Building a Successful Interprofessional Education Framework across Health Science Disciplines
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ASHA Convention, Boston, MA
11/17/18 2:30-3:30 p.m., CC 161 (M11)

Disclosure Statement

Financial
1. All are employees of West Chester University of Pennsylvania.
2. Health Resources and Services Administration, Behavioral Health Workforce Education and Training Grant Awards H10PGE1309000100, H20M01010PGE1309000201 (Dr. Bean).
3. Royalties from Northern Speech Services (Dr. Grillo).
4. National Institute on Deafness and Other Communication Disorders of the National Institutes of Health (NIH), R15DC014565 (Dr. Grillo).
5. NIH Loan Repayment Program (Dr. Grillo)

Non-financial
Nothing to disclose

Learner Outcomes
Participants will ..........
1. Describe the Interprofessional Education (IPE) framework used at West Chester University (WCU).
2. Interpret results of pre- and post-training survey data from the students who participated in IPE at WCU.
3. Apply aspects of the IPE framework to an in-person case-based activity.

Overview

• Introduction
  – Our Team
  – Definitions & Terms
• WCU’s IPE Model
  – Survey Results
• Interactive Case-based Discussion
• Debrief – Questions and Feedback

Introduction
Our Team

Terms & Definitions

- Interprofessional Education (IPE)
- Interprofessional Collaborative Practice (or Care)
- IPEC Core Competencies for Interprofessional Collaborative Practice
  - Competency 1: Values/Ethics
  - Competency 2: Roles & Responsibilities
  - Competency 3: Interprofessional Communication
  - Competency 4: Teams & Team Work


2017 WCU Initial Model

Values/Ethics & Roles/Responsibilities

- Asynchronous Preparation

Values/Ethics & Roles/Responsibilities

- Team-based Application Activities

2017 Results

Student Attitudes Survey (Shrader, Thompson, & Gonsalves, 2010) with Additional Questions

<table>
<thead>
<tr>
<th>Significant Question &amp; Hypothesis</th>
<th>Pre-Median</th>
<th>Post-Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the respective role of a healthcare professional within an interprofessional team, (p &lt; 0.00)</td>
<td>3 or 4</td>
<td>4 or 5</td>
</tr>
<tr>
<td>There is little overlap between my role and those of other students belonging to other healthcare disciplines, (p &lt; 0.00)</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I have worked with students from other healthcare professions in an interprofessional team, (p &lt; 0.00)</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I am confident in my abilities to effectively work within an interprofessional healthcare team to develop realistic and appropriate patient care plans, (p &lt; 0.00)</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Shared learning and working within an interprofessional team will help me become a more effective member of a healthcare team in the future, (p &lt; 0.00)</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Summary of 2017 Results
- 10 out of 19 survey questions were significantly different from pre to post.
  - Better understanding: differences in the roles/responsibilities of each profession at the post.
  - Reaffirmed the overlap between many of the professions when working to improve clinical outcomes of patients.
- Students acknowledged that they had an opportunity to work within an interprofessional team at post.
- Students are confident in their abilities when working in a team and that working in a team will help them be a better member of a team in the future.

Lessons Learned
- However, the 2017 IPE experience did not positively change the students’ attitudes of working within an interprofessional team.
  - Why?
- Moving forward:
  - Incorporate all of the IPEC competences.
  - Offer more team-based application activities.
  - Adapt the survey questions to include The University of the West of England Interprofessional Questionnaire (Pollard, Miers, & Gichrist, 2004)

2018 WCU Model and Beyond
- Asynchronous Preparation
- Team-based Application Activities
- Case Simulations
- Application to ICP

Asynchronous Preparation
Module 1 - Values/Ethics & Roles/Responsibilities
Learning Objectives
- Evaluate your current knowledge as it relates to interprofessional education and interprofessional collaboration through the IPE Survey-Pre.
- Introduce the values/ethics.
- Demonstrate the roles/responsibilities.

Team-based Application Activities
- First meeting in February 2018
  - Focused on Values/Ethics & Roles/Responsibilities

Asynchronous Preparation
Module 2 - Interprofessional Communication & Teams and Team Work
Learning Objectives
- Describe interprofessional communication among healthcare providers, patients, and families.
- Understand interprofessional teams and team work among healthcare providers, patients, and families.
Team-based Application Activities
• Second meeting in April 2018
  – Focused on Communication & Teams and Team Work

Case Simulations
• Interview Tara C.
• Design an evaluation plan for Tara C.

2018 Preliminary Results
• Pre-session views
  – They prefer to learn with their peers
  – Believe there are stereotyped views
  – Did not believe communication between all members of the health and social care professions is open
  – There is a hierarchy in health and social care that affects relationships between professionals
  – Different health and social care professionals are biased in their views of each other

2018 Preliminary Results
• Understanding the role
  – Pre- 72% Post 95% (PH 43%)
• Shared learning- all improved (SA)
  – Communicate (pre 75% post 91%)
  – Improve Clinical (pre 68% post 89%)
  – Limitations (pre 48% post 86%)
  – Effective member (pre 80% post 92%)

Lessons Learned
• Need to offer the students opportunities for Interprofessional Collaborative Practice.
  – What can we do on a small scale to begin that process at WCU?

Interprofessional Collaborative Practice
IPE Case Study

• Review case of Tara C with these questions in mind:
  – What professionals could be involved in the care of Tara and explain what role you might expect each to play in Tara’s care?
  – How might this case be adapted to your institution based on your professional programs and resources?
  – What case guiding questions could be presented to guide students to address IPE?

Debrief – Questions & Feedback

• What are your concerns for implementing this type of IPE framework?
• Who could/ would be the IPE champions that could help get the project moving?
• What resources do you currently have that could support this type of project?
• What resources would need to be found to support this type of project?

References


References


Thank You for Your Attention & Participation!