

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

Demographics

Variable	Category	N (%)
Health Profession	Family Practice Resident	3 (3.7)
	Medical student	17 (21.0)
	Nursing student, undergraduate	6 (7.1)
	Nurse practitioner student	25 (30.9)
	Other graduate nursing student, non-nurse practitioner	3 (3.7)
	Physician assistant student	27 (33.3)
Gender	Male	21 (23.9)
	Female	67 (76.1)
Ethnicity	Caucasian	77 (87.5)
	African American	4 (4.5)
	Asian/Pacific Islander	5 (5.7)
	Other	2 (2.3)

PA Paired T-tests

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

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