Introduction to IPE: A School-Wide Orientation Initiative

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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 (AHCs) 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

<table>
<thead>
<tr>
<th>Department</th>
<th>16</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bioscience Technologies</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td>Couple and Family Therapy</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>27</td>
<td>24</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>Radiological Sciences</td>
<td>39</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>115</td>
<td>100%</td>
</tr>
</tbody>
</table>

Survey Development
The surveys were developed to provide faculty with insight into students’ knowledge, experiences, and beliefs and attitudes prior to and after completing their interprofessional education activities throughout the 2012-2013 academic year.

Pre-IPE Orientation Survey

<table>
<thead>
<tr>
<th>Question</th>
<th>% That Important</th>
<th>% of Minor Importance</th>
<th>% Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>How important do you believe teamwork is to ensuring good quality and outcomes in patient care?</td>
<td>--</td>
<td>--</td>
<td>1</td>
</tr>
<tr>
<td>In your health professional educational program, how important do you believe it is to include training in how to work in teams?</td>
<td>--</td>
<td>--</td>
<td>8</td>
</tr>
<tr>
<td>How important is it for you to understand the roles of other health professionals?</td>
<td>--</td>
<td>--</td>
<td>1</td>
</tr>
<tr>
<td>How important is effective communication in ensuring good quality and outcomes in patient care?</td>
<td>--</td>
<td>--</td>
<td>2</td>
</tr>
<tr>
<td>To what extent do you think interprofessional education is important in your education as a healthcare professional?</td>
<td>--</td>
<td>--</td>
<td>5</td>
</tr>
</tbody>
</table>

June 2012
Dean appointed faculty to school-wide interprofessional orientation

July 2012
Interprofessional committee of faculty and students developed program and secure facilities

July 2012 to 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 to Spring 2013
Students participated in interprofessional activities tied to their professional programs

March 2013
Students completed a post-experience survey

Descriptive of the Interprofessional (IP) Welcome Day Orientation

- 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, Wikis

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?

- The integration of interprofessional education into the curriculum.
- The development of an orientation program that addressed the unique needs of students from different healthcare disciplines.
- The emphasis on teamwork and communication skills.
- The creation of a supportive learning environment that facilitated collaboration among students.

Conclusion
The introduction of interprofessional education into the curriculum at Jefferson School of Health Professions has been successful in promoting teamwork and communication skills among students. The development of an orientation program that addressed the unique needs of students from different healthcare disciplines has been instrumental in fostering an environment that supports collaboration and communication.

Insert tables, graphs, and charts as necessary to support the discussion.