Inter-professional education (IPE): One Community's Experience Integrating Teamwork and Collaboration into Their Curriculum

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How we got started: Building on community research consortium

• Fort Wayne Area Interprofessional Consortium of Health Care Education
  – Created in August 2011 as a *subcommittee*
  – Common interest and need to meet accreditation criteria

• Subcommittee includes faculty members from 4 area universities:
  – University of Saint Francis: Physician Assistant, Nursing MSN and Family Nurse Practitioner
  – Indiana University-Purdue University Fort Wayne: Nursing MSN and Nurse Practitioner
  – Indiana University: Medicine, Family Practice Residents
  – Manchester College: Doctor of Pharmacy

• Three-session pilot series during Spring 2012

• Useful QSEN tools
  – IPE Components of Success
  – Readiness for Interprofessional Educational Learning Scale (RIPLS) evaluation tool
  – Lewis Blackman video
Components of Success

• One leader
• Group consensus
  – Session development
  – Facilitators
• Expenses
• Hosting
Educational Outcomes

• Become a more effective team member through interprofessional learning experiences especially in the areas of communication, role recognition and collaboration

• Discuss how health professionals and patients may utilize and understand the role of various providers and services

• Apply the elements of the BATHE communication model to a mock patient interview

• Assess a mock BATHE patient interview and critique team members using an established rubric

• Work in interdisciplinary teams to apply a Root Cause Analysis (RCA) process to a real patient scenario

• In the RCA, identify issues and develop potential solutions
Session 1: Introduction to IPE and Health Care Provider Activity

- Pretest RIPLS administration
- Food
- Introduction to IPE: description and value
- Introduction of faculty members
- Created interdisciplinary teams
  - Faculty monitor for each breakout session
- Activity
  - Introductions
  - Team investigation of assigned health care provider roles
- Debrief
  - Team report on new information
Session 2: BATHE Model of Psychosocial Interviewing

- Food
- BATHE (Background, Affect, Trouble, Handling, and Empathy) model
  - Introduction to psychosocial interviewing
  - Presented by a clinical psychologist
- Continuation of interdisciplinary teams
- Activity
  - Each student took turns in three roles: patient, provider, and observer/evaluator
  - Students provided feedback
- Debrief
  - Summary of what each team learned
  - Question and answer session with clinical psychologist
Session 3: Root Cause Analysis (RCA): Lewis Blackman Case

- Food
- Introduction of RCA process
- Lewis Blackman video
- Activity
  - Teams discussed potential factors and key questions
  - Fishbone diagram documented analyses
  - Prioritized change needed to avoid outcome
- Debrief
  - Summary presented by teams
- Posttest RIPLS administration
RIPLS Results

• Pretest and Posttest
• 116 surveys completed
• 81 participants
• 27 participants completed both assessments
  • Physician Assistant students
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<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>N (%)</th>
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<tr>
<td><strong>Health Profession</strong></td>
<td>Family Practice Resident</td>
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<tr>
<td></td>
<td>Medical student</td>
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<tr>
<td></td>
<td>Nursing student, undergraduate</td>
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<tr>
<td></td>
<td>Nurse practitioner student</td>
<td>25 (30.9)</td>
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<tr>
<td></td>
<td>Other graduate nursing student, non-nurse practitioner</td>
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<tr>
<td></td>
<td>Physician assistant student</td>
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<tr>
<td><strong>Gender</strong></td>
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## PA Paired T-tests

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<tr>
<th>Question</th>
<th>P-value</th>
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<td>Learning with other students/professionals will make me a more effective member of a health care team</td>
<td>0.011</td>
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<tr>
<td>Learning between health care students before qualification and for professionals after qualification would improve working relationships after qualification/ collaborative practice</td>
<td>0.032</td>
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</table>
Lessons Learned

- Scheduling difficulties
  - Time management
  - Team assignments
- Support from colleagues
- Student encounters
  - Education
  - Roles
  - Responsibilities
- Anecdotal benefits
- Consortium members
  - Better understanding of professions
Future Plans

• Grant application
• Expand number of activities
• Lewis Blackman link
• Increase number of disciplines
• Student representative(s)
• Additional curricular components
  – PA, NP, nursing, pharmacy collaboration