

Continuing the upward climb: Lessons learned from an Interprofessional Education (IPE) course in Reykjavik, Iceland

Marymount University

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COURSE SYLLABUS

Course Number	Course Title		
CE598SA	Mental Health Issues and the Physical Environment: Iceland		
Fall Semester	Spring Semester	Summer Semester	Credit Hours
		2018	3

Name of Instructors:
Jennifer Tripken, EdD, CHES, Associate Professor, Health Education and Promotion
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Thoughtful Evidence-Based IPE Curriculum

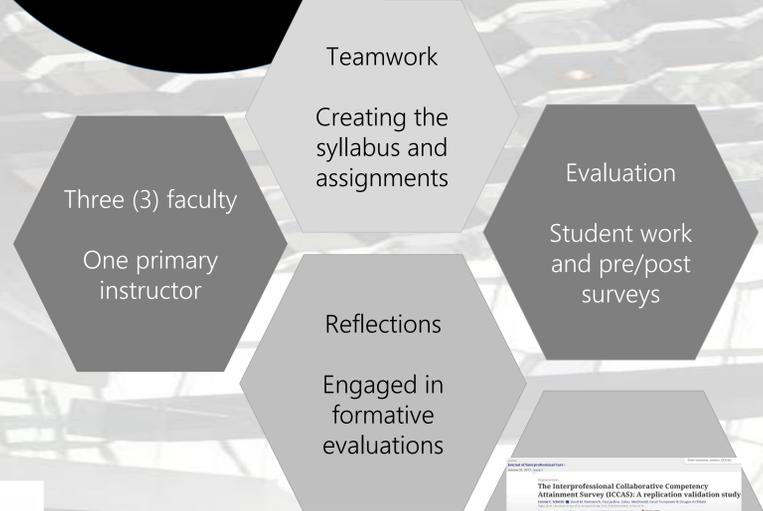
1. BROAD PURPOSE OF THE COURSE
This course will examine major global health challenges, programs, and policies. Students will be introduced to the world's vast diversity of determinants of health with an emphasis on how the physical and built environment directly and indirectly influence physical and mental health. In particular, students will explore how human interaction with the environment, ranging from regulations and policies to therapeutic modalities, can influence health status.

COURSE OBJECTIVES: Upon successful completion of this course students will be able to:

- Analyze the determinants of health and well-being from multidisciplinary perspectives
- Evaluate the impact of the physical and built environment on physical, social, and mental health
- Experience nature-based and their impact on health
- Compare and contrast global health policies and influence population-based health outcomes.
- Compare and explain how these differences influence population-based health outcomes.
- Demonstrate critical thinking skills in written form and in oral presentation
- Demonstrate effective interprofessional communication techniques that create a climate of mutual respect and shared values to facilitate collaboration.

- Health Education and Promotion (M.S.)
- Interior Design (M.S.)
- Clinical Mental Health Counseling (M.S.)
- Social Determinants of Health - Why do Icelanders live so long?
- U.S. health data compared to Iceland's health data
- Health Disparities
- Biophilic Architecture
- Environmental Psychology
- Equine-Assisted Therapy
- Health and Nature - The influence of nature on health
- Iceland's Water Cure

Developing Faculty and Creating Institutional Culture



Resistance



Faculty
- MY students vs. OUR students
- Shared assignments vs. discipline specific assignments



Students
"Do I have to participate . . . This has nothing to do with my major?"
Lack of insight about relationship to discipline

I saved the best for last. I literally cannot think of a better group of individuals to have been in my group. I had an amazing time getting to know them and sharing this experience with them on a more personal level. I am not sure how our teaming together was fully rationalized but I can honestly tell you that this group made sense. We are all so different but complete each other. We are literally all of the pieces you need to have in order to be a fully functioning machine of a group. We clicked right away, and continued to grow from there. I know that we will continue to talk and have already planned to meet up again.

When it comes to interprofessional practice, the team as a whole is comprised of multiple practitioners, each one different in their scope and competence, yet similar in their purpose and values; unique and complementary (RR9), all part of a holistic approach to care.

Preparing Students



Interprofessional Practice

Furthermore, as I chatted with Interior Design students about the shape of various spaces, Health Education and Promotion students about how best to prepare for the hike, and other Counseling students, who had different perspectives on mental health, I experienced the benefits that a diversity of perspectives and competence can bring to the experience of Iceland and interaction with natural and built environments.

Waiting for lobster soup

All of the work that was weighed heavily in class before we left for Iceland, focused on interprofessional communication and teamwork. It makes sense that these concepts were highly valued in the pre-trip educational experience, because they were skills that we needed to be maximally successful on the trip. In my group, there were three counseling students, one health promotion student and one interior design student. Like the other groups we had a mixed group with a majority of counseling perspectives. I did notice however that even though there were three people from similar professions, all three of us had different input and experiences and contributed to the team in different ways.

Working so closely with a group of students from different professions was a challenge for me. For the past two years I have worked only with other counseling students who have very similar goals to me. Although it was difficult at first, I am glad I got the chance to work with others that come from different backgrounds and brought different perspectives. I think we all naturally abided by the interprofessional competencies. We had to choose effective communication tools, express our knowledge and opinions to others, listen actively and encourage ideas, give each other feedback, use respectful language, and recognize our own uniqueness. I think for me that was the impression I got from the entire class.

Outcomes

