



An Interprofessional Education Workshop Integrating Pharmacy, Physical Therapy, Occupational Therapy, and Physician Assistant Students and Faculty

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Jefferson Seminar

Purpose

- This seminar will describe a case-based interprofessional education (IPE) workshop used to facilitate interprofessional learning
 - Planning
 - Implementation
 - Assessment



Jefferson Seminar Learning Objectives

- Upon completion of this seminar, participants will be able to:
 - Describe strategies to utilize a short-duration IPE workshop framework in interprofessional education initiatives
 - Design an IPE workshop utilizing an interactive case-based approach



Background

- Several accrediting bodies include IPE as a standard expectation within healthcare education
- Most published literature on IPE includes medicine and nursing
 - Fewer studies discuss other health professions, including
 - Pharmacy
 - Physical therapy (PT)
 - Occupational therapy (OT)
 - Physician assistant (PA)



Background

- The Interprofessional Education Collaborative (IPEC) core competencies for IPE:
 - Roles/responsibilities
 - Value/ethics
 - Teamwork
 - Interprofessional communication



IPE Workshop Planning

- Goals of the IPE Workshop
 - Facilitate an interactive interprofessional learning environment to build a professional unity on campus.
 - Promote the IPEC domains of roles/responsibility, values/ethics, interprofessional communication and teamwork.



IPE Workshop Planning

- Who is involved?
 - What professions will be represented?
 - Who are the faculty involved?
 - Core faculty
 - Additional facilitators
 - Who are the students involved?
 - How far along in their educational programs?
 - How many students will be involved?
 - How many small groups will be needed?



Description of Workshop

- The 3-hour IPE workshop involved 62 students from the following disciplines:
 - Pharmacy
 - Physical therapy (PT)
 - Occupational therapy (OT)
 - Physician assistant (PA)



Description of Workshop

- Main components:
 1. Interprofessional team building
 2. Debriefing
 3. Case-based work
 4. Final Debriefing



Description of Workshop

- Interprofessional team building
 - Small interprofessional groups
 - Introductions
 - Name, program, year of training
 - Research the represented professions
 - Training and educational curriculum
 - Role of each profession within a healthcare team
 - Identify and correct commonly held misconceptions



Description of Workshop

- Debriefing
 - Large group
 - Discuss overall perceptions and misconceptions within the professions
 - Allow students to express what they hope to get out of the workshop



Description of Workshop

- Case-based work
 - Unidisciplinary teams
 - Review case scenario
 - Identify individual profession's role in the case
 - Interprofessional small groups:
 - Create collaborative care plan for the patient
 - Discuss the action plan with a standardized patient
 - Debrief
 - How did the team use clinical reasoning to develop the action plan
 - Strengths
 - Areas for improvement
 - Lessons learned



Description of Workshop

- Case scenario
 - Care setting
 - Current condition
 - History of present illness/injury
 - Past medical history
 - Family medical history
 - Social history
 - Medications
 - Review of systems
 - Physical examination
 - Labs
 - Assessment



Description of Workshop

- Final debriefing
 - Large group
 - Allow students time to voice their triumphs and struggles during the workshop
 - Provide participants with an opportunity to provide feedback on the workshop



IPE Workshop Assessment

- Student and facilitator feedback
 - What aspects went well?
 - What aspects could be improved?
 - Did you feel that your group members all worked as a team?
 - What team dynamics did your group demonstrate that were necessary for a collaborative team?
 - How could you create better team dynamics in the future?
 - Write three things you learned from this workshop that you will use in your professional career.



IPE Workshop Assessment

- Student feedback on the workshop:
 - Small interprofessional groups worked as a collaborative team during the workshop
 - Promoted collaboration, communication, and respect between professions
 - Helped students better understand the roles and perspectives of each profession
 - Helped students overcome misconceptions of each profession



IPE Workshop Assessment

- Student feedback on lessons and skills learned:
 - How to work as a member of an interprofessional team
 - Communication skills
 - For interprofessional communication
 - For patient-professional communication
 - Skills needed to clearly explain their clinical reasoning to other members of the team
 - How to develop a collaborative patient-centered plan of care



IPE Workshop Assessment

- Student feedback for future IPE:
 - More IPE workshops should be offered
 - Utilize standardized patients along with faculty facilitators
 - Provide a more comprehensive and realistic simulated experience
 - Students should have similar levels of education



IPE Workshop Assessment

- Core faculty recommendations for future IPE:
 - Utilize a standardized IPE survey for student assessment
 - Consider assessment of: knowledge, skills, and/or attitudes regarding interprofessional work
 - Provide a more comprehensive and realistic simulated experience, utilizing new individualized patient care rooms
 - Students should have similar levels of education and/or be in at least their second professional year



Conclusion

- This workshop integrated students from multiple professional programs and was successful at introducing students to interprofessional team skills.



Utilizing the IPE Workshop Framework within Other Contexts

- Core team
- Variety of health professions
- Case study selection



Relevance to Interprofessional Education

- This seminar presented a case-based IPE workshop conducted with pharmacy, PT, OT, and PA students to facilitate interprofessional learning.
- This IPE workshop format may be utilized with a variety of professional programs and case scenarios.



IPE Workshop Planning Worksheet

Interprofessional Education Workshop Planning Worksheet University of the Sciences

Developed by:

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Key Planning Questions	Considerations	Workshop Planning
Goals of the IPE Workshop	<ul style="list-style-type: none"> Establish specific goals and intended outcomes of the IPE workshop. 	
Who is involved?		
<ul style="list-style-type: none"> What professions will be represented? 	<ul style="list-style-type: none"> How will the professions represented during the workshop model realistic interprofessional practice? 	
<ul style="list-style-type: none"> Who are the core faculty involved? 	<ul style="list-style-type: none"> Core faculty should demonstrate strong collaborative skills and should serve as champions for IPE. 	
<ul style="list-style-type: none"> Who are the students involved? How far along in their educational programs will the students be? 	<ul style="list-style-type: none"> Students' level of didactic and clinical experience will provide them with background knowledge and experience for the workshop. Utilizing students at different levels of experience presents opportunities for near-peer teaching. Involving students with similar levels of experience allows for greater similarities in experience and contributions to the IPE workshop. 	
<ul style="list-style-type: none"> How many students will be involved? 	<ul style="list-style-type: none"> Consider practical implications for space, number and size of small groups, and number of facilitators needed. 	
<ul style="list-style-type: none"> How many facilitators are needed? 	<ul style="list-style-type: none"> Recommend one facilitator for each small group. Small groups should consist of approximately 10 students. 	

IPE Workshop Planning Worksheet

Design of the IPE Workshop		
<ul style="list-style-type: none"> ○ Interprofessional team building 	<ul style="list-style-type: none"> • Promotes greater understanding of each profession's role in the interprofessional team. • Help address any prevalent stereotypes that may pose barriers to interprofessional collaboration 	
<ul style="list-style-type: none"> ○ Team building debriefing 	<ul style="list-style-type: none"> • Allow time to debrief before transitioning to the case scenario-based work • Completed in the large group 	
<ul style="list-style-type: none"> ○ Case scenario 	<ul style="list-style-type: none"> • Case scenario must include opportunities for meaningful involvement from all professions represented. • Identify: <ul style="list-style-type: none"> ○ Care setting ○ Current condition ○ History of current condition ○ Past medical history ○ Family medical history ○ Social history ○ Medications ○ Review of systems ○ Physical examination and labs ○ Assessment 	
<ul style="list-style-type: none"> ○ Final debriefing 	<ul style="list-style-type: none"> • Allow students time to voice their triumphs and struggles during the workshop. • Provide participants with an opportunity to provide feedback on the workshop. • Completed in the large group 	
<ul style="list-style-type: none"> ○ Assessment 	<ul style="list-style-type: none"> • Consider the feedback you would like from students • Consider the feedback you would like from facilitators 	

Collaborative Brainstorming

- Use the IPE Workshop Planning Worksheet to brainstorm how you may introduce IPE using a similar workshop format



Collaborative Brainstorming

- Discussion and debriefing



References

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- Reeves S, Perrier L, Goldman J, Freeth D, Zwarenstein M. Interprofessional education: effects on professional practice and healthcare outcomes (update). *Cochrane Database of Systematic Reviews* 2013, Issue 3. Art. No.: CD002213. DOI: 10.1002/14651858.CD002213.pub3.

