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

Kimberly D. Ward, PT, DPT, PCS, MPH
Joan Ward, MS, PA-C
Diane E. Hadley, PharmD, BCACP

Sanchita Sen, PharmD, BCPS
Radha Patel PharmD, BCACP
Jennifer Pitonyak, PhD, OTR/L, SCFES

Where healthcare and science converge.
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)

Accreditation Council for Pharmacy Education, 2007; Hammick et al., 2007; Interprofessional Education Collaborative Expert Panel, 2011
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.
## Interprofessional Education Workshop Planning Worksheet

**University of the Sciences**

**Developed by:**
- Kimberly D. Ward, PT, DPT, PCS, MPH
- Diane E. Hadley, PharmD, BCACP
- Joan F. Ward, MS, PA-C
- Radha Vanmali, PharmD, BCACP
- Sanchita Sen, PharmD, BCPS
- Jennifer Pitonyak, PhD, OTR/L, SCFES, CIMI

<table>
<thead>
<tr>
<th>Key Planning Questions</th>
<th>Considerations</th>
<th>Workshop Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals of the IPE Workshop</strong></td>
<td>• Establish specific goals and intended outcomes of the IPE workshop.</td>
<td></td>
</tr>
<tr>
<td><strong>Who is involved?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What professions will be represented?</td>
<td>• How will the professions represented during the workshop model realistic interprofessional practice?</td>
<td></td>
</tr>
<tr>
<td>• Who are the core faculty involved?</td>
<td>• Core faculty should demonstrate strong collaborative skills and should serve as champions for IPE.</td>
<td></td>
</tr>
<tr>
<td>• Who are the students involved? How far along in their educational programs will the students be?</td>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>• How many students will be involved?</td>
<td>• Consider practical implications for space, number and size of small groups, and number of facilitators needed.</td>
<td></td>
</tr>
<tr>
<td>• How many facilitators are needed?</td>
<td>• Recommend one facilitator for each small group. • Small groups should consist of approximately 10 students.</td>
<td></td>
</tr>
</tbody>
</table>
## IPE Workshop Planning Worksheet

<table>
<thead>
<tr>
<th>Design of the IPE Workshop</th>
<th></th>
</tr>
</thead>
</table>
| Interprofessional team building | • Promotes greater understanding of each profession’s role in the interprofessional team.  
• Help address any prevalent stereotypes that may pose barriers to interprofessional collaboration |
| Team building debriefing | • Allow time to debrief before transitioning to the case scenario-based work  
• Completed in the large group |
| Case scenario | • Case scenario must include opportunities for meaningful involvement from all professions represented.  
• Identify:  
  • 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 |
| Final debriefing | • 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 |
| Assessment | • 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