



2018/2019

WI AHEC

**Interprofessional Healthcare Case
Competition Advisor/Team Coach Handbook**

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Section A:
Introduction to WI AHEC
&
Interprofessional Healthcare Case
Competition

Learning from, about, and with each other to foster communication among future health professionals

Interprofessional Education and WI AHEC

WI AHEC Mission:

To enhance access to quality health care particularly primary and preventive care, by improving the supply and distribution of health care professionals through community/ academic educational partnerships

WI AHEC Pillars:

Learning experiences for health professions students

Providing access to care to underserved rural and urban areas

Supporting faculty mentors and preceptors

Partnering with local organizations

Who is WI AHEC:

The **Wisconsin Area Health Education Center** program is a health professions education and outreach program supported by the State of Wisconsin, federal grants, health professions training programs, and local communities. AHEC is part of a nationwide network of programs for improving accessibility and quality of primary health care, resulting in better health.

The WI AHEC system consists of 7 Regional centers- each providing a range of local programs and services- and a statewide program office.

Interprofessional Education:

According to the World Health Organization the definition of Interprofessional Education is: when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.

The Core Competencies of Interprofessional Education

Values and Ethics:

Work with individuals of other professions to maintain a climate of mutual respect and shared values.

Embrace the cultural diversity and individual differences that characterize patients, populations, and the health care team.

Roles and Responsibilities

Use the knowledge of one's own role and those of other professions to appropriately assess and address the healthcare needs of the patients and populations served.

Use the full scope of knowledge, skills, and abilities of available health professionals and healthcare workers to provide care that is safe, timely, efficient, effective, and equitable.

Interprofessional Communication

Communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease.

Express one's knowledge and opinions to team members involved in patient care with confidence, clarity, and respect, working to ensure common understanding of information and treatment and care decisions.

Teams and Teamwork

Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient-/population-centered care that is safe, timely, efficient, effective, and equitable.

Engage other health professionals appropriate to the specific care situation in shared patient-centered problem-solving.

Objectives of the Interprofessional Healthcare Case Competition

The Interprofessional Healthcare Case Competition is designed to give professional healthcare students an Interprofessional teamwork experience and to gain insight into the Interprofessional practice competencies. Teams of students from a variety of disciplines are given the opportunity to teach, share and learn from each other while conducting an analysis of the Interprofessional efforts during the care of a patient/client. At the end of the process, they present their findings and recommendations for enhanced collaboration to a panel of judges representing leaders from various disciplines within the healthcare programs.

The case is designed to reveal the complexity of the healthcare delivery system and the need for collaboration between healthcare professionals in order to reach the best health outcomes for clients/patients.

Students will gain a better understanding of how the Interprofessional competencies- roles and responsibilities, values and ethics, interprofessional communication, and teams and team work- can directly impact the outcome for clients/patients. Through this interdisciplinary collaboration, students will acquire knowledge and attitudes necessary for Interprofessional, patient-centered practice.

Schedule of Events:

At least one team from each of the seven WI AHEC regions will be selected to present in front of a panel of judges in the Wisconsin Dells.

Case Study Timeline:

- Applications for creating a student team will open on September 3rd, 2018.
- The deadline to apply is Friday, October 5th, 2018
- Team Captains will be emailed the Handbook & the Case Study on Tuesday, October 9th, 2018.
- **Deadline for submission of Executive summary, Budget is Wednesday, December 5th, 2018**
- Regional Centers review submissions and choose regional team on December 6th and 7th.
- Week of December 10th: At least 8 teams will be selected to compete in front of judges in the Wisconsin Dells; the team contact person (Team captain) will be notified.
- **PowerPoint presentations are due for Statewide competition on January 4th, 2019**
- Competition date is Thursday, January 10th and Friday, January 11th, 2019.

The 2019 event will be held again at the Kalahari on January 10th and January 11th, 2019!

- Advisors/Team Coaches may attend the presentations of any team, but they cannot consult with team members until the conclusion of their team's presentation.
- If you have questions or are interested in attending the competition, please feel free to reach out to Jill Niemczyk for competition details.

Section B:

Interprofessional Healthcare Case Competition Rules

Team Composition

Teams will be composed of 4 to 5 members that include students currently enrolled in any Wisconsin healthcare program. Teams can include students (*undergraduate or graduate students*) from any Technical College, Private or Public College or University in Wisconsin. No more than two students from each professional program/degree may participate in a single team; each team must represent at least **three** distinct professions/degrees. **Faculty advisors are not required to help assemble teams.** That is the responsibility of the participants and AHEC staff.

All student teams will receive the same case study and will work from October 9th to December 5th to create a 3-page Executive summary and a 1- page Budget paper. Student teams will submit all the above materials to then be reviewed by regional committees within the WI AHEC region they wish to represent (based upon your application). During the week of December 10th at least one team from each WI AHEC region will be selected to compete professionally at the statewide WI AHEC Interprofessional (IP) Healthcare Case Competition in the Wisconsin Dells (January 10-11, 2019). Not all teams will move on to present in front of the panel of judges in the Wisconsin Dells on January 10th and 11th, 2019.

Teams are encouraged to find a faculty advisor or former IPHCC competitor to serve as their team coach/advisor, although this is not necessary. Although faculty advisors or team coaches cannot help with the case analysis, they can help guide teams to resources as well as give advice and feedback on presentation, communication, and organizational skills.

Case Analysis

The Governor's Advisory Council on Substance Abuse (GACSA) has asked your consulting group to suggest new initiatives, or a new way of organizing current initiatives, that will reduce opioid addiction and overdose rates. The members have asked that you present an executive summary of your plan that includes the following:

- A review of the array of stakeholder involvement, key problems and root causes,
- A brief overview of what problems are being solved effectively and what problems still need to be addressed,
- An overview of your group's proposed solution(s) to improve outcomes,
- A roadmap of priorities, timing and financial implications related to the proposed solution(s),
- Identification of stakeholder ownership of the plan,
- Articulation of overall measures of success related to your recommendations, and
- How would Beth and George's stories change because of your interventions?

This integrated plan must identify metrics of success that are targeted to the **Triple Aim: improving patient experience, improving population health, and reducing the cost of healthcare.**

The full case and other more detailed information will be available to teams after they have applied.

All the case analysis must be conducted by official team members only. In the case that faculty advisors, faculty members, non-participating students, or other individuals not part of the team are delegated work related to the case analysis, the team is subject to immediate disqualification. No team or any of its members should solicit information on the content of the presentations being made by other teams. Team members may use any reference material available to the public.

Team members are also encouraged to contact practitioners in the field as they work on their cases. This could include contacting Community Health Workers. Community Health Workers (CHWs) are frontline public health workers who are trusted members of and/or have an unusually close understanding of the community they serve. This trusting relationship enables CHWs to serve as a liaison/link/intermediary between health/social services and the community to facilitate access to service and improve the quality and cultural competence of healthcare service delivery. If you need assistance finding a CHW in your community, please contact your local AHEC.

Any clarification or questions about the content of the case can be emailed to Jill Niemczyk at jilln@newahec.org. Responses to all questions will be posted within three business days at the following website <https://ahec.wisc.edu/ip-competitions.htm>. **Contacting case writers, and or local and national case competition judges is prohibited.**

Faculty Advisors/Team Coaches

The role of the Faculty Advisor or Team Coach is helpful to the success of the Interprofessional Healthcare Case Competition team. **It is important for Faculty Advisors or Team Coach to allow their students to do their own research, develop their own recommendations, and create their own presentation for the case competition.** Faculty Advisors and Team Coaches, however, can contribute to the success of the team by:

- *Advising your team regarding available resources (e.g. personal contacts, journal sources, books, etc.) for teams to complete the case analysis.*

It is important to keep in mind, though, that the role of the Faculty Advisor is only to provide possible resources for the students and not to do any part of the case analysis.

- *Directing students to identified faculty members within each profession.*

Advisors are encouraged to help direct students to faculty within each medical field, if further clarification on a specific topic is required.

- *Keeping your team on track.*

Faculty advisors are especially helpful at looking at the whole picture. They can help guide teams into a better understanding of the complex nature of the health care system and of the Interprofessional competencies.

- *Encouraging your team to work together Interprofessionally.*

Advisors can share authentic examples of interprofessional work and share their experience with patient safety, system improvements, and interprofessional working.

- *Providing real world experience.*

Advisors can help find opportunities for the team to shadow or participate in relevant interprofessional activities.

- *Offering feedback to your team regarding their presentation.*

If possible, try to arrange for a group of local faculty members or healthcare professionals in your area to view the team's presentation and provide feedback regarding the strengths and weaknesses of the presentation.

- *Discussing the relationships between interprofessional education, patient safety, and quality improvement.*

Help students deepen their understanding of these important concepts in health care.

- *Providing an overview of root cause analysis.*

Students have found root cause analysis to be one of the most important concepts they've learned through this case competition.

Discuss how a deep understanding of patient safety, systems design, quality improvement, and interprofessional teamwork is valued by future program directors and future employers and describe how these concepts will help them in their future careers.

Reflect with your team about what they have learned through their experience.

If you have any questions or concerns regarding things you can or cannot do in your role as an advisor/coach, please contact Jill Niemczyk.

Section C:

**Interprofessional Healthcare
Case Competition
Judging**

Case Contributors

The case that WI AHEC Interprofessional Healthcare Case Competition chose to use is a case that was created by the University of Minnesota for the CLARION interprofessional case competition. Below is the list of academic faculty that wrote “A Tale of Two Cases”. WI AHEC would like to thank the faculty and staff for use of this case for the Sixth annual WI AHEC Interprofessional Healthcare Case Competition.

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About the Case

An interprofessional faculty team developed this case for Interprofessional competitions. The team includes representatives from the following disciplines: pharmacy, nursing, public health, social work, medicine, physical therapy, physician assistant, and physiology, speech and language pathology. Team members are drawn from both University of Minnesota campuses.

The case presentation includes:

- The Ask
- The Community
- Patient narratives
- Map of surrounding areas

What we are asking of participants?

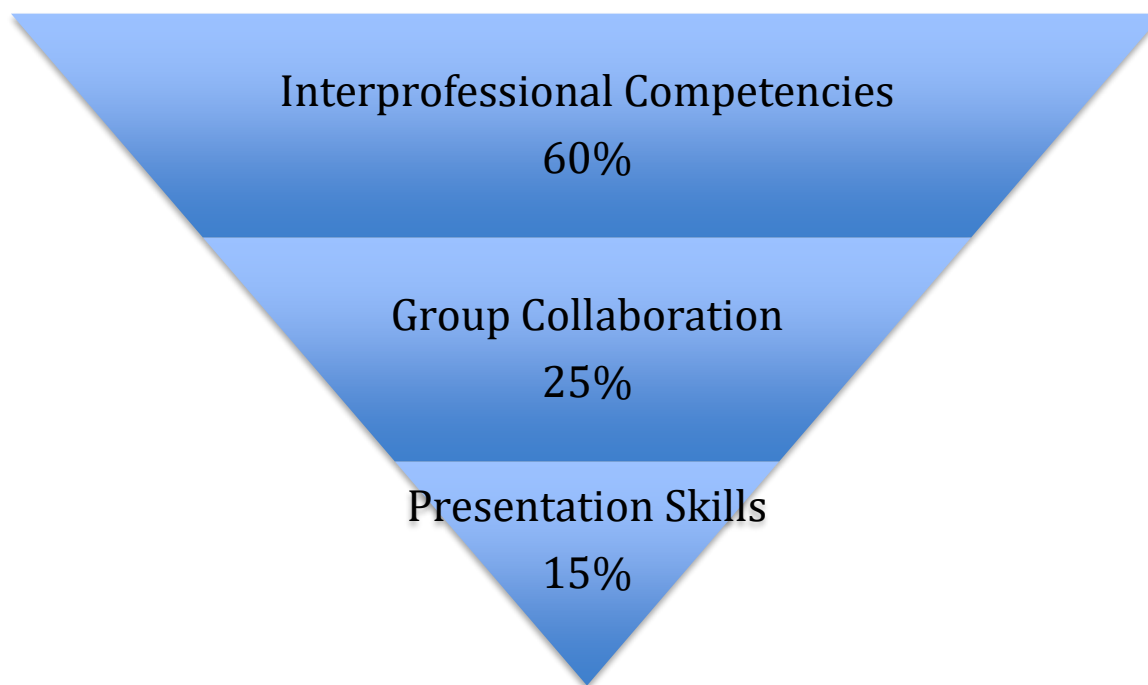
Your mission, should you choose to accept it, is to critique the case in relation to the four Interprofessional competencies: roles and responsibilities, teams and teamwork, interprofessional communication, and values and ethics.

1. Your end product is a presentation that identifies the strengths and weaknesses in care of the client's **specific to the issue of collaboration**. Your team will also present recommendations for enhanced collaboration that may have improved the healthcare experience and outcomes for the client.
2. Each team is charged with applying their creativity, knowledge, and experience to analyze the diverse issues facing a healthcare organization. Each team will be judged on the analysis of the cases, their presentation skills, and their responses to any question asked by judges during or following the presentation.
3. You are also asked to provide a short reflective piece in your presentation on your team experience of collaboration in action. What have you learned about the other professions roles and responsibilities, about team working, and communication issues?

Judging the Competition.

The analysis and recommendations regarding the interprofessional competencies will constitute the majority of the scoring of the competition presentations.

A reflection on your team experience and collaboration is the second scored component, and the last component is presentation skills.



Student Presentation Evaluation Criteria

Original Entry Submissions: (Submission of 3-page executive summary & budget)

- Performed quality analysis that supports the recommendations.
- Incorporated interdisciplinary perspective into the analysis and recommendations.
- Extent to which recommendations resolve the major issues in the case.
- Feasibility of the recommendations.
- Creativity of the recommendations.
- Implementation plan prioritized the issues and recommendations.
- Quality of the cost analysis.

Oral PowerPoint Presentation Content: (Oral presentation to panel of judges in WI Dells)

- Identified and focused on major issues of the case.
- Performed quality analysis that supports the recommendations.
- Incorporated interdisciplinary perspective into the analysis and recommendations.
- Extent to which recommendations resolve the major issues in the case.
- Feasibility of the recommendations.
- Creativity of the recommendations.
- Implementation plan prioritized the issues and recommendations.
- Quality of the cost analysis.

Presentation Style: (Oral presentation to panel of judges in WI Dells)

- Poise and professionalism of verbal delivery.
- Each team member had a meaningful role.
- Quality of presentation materials.
- Coordination of written materials with verbal presentation.

Questions and Answers: (Oral presentation to panel of judges in WI Dells)

- Answered questions that were posed.
- Responses demonstrated breadth and depth in understanding the issues.
- Responses were clear and well-articulated.
- All team members participated in answering questions.