

**BECOMING A PATIENT
CHANGED ME AS AN
INTERPROFESSIONAL
EDUCATOR!**

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**SABEMOS LO QUE HACEMOS
Y CÓMO LO HACEMOS...**

**ESTO ES SOBRE
EL POR QUÉ**

ABRIL 2015



**MIRA HACIA OTRO LADO SI NO QUIERES
VER DENTRO DE MÍ**

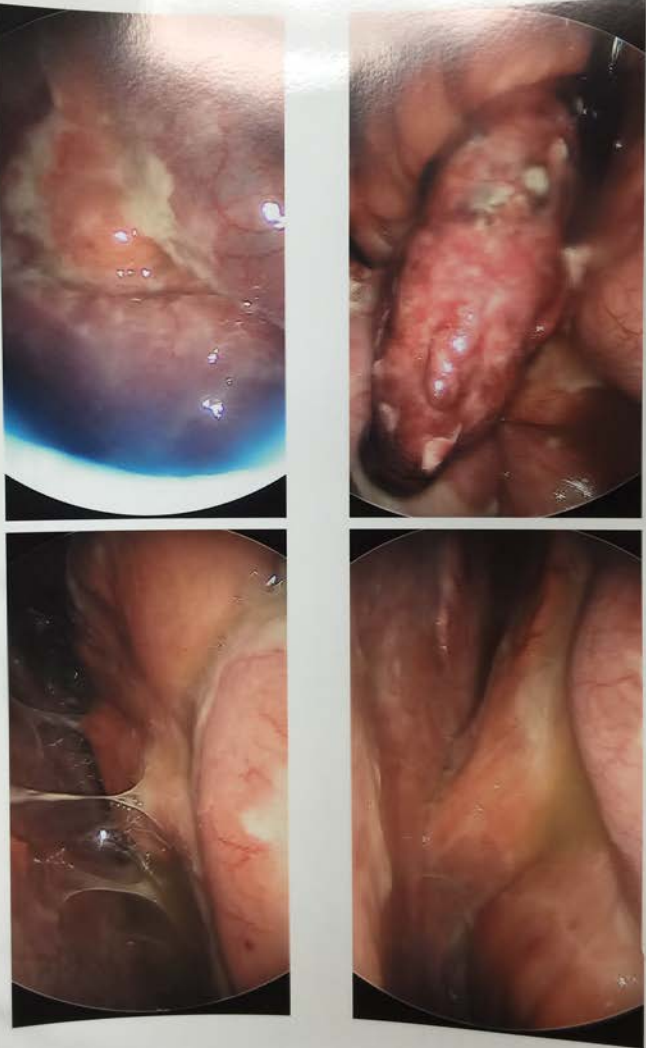
**LOOK AWAY IF YOU DON'T WANT TO SEE
INSIDE OF ME!**

MY CHART

SLYKER

Page: 1

Surgeon:

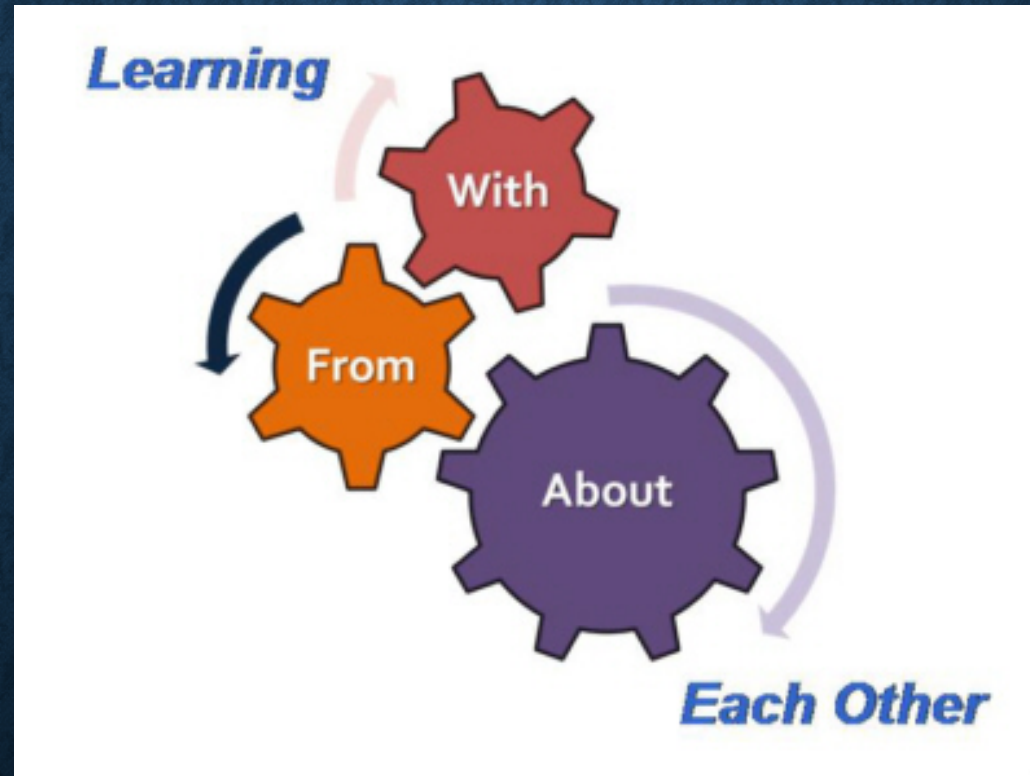


PV 135249840
SHERMAN LAWRENCE M 49 Y
MR 00872158

MY JOURNEY WAS GOOD BECAUSE..

- Two different teams worked together, but independently
- Handovers worked
- Communication was effective
- I lived

INTERPROFESSIONAL/IPE/IPCE VS MULTIDISCIPLINARY (AND OTHER WORD GAMES!)





“It is ironic, indeed, to realise that a football TEAM spends 40 hours per week practicing teamwork for those 2 hours on a Sunday afternoon when their teamwork really counts. Teams in [healthcare] organizations seldom spend 2 hours per year practicing, when their ability to function as a team counts 40 hours per week.”

The Question of Competence: Reconsidering Medical Education in the Twenty-First Century
Edited by Brian D. Hodges and Lorelei Lingard
2012

FAST OR FAR – IT'S YOUR CHOICE



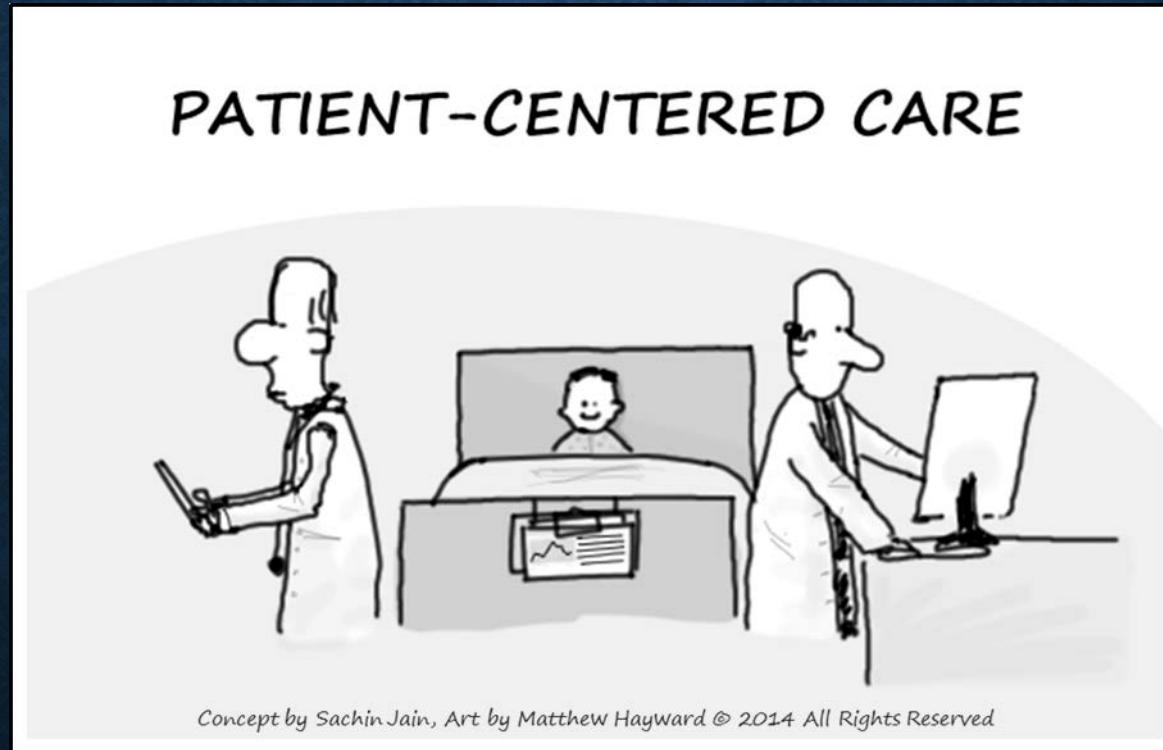
NO ONE CAN DO IT ALONE

When 'i' is
replaced By 'we'

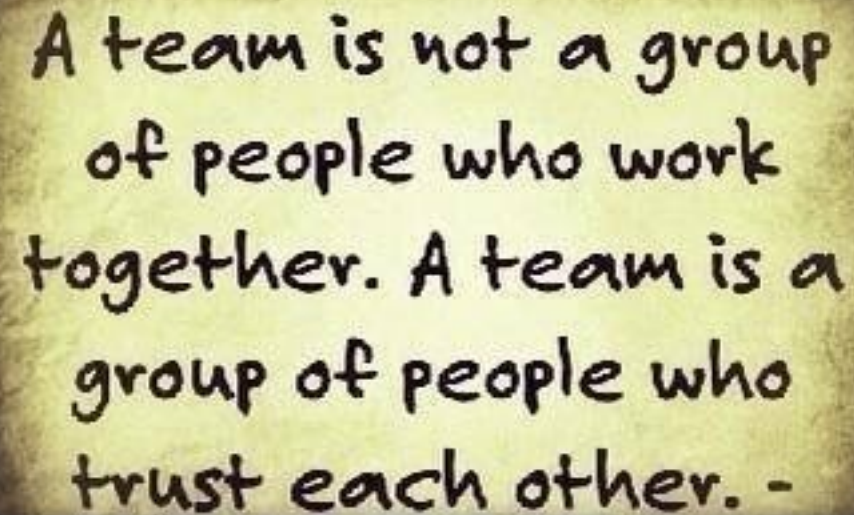
Even
'illness'
Becomes
'Wellness'

B_INSPIRED

NOT THE RIGHT CENTER



HOW DO WE DEFINE A TEAM IN ORDER TO ACHIEVE THE BEST OUTCOMES?

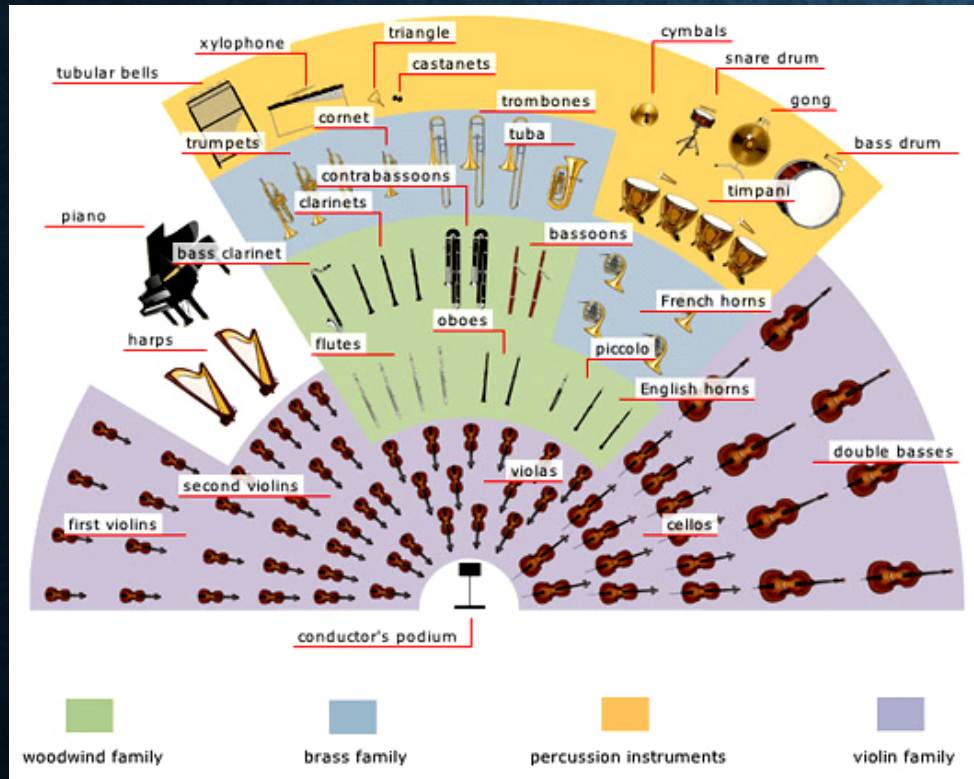
A rectangular piece of aged, yellowish parchment with a dark border, containing handwritten text in a cursive script. The text is centered and reads: "A team is not a group of people who work together. A team is a group of people who trust each other. -"

A team is not a group of people who work together. A team is a group of people who trust each other. -

THE TEAM WITHOUT THE PATIENT: COLLECTIVE INCOMPETENCE!



WHY INTERPROFESSIONAL EDUCATION SHOULD LEARN FROM ORCHESTRAS: COLLECTIVE COMPETENCE



WHAT HAPPENS WHEN YOU EDUCATE THIS WAY – THE DIABETES EXAMPLE

“Making the patient more empowered to help make decisions”

“Increase focus on social support, psychosocial and supportive group treatment”

“Network with other care providers.

Contact referring providers to discuss options of treatment”

I participate in transitions in care for patients with T2DM through effective interprofessional collaboration:
60% → 98%

HOW I CHANGED

- Newfound respect for patient complaints and journeys
- Needs are assessed at team and individual levels
- My example plays a role in planning every educational activity
- Learners and their roles are respected more than ever
- We teach about the why!

I HOPE THAT YOU REMEMBER MY STORY

After a presentation,
63% of attendees
remember stories. Only
5% remember statistics.

Source: Authors Chip & Dan Heath