

[In these minutes: Interprofessional education and spring ethics course]

ACADEMIC HEALTH CENTER STUDENT CONSULTATIVE COMMITTEE (AHC SCC) MINUTES

WEDNESDAY, APRIL 22, 2009

5:00 - 6:00 p.m.

488 CHILD REHAB CENTER

[These minutes reflect discussion and debate at a meeting of a committee of the University of Minnesota Senate; none of the comments, conclusions, or actions reported in these minutes represent the view of, nor are they binding on the Senate, the Administration, or the Board of Regents.]

PRESENT: Megan Witucki, Chair, (Pharmacy-Twin Cities), Paul Anagale (Medical School-Duluth), Brandon Burk (Pharmacy-Duluth), Robb Garni (Dentistry), Cindy Kasak (Clinical Lab Sciences), Rebecca Klismit (Pharmacy-Twin Cities), Meredith Lukasek (Nursing-Twin Cities), Meghan Mason (Public Health), Karen Myren (Medical School-4th Year), Michelle Rivera (Veterinary Medicine), Julie Ann Schmitz (Public Health), Daniel Stein (Medical School-Twin Cities), Kimberly Weber (Clinical Lab Sciences).

REGRETS: Ganesh Babulal (Occupational Therapy), Jared Bueche (Physical Therapy), Kelsey Scanlon (Nursing-Rochester), Jennifer Landwehr (Medical School-Duluth), Arinze Okere (Pharmacy-Duluth).

GUESTS: Barbara Brandt, Jen Gallus, Gwen Halaas, Jon Heezen, Katie Morris, and Erin Sperling.

1. DISCUSSION OF INTERPROFESSIONAL EDUCATION AND SPRING ETHICS COURSE

Jon Heezen, a student in the Dental School, spoke about his class' experience in this spring's Interprofessional Ethics Course. He said that students were warned that there would be a rocky start to the class since this is the first time it was being taught. His classmates were excited, though to work with Veterinary Medicine students. However, there were several issues with the class:

- Scheduling – moving between the two campuses when schedules are full and meeting times changing almost every week
- Inconsistency in competencies as required by the separate professions
- Feedback – some groups received while others did not depending on the instructor

He said that these issues affected the outlook by the students. An email from a few of the professors stating that they were sorry to be involved in this course did not help. Students agreed that the course is good, but the current set-up undermined the success of the class and changes are needed before it is offered again.

Jen Gallus and Katie Morris, students in the College of Veterinary Medicine, said that the most important issue from this course is that an online course is the wrong way to build interprofessional relationships. Other issues that the students had with the class included:

- Modules just seemed to create busy work and need to be modified
- Concerns were brought forward on February 13, March 25, and April 3 but no changes were made
- Lack of accountability
- Many students are not passing or do not know if they are passing since no grades have been assigned yet
- It was hard to find materials online
- Meetings were held outside the typical 8:00 am-5:00 pm schedule
- Group projects were hard to coordinate
- Online comments were removed with lead to distrust among students

They said that their students suggested that the course be revised to meet in person for two hours every other week with no online component.

Q: Was this course required?

A: Yes.

Q: What comments were erased?

A: There is only one person in the administrative office who can modify the remarks on the website. The only remarks removed were those from the professors who stated that they were sorry to be involved in the course. Administration did not believe that these comments were appropriate for inclusion on the site.

Gwen Halaas, Director of the Center for Interprofessional Education, said that her office helped in the creation of the course. She knows that the challenges were real and problems were anticipated. While the modules might not have been perfect, it was hard to know what to change until the course was complete. Inconsistencies in grading, especially when dealing with groups, are a concern that is being addressed. Clear descriptions were provided to meet the competencies, but some grades could not be assigned until later in the class since one competency is meant to build on others. The professors who promised to pass students without the students actively participating in the course have been removed from the course. This message was conveyed today to the students.

Students enrolled in the course then made the following comments:

- Students were receiving mixed messages from the same person
- Students are still trying to complete this course during the two busiest weeks of the semester
- Conflicting schedules among group members is still an issue
- If comments are erased from the website, then there should be a statement as to why this was done
- Faculty who believe in interprofessional education are the ones who need to be involved in this class
- Some students are so unmotivated that they have almost given up completing the course while others have worked on the

course all semester and still worry about failing

Gwen Halaas then stated that all students are being provided an additional two weeks to complete the class requirements. She said that face-to-face time for meetings was preferred, but it could not be arranged for the class this semester. Faculty have been told to let students know that the next version of the course will be different and that faculty and student feedback will be taken into account.

Barbara Brandt then said that with the health care reforms, the future of funding will be tied to interprofessional education. The professional associations for each discipline are meeting to create a set of common standards across the disciplines. The need for this type of class will not diminish. However, she was sorry for the experience has been students this semester. She noted that student input will be used when the class is redesigned. The principles of academia are that faculty are involved in curricular changes.

Members then made the following comments:

- If face-to-face meetings during the semester cannot be arranged, maybe completing the course in a two to three day block would be possible
- Student frustration rises when the course is required and it affects the GPA
- Make the course elective until it is revised
- Students still value interprofessional education
- This course replaces a different Dental School course that students did not like either

Barbara Brandt then asked the students from the course to summarize the five or six main barriers to the course that they would like to see changed. She wants students to have a positive experience with interprofessional education since these types of courses will be core in each discipline instead of electives or only offered in some disciplines.

With the remaining time, Megan Witucki asked Gwen Halaas to talk about the Center for Interprofessional Education, which she directs.

Gwen Halaas then highlighted some of the other initiatives that her center is involved in:

- Interprofessional team grand rounds – this will involve six sessions per year for practicing professionals, students, and residents to come together for lunch to discuss cases and what makes it hard for the disciplines to work together
- Public Health grant has been received to develop a simulated disaster scenario and disaster response day. The event will be piloted next fall and she would like to have the committee involved in the pilot.
- Social networking will be piloted in the fall – three small groups will be created to work extra or co-curricular on a joint project. The networking will start at the beginning of a student's career and last for a semester or year
- Faculty learning group on antibiotics from across the AHC will be a resource for more interprofessional education
- Teamwork course is currently offered but is out of balance since it is not required for all the disciplines
- Making clinical skills sessions more interprofessional

She said that she would like to return at a fall meeting to talk about the new pilots and discuss the Clarion case competition.

Megan Witucki said that the committee would be willing to help with any initiatives and to provide feedback on new offerings.

2. OTHER BUSINESS

With no other business, Megan Witucki thanked the members for their work this year and adjourned the meeting.

Becky Hippert
University Senate