



Innovating Education for Better Health



May 16, 2022  
Virtual Talking Circle  
Education Innovation in the IPE Setting

# Talking Circle Background



## Talking Circles

Talking Circles or Circle Talks are a foundational approach to First Nations pedagogy-in-action since they provide a model for an educational activity that encourages dialogue, respect, the co-creation of learning content, and social discourse. The nuance of subtle energy created from using this respectful approach to talking with others provides a sense of communion and interconnectedness that is not often present in the common methods of communicating in the classroom. When everyone has their turn to speak, when all voices are heard in a respectful and attentive way, the learning atmosphere becomes a rich source of information, identity, and interaction.



Talking Circles originated with First Nations leaders - the process was used to ensure that all leaders in the tribal council were heard, and that those who were speaking were not interrupted. Usually the Chief would initiate the conversation, with other members responding and sharing their perceptions and opinions of the topic under discussion. The process provides an excellent model for interaction within the learning environment as well. It is also very adaptive to any circle of people who need to discuss topics and make decisions together.



**Community**

Giving Voice



**Practices**

Visioning



**Learning**

Co-creating



**Sitemap**

Navigating



**Circle**

Communing



**Participate**

Join Us!

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# #MedEdPearls August 2021: Returning to Campus with Intention

 Monday, 16 August 2021  [#MedEdPearls](#)  754 Hits  0 Comments





As many of us are preparing to return to work, it is important to consider what that return looks like and how we will approach our work differently post pandemic. A recent article in the [Harvard Business Publishing](#) Education section prompts higher education institutions to consider a four-step framework for implementing best practices resulting from the COVID era.

1. **Identify which new practices should be sustained**--find out from colleagues which practices should be continued. If something did not work, find out why and explore opportunities for improvement.
2. **Reduce the influence of symbols connected to old practices**--just because something has been done in a particular way pre-pandemic, such as large in-person lectures, does not mean it is the best practice to resume. Language, use of space, rules, and work systems can trigger old habits. What symbols around your university facilitate reversion to old practices?
3. **Openly discuss and resolve disagreements and misconceptions about new practices**--provide opportunities for stakeholders to explore assumptions of new practices and ensure a common understanding as well as associated pros and cons.
4. **Turn new practices into habits**--how will you adhere to new practices and avoid falling into old routines? Frequent communication of the benefits of new practices can help sustain change.



# Innovation@MM – 2021: Seven Themes

1. Approaches in education are not learner-centered
2. Assessment and evaluation approaches remain traditional, and are challenged to evolve and iterate
3. Prominent fear of failure & risk-taking
4. Infrastructure does not fully support education innovation (e.g., classroom, instructional technology)
5. **Teams unaware of what others are doing**
6. Lack of diverse and inclusive perspectives in design and decisions
7. Misaligned incentives for bold experimentation

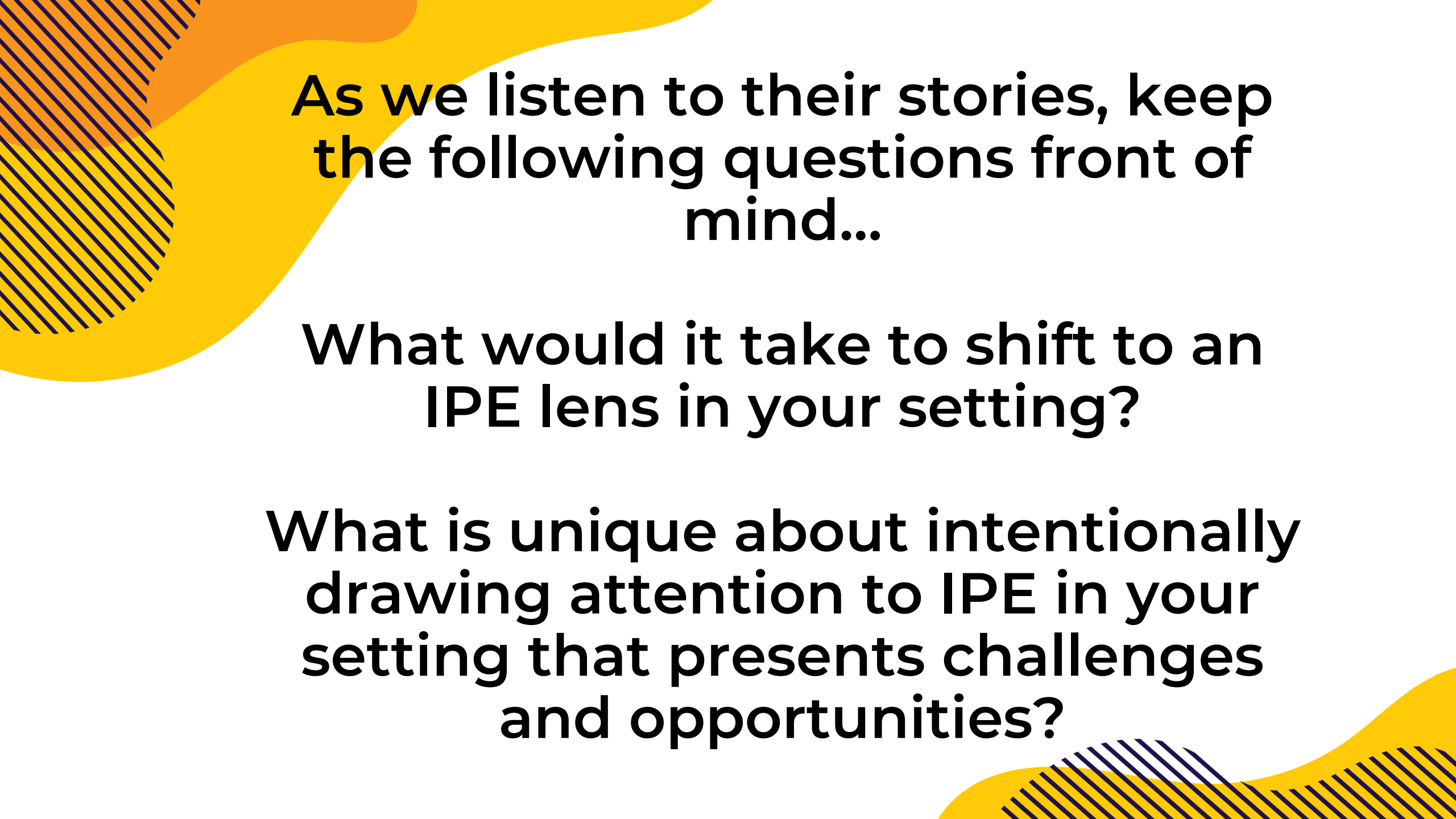
# Education In \_\_\_ Setting... Virtual Talking Circles





**Today, each innovator was asked to..**

**Briefly describe their education innovation.  
What did they learn from their innovation?  
What advice would they give to others?**



**As we listen to their stories, keep  
the following questions front of  
mind...**

**What would it take to shift to an  
IPE lens in your setting?**

**What is unique about intentionally  
drawing attention to IPE in your  
setting that presents challenges  
and opportunities?**





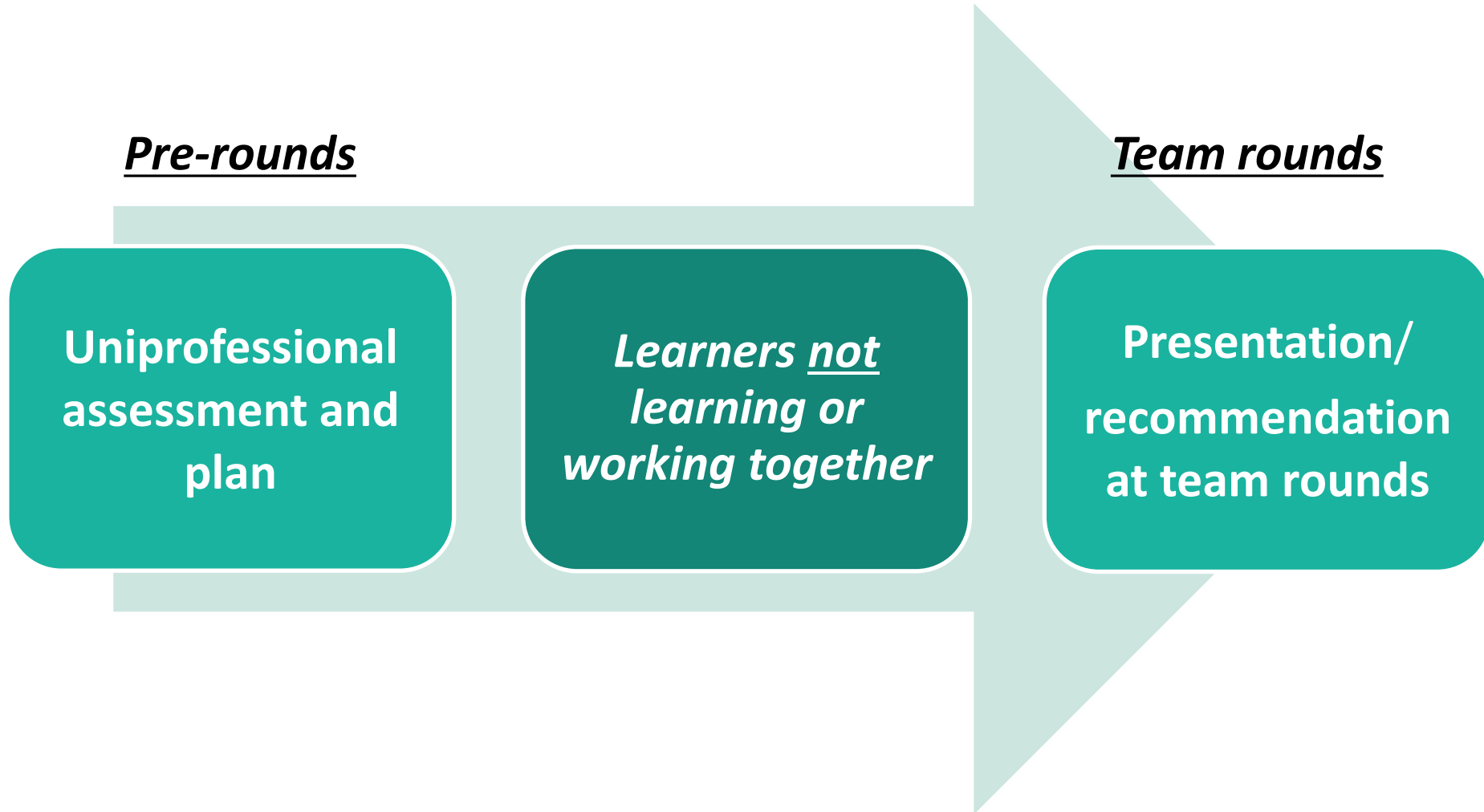
# **Education Innovator: Jamie Park**

**Intentional IPE Pilot: Inpatient Pre-rounds**

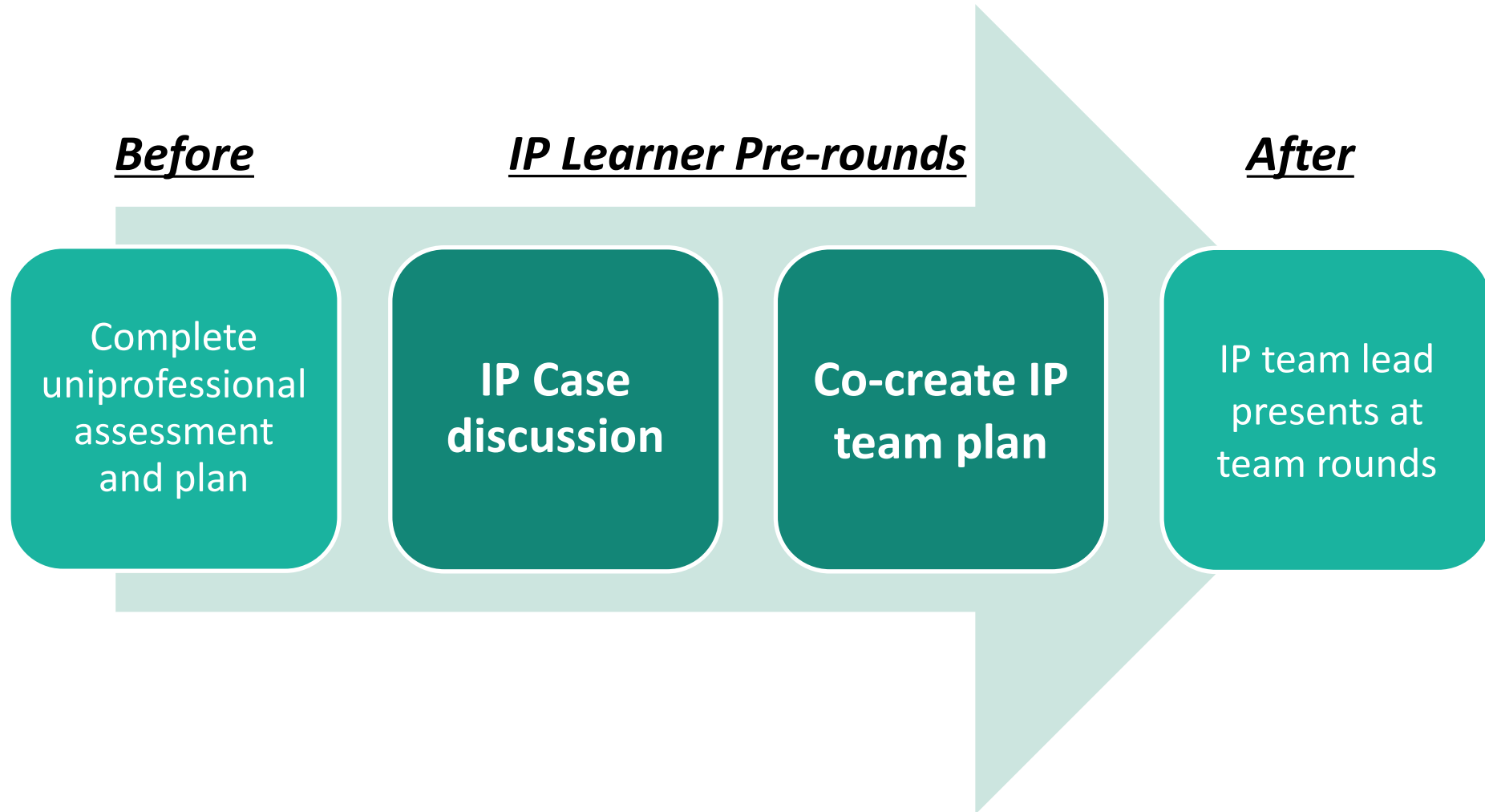
# Enabling Experiential IPE

- Interprofessional practice site
  - ✓ Surgery transplant inpatient service
- Learners from at least two health professions
  - ✓ P4 students
  - ✓ M2 students
- Faculty champion
  - ✓ Pharmacy preceptor on-site
- Intentional IPE activity: Interprofessional Pre-rounds

# Uniprofessional Pre-rounds



# IP Learner Pre-rounds



# Intentional IPE Activity

## Part I Case Discussion

- Preceptor facilitated
- Weekly (1 hr)
- Can be virtual
- Structured IP rounds format
- Feedback

## Part II Pre-rounds

- Students on their own
- Daily before rounds
- In person >> virtual
- Care plan presentation at team rounds

# IP Case Discussion Format

	Team members	Elements
INPUTS	Med student (3 min)	Patient status update by system
	Pharm student (2 min)	Pharmacy update <ul style="list-style-type: none"> <li>• Immunosuppression and other medication recommendations</li> <li>• Patient education plan or complete</li> </ul>
SYNTHESIS	Daily plan (1 min) -Team lead	Synthesize team plan using all inputs <ul style="list-style-type: none"> <li>• Plan for the day</li> <li>• Assign responsibilities as needed</li> <li>• Reach out to others as needed</li> <li><input type="checkbox"/> Physician consult services</li> <li><input type="checkbox"/> Social work</li> <li><input type="checkbox"/> Dietitian</li> <li><input type="checkbox"/> PT/OT/SLP</li> <li><input type="checkbox"/> Discharge planner</li> <li><input type="checkbox"/> Bedside nurse</li> </ul>
	Discharge plan (1 min) -Team lead	<ul style="list-style-type: none"> <li>• Proposed discharge destination and date</li> <li>• Barriers to discharge</li> <li>• Med/equipment need for discharge</li> </ul>
FB	Preceptor (1 min)	<ul style="list-style-type: none"> <li>• The One Minute Preceptor: Reinforce – Correct – Teach</li> </ul>



# **Education Innovator: Rick Barinbaum**

**A pilot study of teaching students interprofessional  
competencies through virtual patient education  
at the University of Michigan  
Student-Run Free Health Clinic**

*SSW 787:*  
Experiential Education Course at the  
U of M Student Run Free Clinic



# Agenda:

- ❑ About SRFC
- ❑ SSW 787
- ❑ Opportunities/Challenges

# Operations

Wednesday: Nursing

Saturday: Medicine

Specialty days

- Psychopharmacology
- Women's Health
- IP Clinic

# On site clinic partners

**Medicine**

**Nursing**

**Social Work**

**Pharmacy**

**Social Services/MACs**

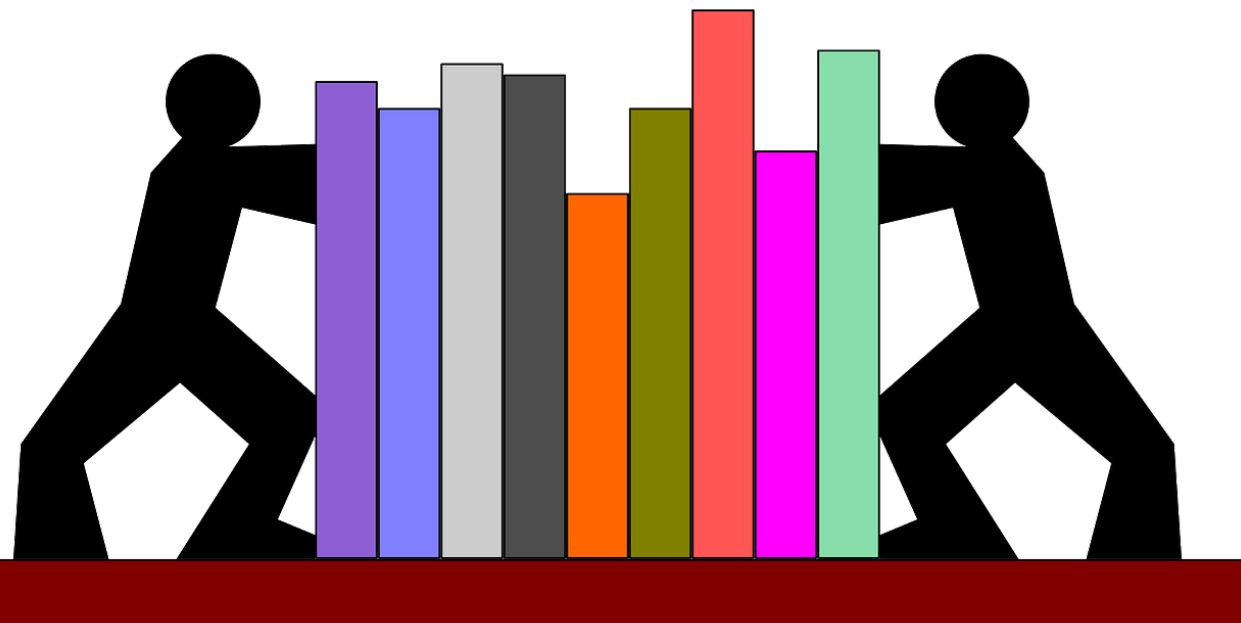


**SCHOOL OF SOCIAL WORK**  
UNIVERSITY OF MICHIGAN

**787: Interprofessional Education Experiential Seminar at the UMSRFC**

# Clinic Flow

# The Huddle/Debrief



Patient  
Encounter

Opportunities,  
Challenges,  
and Gratitude





**For discussion...**

**What would it take to shift to an IPE lens in your setting?**

**What is unique about intentionally drawing attention to IPE in your setting that presents challenges and opportunities?**

# Next Virtual Talking Circle



Monday, June 13, 2022

*12:00-1:00 pm*

**Emerging Results from the Health  
Science Education Innovation  
Vision Task Force**