The Recovery-based Interprofessional Distance Education (RIDE) Rotation: Final report from four graduate Cohorts

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Our Interprofessional Team
The RIDE Rotation

A 4-week series of modules, using IPE and recovery concepts

Before Module 1, students completed the Team Strategies and Tools to Enhance Performance and Patient Safety-TeamSTEPPS Teamwork Attitudes Questionnaire-T-TAQ) anonymously online (Baker, Krokos & Amodeo, 2008)

- Modules 1-2: online synchronous via Bb collaborate or Zoom
- Week 1-IPE (view & discuss simulated client interactions)
- Week 2-the Recovery model
- Week 3 – “live” interaction with simulated client (in person, ZOOM or DoubleRobot)
- Week 4- Three-day clinical intensive developing team based wellness plans at CMHC partner site (in person, optional for nursing students)

Clinical intensive immediately followed by in person debriefing/evaluation via focus group and anonymous online completion of the T-TAQ (Baker, Krokos & Amodeo, 2008)
Weekly RIDE modules

Content
• Week 1-videos/assessments from the 4 professions
• Week 2-recovery videos/SAMHSA materials
• Week 3-review tech/prior modules
• Week 4-site orientation, shadowing, wellness plans, focus group, debrief, repeat measures

Activities
• Week 1-moderated discussion & debriefing
• Week 2-moderated discussion & 5 minute paper
• Week 3-live interaction with simulated client
• Week 4-three day clinical immersion at CMHC partner site
Pre and post measures

• **T-TAQ.** All 4 cohorts. 30-item Likert-type scale. Constructs: team structure, leadership, situation monitoring, mutual support and communication. A total score may be calculated for each construct (range 6-30) as well as a total score. (Baker, Krokos & Amodeo, 2008).

• **TDM.** Cohorts 2-4. The TDM consists of 31 questions from which mean scores are derived and then transformed (through a Rasch modeling process) to a scale ranging from 0-100, with a score of 100 representing a highly functioning team.
Cohort One-Fall 2014
Discussion

• Our publications are among the first reports of an IPE rotation including these unique professions.
• Results suggest an IPE rotation can enhance some team concepts and skills in these students, and is feasible to deliver in online-blended format.
• Our outcomes suggest that even graduate students with prior health care team experience can garner significant benefits.
Lessons Learned

• Identify committed faculty
• Seek support from admin/partners
• Provide faculty release time for project activities
• Provide training in online education theory/how-tos (with refreshers)
• Provide orientation to client groups/clinical facility
• Shadowing experience: day one of clinical intensive
• Tireless work to increase program visibility and student understanding of program
• And many, many more!!!
Deliverables

- **RIDE YouTube Channel:**
  [https://www.youtube.com/watch?v=VPSycLPjqXY&list=PLRcIPFK5MALVgGON81xbPh5eY10mQP8e3](https://www.youtube.com/watch?v=VPSycLPjqXY&list=PLRcIPFK5MALVgGON81xbPh5eY10mQP8e3)

- **Six Publications:**

- **Two qualitative MS in preparation**
References


References


THANK YOU!!

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