

Team-Based Care in the Management of Abnormal Uterine Bleeding

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Rationale/Need

- It is estimated that abnormal uterine bleeding (AUB) affects up to 30% of women of reproductive age and as many as 50% of perimenopausal women (Hoffman et al., 2012).
- Both nurse-midwives and physicians care for women throughout the lifespan.
- The 2003 Institute of Medicine (IOM) report on health professions education encourages interprofessional education (IPE) in the health professions to increase collaborative, respectful, and effective relationships in the practice setting.
- Interprofessional Education Collaborative Expert Panel [IPEC] (2011), four core interprofessional competencies to be evaluated in the education of all health professionals: **values/ethics; roles and responsibilities; interprofessional communication; teams and teamwork.**

Team-Based Care in the Management of Women with Abnormal Uterine Bleeding Online Module

Learning Objectives

Upon completion of the online module and learning activity, the learner will be able to:

- Demonstrate the ability to work with the interprofessional health care team to implement evidence-based care in the management of abnormal uterine bleeding based on current clinical guidelines and quality care outcomes.
- Identify clinical and/or cost outcomes that improve safety, effectiveness, timeliness, efficiency, quality, and client-centered care in the management of women with abnormal uterine bleeding.
- Identify collaborative interprofessional team characteristics and behavior for self and others.

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Team-Based Care in the Management of Women with Abnormal Uterine Bleeding Online Module

■ Student Version

2014

Team-Based Care in the Management of Abnormal Uterine Bleeding: Student Version

This online module is part of the Collaborative Practice in Women's Health Interprofessional Education Learning Activity.

Instructional Design Final Project Description, Goals, and Objectives

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**Pamela Reis
ADED 6487
December 1, 2014**

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■ Faculty Version

2014

Team-Based Care in the Management of Abnormal Uterine Bleeding: Faculty Version

Faculty guide to accompany the Student Version of Team-Based Care in the Management of Abnormal Uterine Bleeding for the Collaborative Practice in Women's Health Interprofessional Education Learning Activity.

Instructional Design Final Project Description, Goals, and Objectives

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This guide contains materials for Part 1 and Part 2 of the Group Application exercise and a copy of the IPE-Team-based Care Student Peer Evaluation Rubric.

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Comparison of ACNM Core Competencies for Basic Midwifery Practice and APGO Medical Student Competencies and Learning Outcomes: Abnormal Uterine Bleeding

ACNM	APGO
<p>V. Components of Midwifery Care: The Primary Health Care of Women</p> <p>Independently manages primary health screening and health promotion of women from the perimenarcheal through the postmenopausal periods.</p> <p>Applies knowledge of midwifery practice of gynecologic care that includes, but is not limited to, the following:</p> <ul style="list-style-type: none"> b. Common screening and diagnostic tests c. Parameters for differential diagnosis of common uro-gynecologic problems d. Management strategies and therapeutics for gynecologic health, implementation of contraceptive methods, and common urogynecologic problems <p>Applies knowledge of midwifery practice in the perimenopausal, postmenopausal and aging periods that includes, but is not limited to, the following:</p> <ul style="list-style-type: none"> a. Effects of menopause on physical, mental and sexual health b. Identification of deviations from normal d. Initiation or referral for age/risk appropriate periodic health screening 	<p>Unit 3. Section A. General Gynecology</p> <p>Educational Objectives # 9. Describe menstrual cycle physiology, discuss puberty and menopause and explain normal and abnormal bleeding.</p> <p>Unit 1: Educational Topic 4: diagnosis and management plan</p> <p style="padding-left: 40px;">Learner Objectives</p> <ul style="list-style-type: none"> A. Generate a problem list B. Formulate a diagnostic impression, including differential diagnosis C. Incorporate cultural, psychosocial, economic and ethical issues in patient care D. Develop a management plan that includes: <ul style="list-style-type: none"> 1. Laboratory and diagnostic studies 2. Treatment options 3. Patient education 4. Continuing care plans

Learning Activities

- Complete the Advance Preparation Assignment (resources are listed in the unit module).
- Complete the Individual Readiness Assurance Test (iRAT).
- Work within assigned groups to answer questions about the assigned scenario (**adolescent, woman of childbearing age, and postmenopausal woman with AUB**) and post your answers to the questions about your scenario in the designated discussion board on Blackboard.
- Complete the Group Readiness Assurance Test (gRAT) by participating in the designated discussion board on Blackboard.
- Complete the Peer Evaluation.

Facilitation Schema

Team-Based Care in the Management of Abnormal Uterine Bleeding

Learning Objectives

Upon completion of the online Team-Based Learning module, the learner will be able to:

1. Demonstrate the ability to work with the interprofessional health care team to implement evidence-based care in the management of abnormal uterine bleeding based on current clinical guidelines and quality care outcomes.
2. Identify clinical and/or cost outcomes that improve safety, effectiveness, timeliness, efficiency, quality, and client-centered care in the management of women with abnormal uterine bleeding.
3. Identify collaborative interprofessional team characteristics and behavior for self and others.

Learning Activities

Please log into the Blackboard Course called *Collaborative Practice in Women's Health* to complete all course activities.

1. Complete the Advance Preparation Assignment (resources are listed in the unit module).
2. Complete the Individual Readiness Assurance Test (iRAT).
3. Work within your assigned groups to answer questions about your assigned scenario and post your answers to the questions about your scenario in the designated discussion board on Blackboard.
4. Complete the Group Readiness Assurance Test (gRAT) by participating in the designated discussion board on Blackboard.
5. Complete the Peer Evaluation.

Time Frame for Completion of the Unit Activities

Unit Activity	Time Allotment
Advanced Preparation Assignment	2 hours
Group Application Exercise – Case scenario discussion board	2 hours
Individual Readiness Assurance Test	1 hours
Group Readiness Assurance Test	2 hours
Peer Evaluation	30 minutes
TOTAL TIME COMMITMENT	7 hours 30 minutes

Evaluation of Learning

- Faculty evaluation of student assignments
- Student peer evaluation
- Faculty assessment of student learning is accomplished utilizing the *IPE-Team-based Care Student Peer Evaluation Rubric* developed by the author. This rubric measures the extent to which students demonstrate the IPEC Core Competency domains (as minimal, developing, and competent) throughout the unit discussion. There are 20 items to be evaluated within the 4 IPEC competency domains. The maximum score that can be earned is 100.

Web-Based IPE: Lessons Learned to Date

■ Benefits

- Allows students with disparate schedules and locations to “meet” online asynchronously and synchronously
- Can be delivered to an international audience, expanding global health opportunities
- Content can be reused over time
- Allows students to practice critical reasoning and problem-based learning in a low-risk environment

■ Challenges

- Long developmental trajectory
- Building new ideas and concepts into a curriculum full of uni-professional content
- Faculty workload realities
- Longitudinal outcomes are not yet available regarding the efficacy of web-based delivery of IPE as a pedagogical approach

Next Steps

- Implement the online module through the Vertical Education System (VESYS), an online IPE learning management system.
 - <https://ves.som.vcu.edu>
- Include interprofessional learners from nursing, medicine, social work, and nutrition science in this case.
- Psychometrics – instrument development

References

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