Interprofessional Healthcare Case Competition

An annual statewide program for college students in any academic discipline
Organized and hosted by Wisconsin AHEC

PARTICIPANTS

2014 Competition
- 10 teams enrolled, 2 dropped out
- 29 students / 8 teams presented to judges
- All 7 AHEC regions were represented

2015 Competition
- 21 teams enrolled
- 33 students / 9 teams presented to judges
- All 7 AHEC regions were represented

2016 Competition
- 18 teams enrolled
- 32 students / 8 teams presented to judges
- 4 AHEC regions were represented

OBJECTIVES

The Interprofessional Healthcare Case Competition is designed to:

- Provide college students an interprofessional teamwork experience, outside the scope of their individual degree program.
- Prompt and encourage students to develop interprofessional practice competencies prior to entering the workforce.
- Incorporate the expertise of current health care professionals, as competition judges, team advisors, and supporters of the case competition.

RODUCTION

Organized and hosted by Wisconsin AHEC

What is Interprofessional Education?

“When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.”

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.

(Source: Interprofessional Education Collaborative Expert Panel, 2011)

ELEMENTS OF THE PROGRAM

Team Establishment and Eligibility

Teams are composed of 4 to 5 members that include students currently enrolled in any Wisconsin health care program. Teams can include 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.

Lesson learned: In the 2014 program, teams were screened prior to enrollment and narrowed to 10 teams to compete. Two teams dropped out prior to the competition event. For the 2015 and 2016 program, all teams who indicated interest were allowed to enroll; up to 10 teams are invited to present from the teams that complete a case analysis.

Team Advisors

Selection of a team advisor is optional. Most teams invited an academic advisor to coach their team during the case analysis and research phases of the program. Several advisors attended the competition event to observe the presentation and support their team.

Lesson learned: The teams that placed 1st, 2nd, and 3rd in 2014 each had an advisor.

Case Analysis

For two months, teams dissect the case, prepare their analysis, conduct research, and develop recommendations. All of the case analysis must be conducted by official team members only. Team members are encouraged to consult practitioners in the field as they work on their cases. Teams submit an executive summary (3-page limit), 1-page budget, and slides.

Presentation Structure

Each team has 15 minutes to present their case analysis and their recommendations. Presentations are followed by a 5-minute question/answer period with judges. After the pilot year, the schedule was adapted so that judges also have 5 minutes to provide feedback directly to teams after completion of their presentation.

Judges

Case competition judges consist of leaders from various disciplines and roles within Wisconsin health care programs. Judges listened to the presentations and engaged in Q&A with teams immediately after presentations. At the end of the competition, overall feedback and summative comments were provided during a large group meeting prior to the awards announcements and prizes.

Lesson learned: allow more time for judges to provide feedback to individuals and teams. The large group format did not deliver the kind of personal assessment that teams want.

Prizes

Cash prizes are awarded: $3,000 first place; $2,000 second place; $1,000 third place. Teams divide the prize among their members.

Reflection Session

“Transforming Case Competition Skills into Strategies for Effective Interprofessional Practice”

A Wisconsin AHEC staff member hosted a reflection session with each team on the day of the competition. Teams discussed their thoughts on participating in the case analysis throughout the fall semester. Teams elected to attend the guided reflection session, which was optional but encouraged. Students told us that the constructive feedback and insights about their experiences with their teammates will be valuable in their future health care teams and employment settings.

Interprofessional Village

Conducted concurrently with competition presentations, an interprofessional resource fair called the “IP Village” was held in an adjoining ballroom. The IP Village consisted of stations for a variety of health professions. Students traveled among stations in the village, and received a stamp on their “IP Passport” for each conversation or activity they conducted. Touring the IP Village and speaking with the professionals provided the students an opportunity to explore roles and responsibilities through the perspective of different lenses.
OUTCOMES
AHEC Interprofessional Healthcare Case Competition

PARTICIPANT FEEDBACK

About the case competition...

• “I enjoyed getting to hear the different perspectives of my group members throughout our preparation. Even though we had taken many of the same classes together, we had different majors and different approaches to problem solving. It was a good experience that I will refer back to as I continue on in school and in my professional career.”

• “The opportunity to complete an IP root-cause analysis is not an opportunity I would have had in school, so it was very beneficial.

• “Critical thinking was necessary when looking at the case study and I enjoyed improving my public speaking techniques for the presentation.”

• “Working together in a team allowed us to build relationships, improve our weaknesses and use each other’s strengths.”

• “I liked the challenge of the case and even more importantly, the ambiguity of the expectations. This open box approach helped push creativity.”

• “I have increased my confidence in working with individuals I don’t know. I’m more likely to seek outside opinions when determining ‘best’ practice solutions.”

About the the IP Village...

• “It was great to be able to network with many different professionals while learning more about how our professions overlap in the clinical setting.”

• “All of the professionals were very friendly. I really enjoyed meeting them, learning about their professions and goals, and having a conversation.”

• “This opportunity helped me gain an understanding about what other professionals do.”

• “I gained experience that will help me communicate with other students who are in different professions than me.”

• “I learned why these individuals were passionate about what they do, how they got there, their hopes for the future of their profession, and how they interact with other health care professionals.”

• “This was a valuable experience and any health care student would benefit.”

INTERPROFESSIONAL VILLAGE

The IP Village included professionals from a variety of disciplines, including:

Athletic Trainer   Physician Assistant   Physical Therapist   Registered Nurse
Nurse Practitioner   Healthcare Administration   Medical Assistant   Medical Technologist

AWARD

This program garnered national recognition for Wisconsin AHEC at the biennial conference of the National AHEC Organization (July 2014).

“2014 Center of Excellence Award for Health Professions Student Training: Interprofessional Healthcare Case Competition”

Recipient / Chair / Corresponding Contact:
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PLANNING COMMITTEE
FOR PROGRAM PILOT YEAR (2014)

Jill Niemczyk, BS; IP Case Competition Program Chair, Northeastern Wisconsin AHEC
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Suzanne Matthew, PhD; North Central Wisconsin AHEC
Carol Pinkston, PhD, North Central Wisconsin AHEC
Mark Scully, MLS; Northern Highland AHEC
Janis Billi, MA, Northwestern Wisconsin AHEC
Laura Pottersen, MS; Scenic Rivers AHEC
Keri Robbins, MS Ed, Wisconsin AHEC Program Office

MAJORS / DEGREES

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<tr>
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<tbody>
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<td>Medicine</td>
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