Course Goals

1. Identify team characteristics and formation.
2. Describe and apply structured team communication processes.
3. Describe roles and responsibilities among the health professions.
4. Describe and apply conflict management, advocacy and assertion techniques.
5. Describe health professional values and ethics.
6. Demonstrate an approach to resolving ethical dilemmas.
7. Define key ethical concepts such as informed consent, privacy and confidentiality, conflicts of interest, and justice and access to care.
8. Apply a system’s approach to analyzing the cause of an error.
9. Recognize opportunities within each health profession to engage patients and improve safety.
10. Demonstrate an approach to improving care quality.
11. Reflect on and contribute to interprofessional team development.
12. Contribute to a culture of safety individually and through system processes.
Interprofessional Education and Development I
Session Learning Objectives

A Process of Ethical Analysis – VE
1. Apply the 8 step method of analyzing clinical cases from an ethical perspective.
2. Define privacy/confidentiality, duty to warn, and professional boundaries.
3. Identify professional codes of ethics.

Informed Consent and Shared Decision Making – VE
1. Recognize the ethical principles/values involved in informed consent, and the ethical and legal exceptions to obtaining it.
2. Identify the relationship between informed consent and shared decision making.
3. Describe decisional capacity and how it impacts informed consent.
4. Describe consent and assent issues for minors.

Introduction to Ethics – VE
1. Describe why ethics is central to health care practice.
2. Describe how ethical values, principles, and theories apply in professional practice.
3. Describe landmark cases leading to the development of modern health care ethics.
4. Identify personal and professional values in an ethical case.
5. Practice justifying ethical decisions based on stakeholder values.

Patient Engagement to Optimize Safety – QS
1. Identify 3 levels of patient engagement to improve safety (individual, system and societal).
2. Recognize the value of vigilance and monitoring by patients, families, and other members of the health care team.
3. Describe ways in which patients and family members can partner with health care professions to prevent harm and improve care at the individual, system and societal level.

Roles, Goals & Expectations – TC
1. Recognize the education, career opportunities and roles of each profession participating in the Interprofessional Education and Development (IPED) course.
2. Explore professional roles and goals for the care of a complex patient.
3. Practice identifying team roles, developing team goals, and establishing means to achieve them.
4. Use “SBAR” as a means to communicate about the interprofessional care of a complex patient.
Situational Monitoring – TC
1. Apply situational monitoring concepts and communication skills in a clinical triage case.
2. Use brief/huddle/debrief processes and feedback to improve team performance.
3. Identify ethical values as they relate to triage clinical care.

Systems Approach to Error – QS
1. Recognize that health professionals are part of systems of care that affect outcomes for patients and families.
2. Differentiate persons versus systems approach to error analysis.
3. Participate in a root cause analysis.
4. Identify and prioritize error prevention recommendations.

Team Development: Cohesiveness and Communication – TC
1. Recognize characteristics of teams.
2. Develop interprofessional team cohesiveness.
3. Practice functioning as a team and using structured communication processes.