Roles and Responsibilities of Health Professionals: A Video Introduction

Mercer University Health Science Center Interprofessional Committee
The Mercer University Health Sciences Center was created in 2013 to foster a team approach to the education of healthcare professionals ....

...the missions of the various members of the Health Sciences Center emphasize the need to engage in interprofessional education to encourage communication and collaboration among the professions and to develop mutual understanding of and respect for the contributions of various disciplines.
In 2012 the Dean of the Mercer University Health Sciences Center charged the university IPE committee to develop and implement an interprofessional seminar for all first year health science students by Fall 2013.
Committee Members

- Melissa M. Chesson, PharmD, BCPS
- Cheryl L. Robinson Gaddis, DrPH, MPH, CHES
- Elaine Churchwell Harris, RN, MS, CCRN
- Jill Mattingly, MMSc, PA-C
- Freida Payne, RN, DSN, FNP-BC
- Gina Ryan, PharmD, CDE
- Niamh Tunney, PT, DPT, MS
Seminar Objectives

The participants will
1. **Define** interprofessional education.
2. **Discuss** the roles and scope of practice of other healthcare professionals, both individually and as members of a healthcare team.
3. **Describe** the benefits and challenges involved in participating on an interprofessional healthcare team.
4. **Identify** the ways that interprofessional teams work together to provide access to quality healthcare.
5. **Engage** in interprofessional interactions.
Seminar Logistics

Programs:
• Pharmacy
• Physician Assistant
• Undergraduate Nursing
• Graduate Nursing
• Physical Therapy
• Public Health
Seminar Logistics

- Space - Gymnasium
- Scheduling
- Rental chairs
- No tables
- Making groups
- Seating charts
- Getting faculty facilitators
- Making 550 packets for research
- Collecting program feedback
- Pencils for Scantron
- IRB application
- Informed consent

- Ribbons
- Labeling ribbons
- Grouping material to distribute
- Lighting
- Projectors
- Sound
- Stage set up
- AV equipment
- Team for 1 day to set up and 1 day to take down gym
- Acoustics
- Event planner consulted

Event planner consulted
The program

- Students introduce themselves to one another and discuss the “ice-breaker” questions within groups

Facilitator introduces IPE:
- Importance of IPE and collaboration
- Introduction regarding research and project
- Completion of Informed consent and surveys
The Program

• A video was used to start the interprofessional conversation about roles and responsibilities.
• Displayed on four walls of the gymnasium
Who are You?
The program

• The video
  – An original 13 minute video
  – Six vignettes displaying a “day in the life” of the professional
  – Students decide which profession is being portrayed
  – Each group responds to correct profession as it scrolls on the screen between vignettes
The program

Overview of each profession
- Education
- Certification and Licensure

Fact or Fiction for each profession
- Students indicate which statement is fact or fiction
Public Health Professionals

- **Education:** Individuals may become public health professionals by obtaining a
  - Bachelor’s degree in Public Health (BSPH)
  - Master of Public Health Degree (MPH)
  - Doctor of Public Health (DrPH)
  - Doctor of Philosophy in Public Health (PhD).

- **Certifications:** Public Health Professionals may become Certified in
  - Certified Public Health (CPH)
  - Certified Health Education Specialist (CHES)
  - Certified Diabetes Educator (CDE).
Fact or Fiction?

1. Public health isn’t interested in serving rural, minority or marginalized populations.

2. Public health ranks #9 on the list for hot college majors that lead to jobs.


4. Public health experts consider health from the perspective of entire communities.

5. Public health careers make a lot of money.
<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree (%)</th>
<th>Disagree (%)</th>
<th>Agree (%)</th>
<th>Strongly Agree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This program thoroughly defined interprofessional education.</td>
<td>24 (11.1)</td>
<td>8 (3.7)</td>
<td>54 (25)</td>
<td>130 (60.2)</td>
</tr>
<tr>
<td>This program thoroughly discussed the roles and scope of practice of other healthcare professionals, both individually and as members of a healthcare team.</td>
<td>25 (11.6)</td>
<td>2 (0.9)</td>
<td>62 (28.7)</td>
<td>127 (58.8)</td>
</tr>
<tr>
<td>This program thoroughly described the benefits and challenges involved in participating on an interprofessional healthcare team.</td>
<td>21 (9.7)</td>
<td>42 (19.4)</td>
<td>75 (34.7)</td>
<td>78 (36.1)</td>
</tr>
<tr>
<td>This program thoroughly engaged the participants in interprofessional interactions.</td>
<td>18 (8.3)</td>
<td>41 (19)</td>
<td>76 (35.2)</td>
<td>81 (37.5)</td>
</tr>
<tr>
<td>This program thoroughly increased your ability to understand your profession within an interprofessional context.</td>
<td>24 (11.1)</td>
<td>15 (6.9)</td>
<td>75 (34.7)</td>
<td>102 (47.2)</td>
</tr>
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<td>This program thoroughly provided information that you will use in your professional work.</td>
<td>16 (7.4)</td>
<td>22 (10.2)</td>
<td>84 (38.9)</td>
<td>94 (43.5)</td>
</tr>
<tr>
<td>This program thoroughly provided valuable interaction with students from other professions.</td>
<td>21 (9.7)</td>
<td>20 (9.3)</td>
<td>83 (38.4)</td>
<td>92 (42.6)</td>
</tr>
<tr>
<td>This program thoroughly provided valuable interaction with faculty from other professions.</td>
<td>26 (12)</td>
<td>38 (17.6)</td>
<td>74 (34.3)</td>
<td>78 (36.1)</td>
</tr>
</tbody>
</table>
This program thoroughly defined interprofessional education.

- Strongly Disagree: 11%
- Disagree: 4%
- Agree: 25%
- Strongly Agree: 60%
This program thoroughly discussed the roles and scope of practice of other healthcare professionals, both individually and as members of a healthcare team.

- **Strongly Disagree**: 11%
- **Disagree**: 1%
- **Agree**: 29%
- **Strongly Agree**: 59%
This program thoroughly described the benefits and challenges involved in participating on an interprofessional healthcare team.
This program thoroughly increased your ability to understand your profession within an interprofessional context.
Lessons Learned

Student comments

• Positive

"I have seen two of the people in my group at THE MAC (student cafeteria) and I had lunch with one of them."

“I would like to say that I enjoyed the event and believed it was very informative of the various professions and their responsibilities that our school has to offer.”

• Negative

“I felt other students within our College of Health Professions lacked the knowledge and respect for what Public Health offers in our world today.”
Ongoing and Future Plans

• IPE activities in the Fall and Spring semesters for both upper level and lower level health profession students.

• Methods to encourage more interaction between students in different schools.

• A program for University-wide faculty IPE training at the beginning of the next academic year.

• We hope that this will encourage positive change in the culture within the University and will create heightened awareness among all health professions faculty members.
Video for your viewing:

https://www.youtube.com/watch?v=qPtjfglZ8ac