHmV7EGS13DOjQLHts-/edit) or at the bottom of this document.

ICE BREAKER ACTIVITY:

- Students were asked to share one or more of the following:
 - What’s your catchphrase?
 - **What’s the best piece of advice you’ve ever received?**
 - What’s your nickname?

Please take the time to also add some fun info about yourself in this icebreaker activity in the Team Google sheet and prepare to discuss during the Introductions.

- **The deadline for students to complete their Pre-Work in their Team Google Doc is 9am the day before IPE (10/3/21).** Take note of any students who did not contribute to their Team Google Doc in a timely manner. If students did not do the pre-work in a timely fashion, you may wish to reflect this in the professionalism section of the Individual Student Assessment rubric. If they have not contributed to GOOGLE doc, they cannot possibly achieve a “perfect” rubric score for the Professionalism/Responsibility Competency.

Day of the Event:

You are encouraged to **arrive about 15 minutes early to your ZOOM room**, just as you would if meeting in person, to have some informal introductions and brief conversations like you would in “real life.” Make sure that your Zoom profile includes your name, your professional program and your Team Number so that others may be able to identify you. Ex. Dr. Happy Gilmore-Pharmacy. Feel free to add FAC or Facilitator as well. Instructions:

<https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your-profile>

To avoid any technical issues and to ensure that you are promptly placed into your team breakout rooms, please **make sure you have installed the latest version of ZOOM!!!**

<https://support.zoom.us/hc/en-us/articles/201362233-Upgrade-update-to-the-latest-version>

Zoom Links are located [HERE](#).

Please refer to the IPE Google Site for complete information. Click [HERE](#).

TIMELINE FOR THE DAY:

Part	Activity	Timeline for AM session	Timeline for PM session
A	Introduction to Event: All participants meet in Large Zoom Meeting Room	9:00-9:15	1:00-1:15
B	Break out into Group Zoom Rooms: -Introductions -Get to know your team -Discuss Pre-Work #2	9:15-9:45	1:15-1:45
C	Facilitator(s) will show " Blame, Shame, Lack of Support " video	9:45-10:00	1:45-2:00
D	Team discussion of video (led by Team Leader)	10:00-10:25	2:00-2:25
E	Team discussion of Patient Cases	10:25-11:15	2:25-3:15
F	Return to Large Zoom Meeting Room for large group discussion with Guest Speaker and Facilitators.	11:15-12:00	3:15-4:00
G	Complete Evaluations	12:00 until completed Due by 9:00 a.m. tomorrow (10/5)	4:00 until completed Due by 9:00 a.m. tomorrow (10/5)

Day of Event

9:00-9:15 AM Session OR 1:00-1:15 PM Session

A. Introduction to Event in Large Zoom Meeting Room

- During this time all participants and **facilitators** will meet in the main large room to take care of housekeeping items and have a brief overview of how the day will proceed.

9:15-9:45 AM Session OR 1:15-1:45 PM Session

B. Breakout into Small Team Zoom Rooms

- Students and facilitators will be automatically moved into their respective Breakout Rooms.
- First, ensure that all students assigned to your group are present. Have everyone introduce themselves and what college they represent.**
- As a Facilitator: YOU set the stage for students:**
Remind everyone: This is a safe space to ask questions and learn from each other. Everyone's contributions are valuable. Every team member should participate. Students and facilitators will treat each other with respect. All team members are engaged and "present" in the activity (Cameras on).
- These things seem obvious and should be understood; nonetheless, hearing them stated out loud helps to put all the students at greater ease. Simulation with people they don't know, in an unfamiliar environment, can be anxiety-provoking for some.*
- Give a brief explanation of how the day will go and answer any questions your students may have.
- Brief Introductions** – If you haven't gone "around the room" for introductions do that now. This is when you can allow students to discuss their "icebreaker" comments from the Google

doc. Have fun participating in this activity with your student team and make sure you introduce yourself as well.

- o This is also a time that students can discuss what they learned in their PRE-WORK. Feel free to use any of the suggested discussion prompts.
- **Selecting Team Leaders**
 - o Students should have noted in their Team Google Doc (Pre-Work #2) which leadership roles they were willing or interested in taking on. It will be up to the group to decide who will take on these roles. Allow your student group the autonomy to decide together who will take on these roles.
 - Encourage students to **appoint 2 co-leaders** from different professions. The role of the co-leaders is to keep the group on track, facilitate discussion prompts and ask each other “HOW” and “WHY” questions to deepen the level of the encounter/discussion for all student participants as well as dig deeper into understanding the various professions.
 - The group should also appoint a **time-keeper**. The time-keeper will make certain that each profession does not take more than the time allotted. This person must be **empowered to speak up and redirect** the activity when time is up.
 - **Students should select 1 or 2 scribes** to add all team documentation to the team’s shared google doc.
 - **Students should select a Technology Coordinator** to help teammates troubleshoot any tech issues that might arise.

9:45-10:00 AM Session OR 1:45-2:00 PM Session

C. Show "Blame, Shame, Lack of Support" video

- Facilitators should share their screens and show this 14 minute video to the Team. You may also opt to ask their **Technology Coordinator** to show the video.
 - o Video Link: https://www.youtube.com/watch?v=LVX4_s5IP3g

10:00-10:25 AM Session OR 2:00-2:25 PM Session

D. Discussion of Video

- Team Leader #1 will be asked to lead the team in discussion of the video, using the Discussion prompts listed below and on the IPE Google Site. The Team Scribe will make notes on the Team Google Doc. The Team Timekeeper will ensure that the team stays on track and on time. The Team Technology Coordinator will troubleshoot any tech issues if they arise.
- Explain to your student team that they are going to begin to work together, interprofessionally as a team and that you are going to turn your camera and mic off.
 - o Let the team know that you will still be available if they need help or have a question. If so, they should message you in the CHAT box.
 - o **Remember:**
Your role as a Facilitator IS to observe and lead a debrief at the end.

Your role as a Facilitator IS NOT to teach.

- **As a facilitator**, we suggest that at this point you **turn your webcam and microphone OFF and observe only**. Let the students run their session and practice communicating with each other.
- *Facilitators, please NOTE:* even though there should be a **time-keeper** appointed, please moderate the session, if needed, to be sure that no one person or profession dominates the time/activity, so that everyone has a chance to demonstrate their profession's role/skills/knowledge. Sometimes the time-keepers are hesitant to "cut students off." But this really does need to be done in order to keep the group on track, so everyone has some time with the patient.
- As you observe the student's interactions, you may want to make some notes of your observations as they pertain to specific participants.
 - This may help simplify your process when it is time to do the **Individual Student Assessments** that you will fill out on each student in your team.
 - Feedback from these assessments will be shared with students after the event so that they can be made aware of areas of improvement with regard to their Interprofessional skills.
 - Click [HERE](#) for a copy of the assessment.
- **Team leader #1** will lead Team Discussion of the video using prompts.
- **Team scribe** will document specified answers in the Team Google Doc
 - **Discussion Prompts**
 - What stood out for you the most in the play?
 - Identify a moment, a phrase, or an interaction that was particularly impactful, and can you describe why?
 - Reflect on the communication that you witnessed between the patient and the provider.
 - Did you witness any occurrences of bias between the patient and the provider?
 - How useful do you believe this exercise will be to your future practice as a health professional?
 - Identify 3 things that could have happened differently in the play to result in a more positive outcome. **TEAM SCRIBE will document the answers to #6 in the TEAM GOOGLE DOC .**

10:25-11:15 AM Session OR 2:25-3:15 PM Session

E. Patient Case Discussions

- **Explain to your students that they are once again going to work together, interprofessionally as a team and that you are going to turn your camera and mic off.**
- **Team leader#2** will lead the team (although you may need to pitch in a bit more to help with this one!) in discussion of 5 profession-specific cases. These cases were shared with students ahead of time on the google site so they should be familiar with them.
 - Plan to spend roughly 10 minutes on each case. **Remind the Time Keeper that it is their job to try to keep the team on track timewise.**
 - A representative of each profession should read/review the patient case scenario assigned to their specific profession and discuss how they would address the situation.

- Students are asked to share with the group the important points that they want to be sure to make during their conversation with that specific patient as well as what they would want to avoid.
- The entire team is invited to provide feedback/suggestions concerning their thoughts on the case.
- Team members are also asked to note their PROFESSION SPECIFIC RESPONSE in their Team Google Doc!
- **Remember that this is a safe space to ask questions and learn from each other. Everyone's contributions are valuable. Every team member should participate. Students and facilitators should treat each other with respect.**
- **Please note: Students may use REFERENCES if they so choose. But this IPE is about COMMUNICATION and learning about each other's professions, NOT about right or wrong answers.**
- You may [click here](#) for the Case document or see below.
- If you have extra time remaining in your team meeting, feel free to
 - Turn your camera/mic on.
 - You may use this time to:
 - Allow your students to ask you questions regarding today's topic
 - Clear up any misinformation or misconceptions that might have come up during discussion.
 - Provide personal insight as to how you have handled similar situations in your professional experience.
 - You may choose to take a moment to review the Learning Objectives with the students. You may want to invite students to reflect on if/how their team and/or they as individuals accomplished these learning objectives.* (SEE BELOW)
 - You may want to use language such as:
 - "I noticed..."
 - "Tell me more about..."
 - "How did you feel about..."
 - "What were you thinking when..."
 - You may ask: "How would you apply what you have learned today to future situations?"

11:15-12:00 AM Session OR 3:15-4:00 PM Session

F. Return to Zoom Meeting Room for Large group discussion with Guest Speaker and Facilitators

- You will automatically be returned to the large Zoom Meeting Room for group discussion with Guest Speaker and Facilitators
- Turn your camera on.
- If time allows, feel free to provide personal insight as to how you have handled similar situations in your professional experience.
- Before dismissal students will be reminded to complete the following:
 - a. Student Activity Reflection and Feedback (google form)--link available in student documents and on google site

- b. Post-Survey--Students will receive via email (Survey Monkey)

After the Sessions

There are 2 surveys for facilitators to complete.

1. For Students: [Individual Student Assessment](#) (google form)--click on link!

- Please note that this assessment is ordered such that a **THREE** for each item is the optimal score.
- You will complete 1 of these assessments for **EVERY** student you facilitate

2. Regarding the session: [Facilitator Reflection and Feedback](#) (google form)--click on link!

Complete this survey ONCE at the end of the day after both sessions are finished.

Other Notes for Facilitators

- Should ask open ended questions to help steer learners to specific learning objectives while at the same time stimulating learner reflection.
- Show respect to learners and value their input.
- Should not be overly critical.
- Report observations (both good and those not in compliance with best practice or preset standards).
- Should not start by listing all the errors learners make and ask them point blank **why they made each mistake**.
- Acknowledge the limitations of the simulation.
- Refocus group to scenario **learning objectives** if the group tends to drift away from set objectives.
- **Ask questions** to reveal participants' thinking processes.

Interprofessional Education Objectives *

1. Values/Ethics for Inter-professional Practice: *Work with individuals from other professions to maintain a climate of mutual respect and shared values.*
2. Roles/Responsibilities: *Use the knowledge of one's own role and those of other professions to appropriately assess and address the healthcare needs of the patients and populations served.*
3. Inter-professional Communication: *Communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease.*
4. Teams and Teamwork: *Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient-/population-centered care that is safe, timely, efficient, effective, and equitable.*

Pre-work Assignments

1. Add a **FUN** item about yourself to the *Ice Breaker Activity* column.

-What's your catchphrase?

-What's the best piece of advice you've ever received?

-What's your nickname?

2. Take this "test." <https://implicit.harvard.edu/implicit/takeatest.html>

Instructions: Click "I wish to proceed" at the bottom of the screen, then scroll down to the "Weight IAT" button. Click and proceed.

3. Watch "The End to Fat Shaming Begins Here" Ted Talk (17min)

https://www.ted.com/talks/ali_zentner_the_end_to_fat_shaming_begins_here_feb_2020

Think about the following and be prepared to discuss:

- *How does defining obesity as a disease impact your opinion on those that are obese and how you plan to work with individuals who fall into these categories?*
- *Have you ever experienced fat bias or any other bias? If not personally impacted, if you witnessed someone who has, how did you react?*
- *How can you take the information you have learned in order to advocate for clients who are "overweight" or "obese?"*

4. Watch these 2 videos on Motivational Interviewing (6 minutes total)

A. "MOTIVATIONAL INTERVIEWING - Helpful conversations to discuss health and weight"

<https://youtu.be/Egh2mHhrUTM>

Think about the following and be prepared to discuss:

- *What did you think about the doctor's approach with the patient in the example?*
- *The video prompt said that "words matter". What words can you start using to focus on improving health without using the words "diet" and "exercise"?*
- *When the doctor started to address a conversation about health and weight, he first asked if they "could have a discussion about this." Why was this important in the overall interaction?*

B. "WHAT NOT TO DO – What NOT to do in discussions of health and weight"

<https://youtu.be/-xb3xCqf798>

Think about the following and be prepared to discuss:

- *What are your thoughts on the examples given in the video?*
- *Why would they not be effective?*
- *What would be more effective?*
- *Think about the conversation and change the topic from being overweight to suffering from cancer. Would you address the patient in the same way? Why or why not?*
- *What is "victim blaming" and how was it demonstrated in this video?*

5. Watch "Obesity: The Modern Famine" Ted Talk (13:40)

https://www.ted.com/talks/kathy_campbell_obesity_the_modern_famine?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

Think about the following and be prepared to discuss:

- *What do you think about the statement that "culture drives health?"*

- What role does stress, emotional trauma, economics, and culture play in obesity in the United States?
- What are your health goals? How do you work effectively with clients/patients in setting their health goals, not based on your opinions or biases?
-

PROFESSION SPECIFIC STUDENT CASES

IPE Fall 2021

IPE Participants: We will be working with these cases on the day of our IPE event. Please take the time to become familiar with all of the cases, giving particular attention to the case assigned to your profession.

Medical

Mark is a 34 year old African American man. He weighs 343 lb and is 72 inches tall, giving him a BMI of 46.6 kg/m². He has no chronic health issues and bloodwork is WNL. Mark states that he “was a fat child and has gained weight consistently every year”. He is at his highest weight and has no indication that medication or medical complications contributed to his obesity. His family history is positive for obesity; his father and one sister are also obese. Mark says that he has participated in both commercial and medical weight-loss programs but has regained any weight lost within months of discontinuing the programs. He has seen an RD for weight loss in the past and has also participated in a hospital-based, dietitian-led, group weight-loss program in which he lost some weight but regained it all. He has tried many self-directed diets, but has had no significant weight losses with these. He tells you that he has a new girlfriend who is thin and has been expressing concern about his weight. She has been encouraging him to explore weight loss surgery and he is there to see you for a recommendation for surgical options.

Nursing

You are caring for a 55-year-old woman with a BMI of 31 who has been hospitalized for a severe asthma attack brought on by smoking. She is otherwise healthy and has no other chronic health issues. She reveals that she has been a smoker on and off for the last five years. As you do tobacco cessation education with her, she tells you that she isn’t addicted to cigarettes and only smokes for short periods of time to curb her appetite when she gains weight. She further reveals that she began to gain weight when she became perimenopausal and her husband started commenting on her changing body and suggested that she pick up smoking so that she did not eat so much. She asks you about weight loss surgery, and she asks, “Should I have surgery to shrink my stomach?” “Or, do you think I should keep smoking?” She comments that she really does not want to lose her husband and she feels “bloated most of the time.”

Pharmacy

A new patient comes to the pharmacy and has been prescribed medication for Type 2 diabetes. When the prescription is filled the patient comes to you and asks which OTC weight loss medication would be safe to take with her Metformin because she knows she is fat and that is why she has diabetes.

Social Work

UG - You are a school social worker, and a teacher tells you that 6yo Cindy, who weighs 98 pounds, is too fat and wants to know why you have not called Child Protective Services because clearly this is neglect. How do you respond?

MSW: A 25-year-old female with a history of anorexia comes to see you. She is 25 weeks pregnant and anorexia symptoms have been in remission for a few years before becoming pregnant. She was referred by her doctor for “weight management” for the rest of her pregnancy due to having gestational diabetes and having gained 7 pounds more than is recommended for where she is at in pregnancy. She is crying and says, “I thought only fat people get diabetes. I guess after everything, I am fat.”

Optometry

Your patient is an 8 year old Caucasian male. His grandmother, who is also his guardian, brings him in for an eye exam. She is concerned about his eye health and has not noticed any complaints of blur, headaches, squinting, or an eye or head turn. All of his health history is unremarkable. Your vitals show that he is 4’6”, weighs 98 pounds, and his BP is 117/75. In your exam, you find that he has 20/20 VAs at distance and near in each eye and his cycloplegic refraction is +0.50 ds OD, OS. All his other exam findings are unremarkable, with healthy ocular health findings. You tell your patient and his grandmother about your findings: he does not need glasses, his eyes look healthy, and you will see him back next year unless he notices any blurry vision, headaches, or problems with school work. You ask the patient and his grandmother if they have any questions. Your patient does not have any questions, but his grandmother does. She said she read an article about how there is a condition with swollen optic nerves, and typically these people are obese. She wants to know if you think her grandson is obese. She also wants to know if you can suggest a diet plan for him.

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Part	Activity	Timeline for AM session	Timeline for PM session
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