



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

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and

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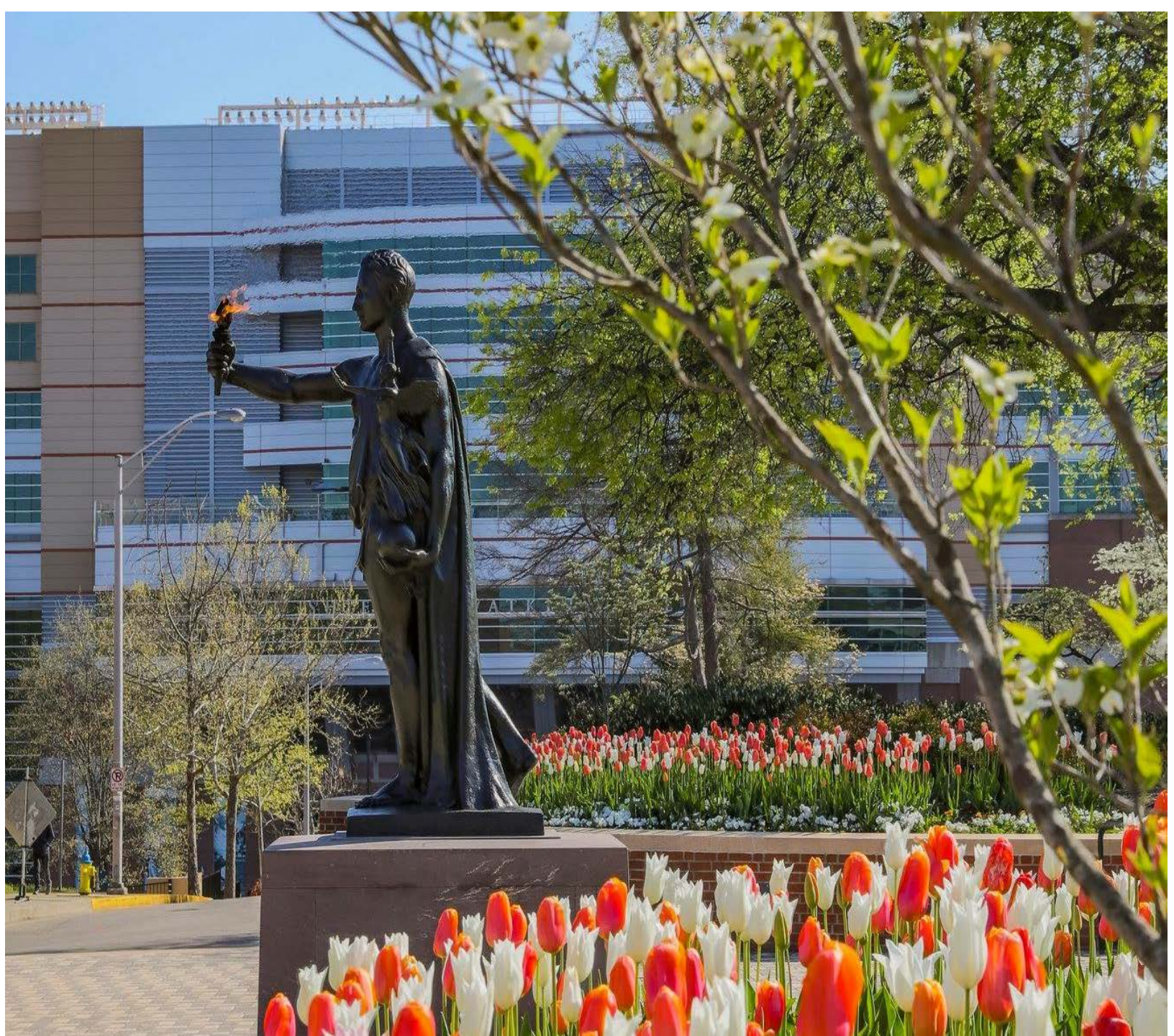
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# Acknowledgement

- This project was supported by the Health Resources and Services Administration, HRSA Grant number: D09HP25932-02-01



# 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





# Cohort Two-Fall 2015



# Cohort Three-Fall 2016





# Cohort Four-Spring 2017





# 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>

- Six Publications:

- Beebe, L.H., Roman, M., Raynor, H., Thompson, D., & Ray, S. (2015). The Recovery-Based Interprofessional Distance Education (RIDE) Rotation: Content and Rationale. *Issues in Mental Health Nursing*.36(10), 773-780
- Beebe, L.H., Roman, M., Skolits, G., Raynor, H., Thompson, D., & Ray, S. (2015). Effects of an Online-Blended Interprofessional Education Program on Graduate Students in Psychiatric Nursing, Exercise Physiology, Nutrition and Pharmacy: A Pilot Study. 1(3), 7-12. *American Research Journal of Nursing*.
- Beebe, L.H., Roman, M., Raynor, H., Thompson, D., & Franks, A. (2017). Recovery-based Interprofessional Distance Education (RIDE): Graduate student responses. *Nursing Education Perspectives*, Nov-Dec, 330-332.
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- Beebe, L.H. (2018). The team development measure (TDM) in interprofessional graduate education: A pilot study. *Journal of Psychosocial Nursing and Mental Health Services*, 56(4), 18-26.
- Two qualitative MS in preparation



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- THANK YOU!!

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