IPED2
Interprofessional Education and Development II
Course Goals

Goals

1. Identify team characteristics, formation, and leadership.
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, confidentiality, conflicts of interest, 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 identity formation and interprofessional team development.
12. Contribute to a culture of safety individually and through system processes.
Interprofessional Education and Development II
Session Learning Objectives

**Advocacy & Assertion – TC**
1. Recognize the need to advocate for oneself or patients.
2. Identify how to advocate for patient needs.
3. Use assertive communication methods successfully.
4. Practice assertive statements within healthcare teams.

**CAPSTONE (ALL)**
1. Analyze a medical error, make prevention recommendations and design an improvement plan.
2. Analyze an ethical dilemma using the 8 Step Analysis approach.
3. Demonstrate teamwork and collaboration communication skills and processes.

**Conflict Management – TC**
1. Discuss working styles and those of teammates.
2. Recognize personal and team responses to conflict based on personal styles.
3. Identify and manage conflict for self and team in classroom and clinical scenarios.
4. Practice using DESC communication tool in classroom and clinical conflicts.

**Contributing to a Culture of Safety – SQ**
1. Recognize characteristics of a culture of safety.
2. Identify opportunities to speak up for safety.
3. Recognize that contributing to a culture of safety is an essential part of the daily work of all health professionals.

**Improving Care – SQ**
1. Recognize the value of what individuals and teams can do to improve care.
2. Identify continuous quality improvement as an essential part of the daily work of all health professionals.
3. Design a small test of change for a Plan-Do-Study-Act cycle.
4. Practice aligning the aims, measures and changes involved in improving care.
Interprofessional Team Development – TC
1. Recognize value of feedback, reflection for improvement, and coaching.
2. Review effectiveness of team processes (role assignment and leadership, briefs and debriefs).
3. Develop action plans for improvement over the remainder of the semester based on individual and team-based feedback.
4. Apply reflection on feedback, team processes, and action plans to a case in an interprofessional clinical setting.

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.

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.