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Introduction to IPE: A School-Wide Orientation Initiative

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Session Objectives

Present an innovative approach to orienting new students from various healthcare disciplines on Interprofessional Education (IPE).

Discuss strategies to shape incoming students' attitudes toward working in teams.

Discuss challenges and opportunities in coordinating a large-scale IPE event.

Synopsis

Interprofessional experiences are a vital part of healthcare education, and early introduction can positively impact students' attitudes and knowledge about their team members' roles. While students at academic health centers (AHC's) have opportunities to engage in IPE, such opportunities can be overwhelming given significant challenges to coordination and implementation. Addressing these challenges, an interprofessional team at Jefferson School of Health Professions in Philadelphia developed a large-scale event where students could meet other healthcare students and be oriented to IPE as a community. This session discusses the pragmatic and conceptual challenges of the two month planning process of the orientation event, its implementation, and outcomes.

Participants

Department	n=	%
Bioscience Technologies	21	19
Couple and Family Therapy	6	5
Occupational Therapy	27	24
Physical Therapy	22	20
Radiological Sciences	39	34
Total	115	100%

Survey Development

The surveys were developed to provide faculty with insight into student's knowledge, experiences, and beliefs and attitudes prior to and after completing their interprofessional education activities throughout the 2012-13 academic year.

Pre-IPE Orientation Survey

Question	% Not Important	% Of Minor Importance	% Somewhat Important	% Important	% Very Important	Mean
How important do you believe teamwork is to ensuring good quality and outcomes in patient care?	--	--	1	8	91	4.9
In your health professional educational program, how important do you believe it is to include training in how to work in teams?	--	--	8	40	52	4.44
How important is it for you to understand the roles of other health professionals?	--	1	5	30	64	4.57
How important is effective communication in ensuring good quality and outcomes in patient care?	--	--	--	2	98	4.98
To what extent do you think interprofessional education is important in your education as a healthcare professional?	--	--	5	34	61	4.56

June 2012

Dean appointed faculty to school-wide interprofessional orientation

July 2012

Interprofessional committee of faculty and students developed program and secure facilities

July → August 2013

Incoming students completed online survey

August 2012

Instructional activities refined, facilities secured, faculty and student facilitators identified.

September 2012

316 students participated in school-wide interprofessional orientation program

Fall 2012 → Spring 2013

Students participated in interprofessional activities tied to their professional programs

March 2013

Students completed a post-experience survey

Description of the Interprofessional (IP) Welcome Day Orientation

- Incoming students completed a pre-orientation survey to elicit their attitudes toward IP practice and education (N=115.)
- 316 incoming students and 38 faculty from 5 Departments within the Jefferson School of Health Professions attended the IP orientation, which took place one day prior to the beginning of the Fall 2012 semester. The orientation program included:
 - Introduction by Dean Burke about the critical importance of IPE,
 - Small group team-building activity,
 - Large group discussion for sharing ideas about IPE,
 - Current student panel sharing IP experiences at Jefferson.

Small Group Team-Building Activity Description

Students at each table were instructed to imagine themselves as members of medical teams coming together to provide disaster relief following Hurricane Katrina. Students were asked to:

- Identify and prioritize the 5 most critical healthcare services the team would provide to evacuees,
- Establish guidelines for teams to work efficiently and effectively,
- Provide rationales for their decision.

Students were then asked to think about the process and consider what the term

interprofessionalism meant to them:

Using the markers and cards provided, write the word, words, or phrases that best capture your impressions. When finished with your card, add it to the others on the mosaic wall.

- 7 months following the IP orientation event, students completed another survey that asked them to reflect on what they had learned about IPE and their IP experiences at Jefferson.

Activities and Challenges



Team building: Warm up activity



Creative problem solving as a team



JSHP faculty facilitators

Pragmatic & Conceptual Challenges

- Developing the team building activities; finding resources that encourage engagement & team building for a diverse student body
- Designing the evaluation tools
- Finding the appropriate space(s) for large and small group activities

Post-IPE Orientation Survey (N=104)

- 71% of students stated that they learned "a great deal" or "quite a bit" about working as a member of an IP team.
- 80% of students reported being an effective communicator with their team.

Attributes that Facilitate Effective Communication:

- Receptive attitude
- Listening
- Willingness to participate
- Open Minded
- Technology: Email, Texting, Wikkis

Barriers to Effective Communication:

- Arrogance; Not valuing other team members
- Different schedules
- Technology: Proficiency/Priority

Defining IPE:

- Diverse group of individuals working for a common goal
- Interprofessional teams result in better patient care

Educational Implications

What did this orientation to IPE accomplish? What were unique features that made it successful?

- Started the semester with a unified front, conveying the idea that "we're all in this together"
- Laid the groundwork for developing and engaging as a community of practice
- Reduced the anxiety of starting a new venture (graduate education)
- Replaced anxiety with excitement!
- Social venue created a more relaxed atmosphere that facilitated communication and
- Engagement--with each other and with faculty