

The Dip: Orchestrating a Clinical Immersion Experience in Interprofessional Education



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SETTING & BACKGROUND

**St. Catherine University
Henrietta Schmall
School of Health**



Two campuses –
St. Paul and Minneapolis
32 healthcare programs
from certificate to clinical
doctorate

**Carondelet
Village**



Independent Living
Assisted Living
Memory Care
Care Center

RESEARCH QUESTION

Do health professions students who participate in an interprofessional education experience report improved teamwork skills?

DESIGN & IMPLEMENTATION

Initial 2 weeks

- Didactic portion of course
- Form teams
- Assign mentors and elder teachers

Final 14 Weeks

- Observe
- Plan
- Implement
- Evaluate

Evaluations

- Quantitative
 - RIPLS
 - IEPS
- Qualitative
 - IPEEQ
 - Assignments, meeting summaries, field notes

Study was conducted over two terms (J-Term and Spring) for 16 week in 2013 and 2014.

STUDENT PARTICIPANTS

Occupational Therapy (MAOT)
Physical Therapy (DPT)
Nursing (ADN, BSN)
Nurse Practitioner (MS)
Physician Assistant (MPA)
Holistic Health (MA)
Exercise Science (BS)
Spiritual Directions (MA)
Social Work (BSW, MSW)



OUTCOMES

Interdisciplinary Education Perception Scale (IEPS)

15 items scored from 1 (strongly disagree) to 6 (strongly agree)

Two subscales showed steady improvement, one showed a dip at 6 weeks

The item with the largest positive change was

- *Individuals in other professions respect the work done by my profession*

Every item showed a positive change from day 1 to the last day of the project

Readiness for Interprofessional Learning Scale (RIPLS)

19 items scored from 1 (strongly disagree) to 5 (strongly agree)

Average student scores became more negative at the 6 week mark, but improved and even surpassed original ratings by the end of the course.

The item that showed the most positive change was

- *I would welcome the opportunity to work on small-group projects with other health-care students*

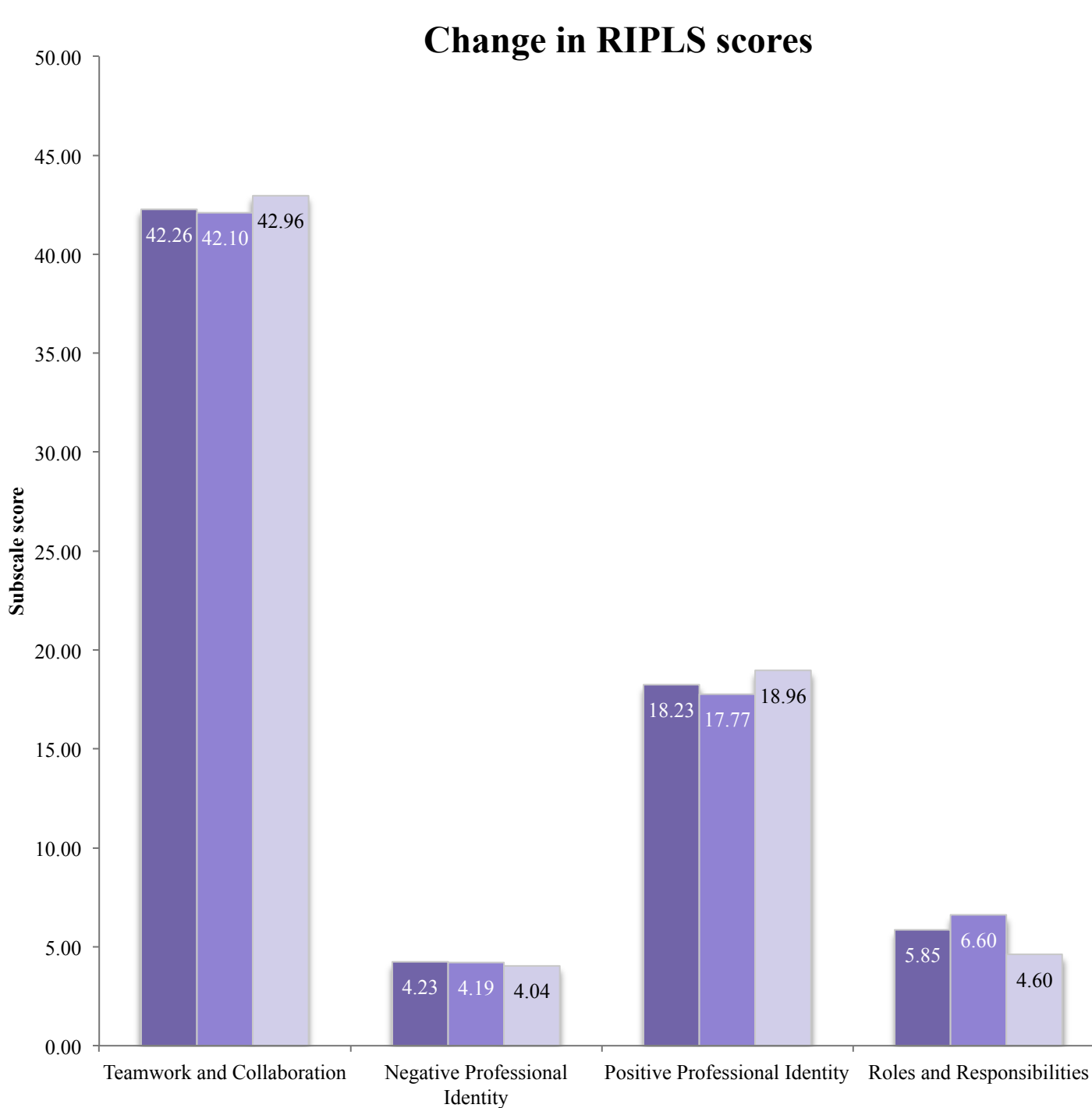
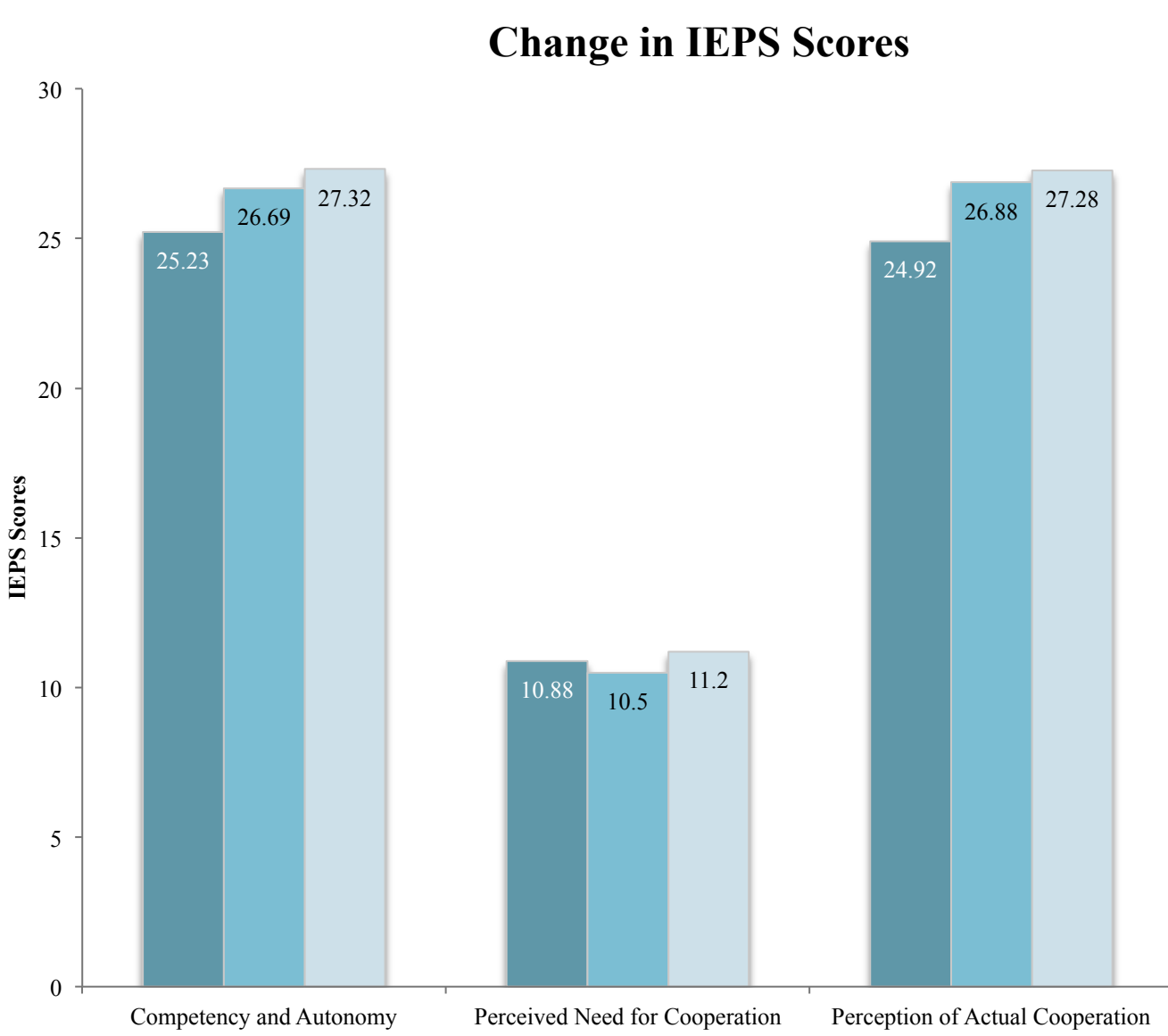
One item showed a slight negative change from day 1 to the last day of the project

- *Patients would ultimately benefit if health-care students worked together to solve patient problems*

Interprofessional Education Experience Questionnaire (IIEQ)

Students Quotes:

- “I am more open to communicating with other healthcare professions and stating my opinion.”
- “It has been great to figure out how to communicate with others who don’t have the same knowledge.”
- “My thought process about how I see some health issues has changed because I know that working with other professions is more important than working alone.”
- “Learned a lot about communication and importance of communicating expectations to team members.”
- “I have learned that working together as an interprofessional team does not mean that you lose focus on your professional self.”
- “I feel more comfortable talking with other medical professions and acting as an advocate for pts.”



Possible Explanations

- Students overestimate their teamwork skills when they start an IPE experience (Pollard, Miers, & Gilchrist, 2005). They discover that working in IPE teams is not the same as working in teams with their classmates of the same profession.
- Differences in the vocabularies of each profession may have made communication within the team more challenging than students expected (Coleman, Roberts, Wulff, VanZyl, & Newton, (2008).
- Student discomfort with role overlap among professions may have surfaced early and then worked through as the team progressed.
- Students may have had stereotypes about other professions that began to crack as the teams worked together, creating doubt in their minds about what they thought they knew to be true about the other professions. This may have lead to a crisis of self-confidence (Ateah et al. 2011; Hean, Macleod, Adams, & Humphries, 2006; Tunstall-Pedoe, Rink, & Hilton, 2003).

References available on handout



SAMPLE TEAM

Elder teacher:

- Male post CVA with OCD
- Care Center
- Sits in wheelchair parked in dining room from 6 am to 7 pm every day
- Constantly using call button

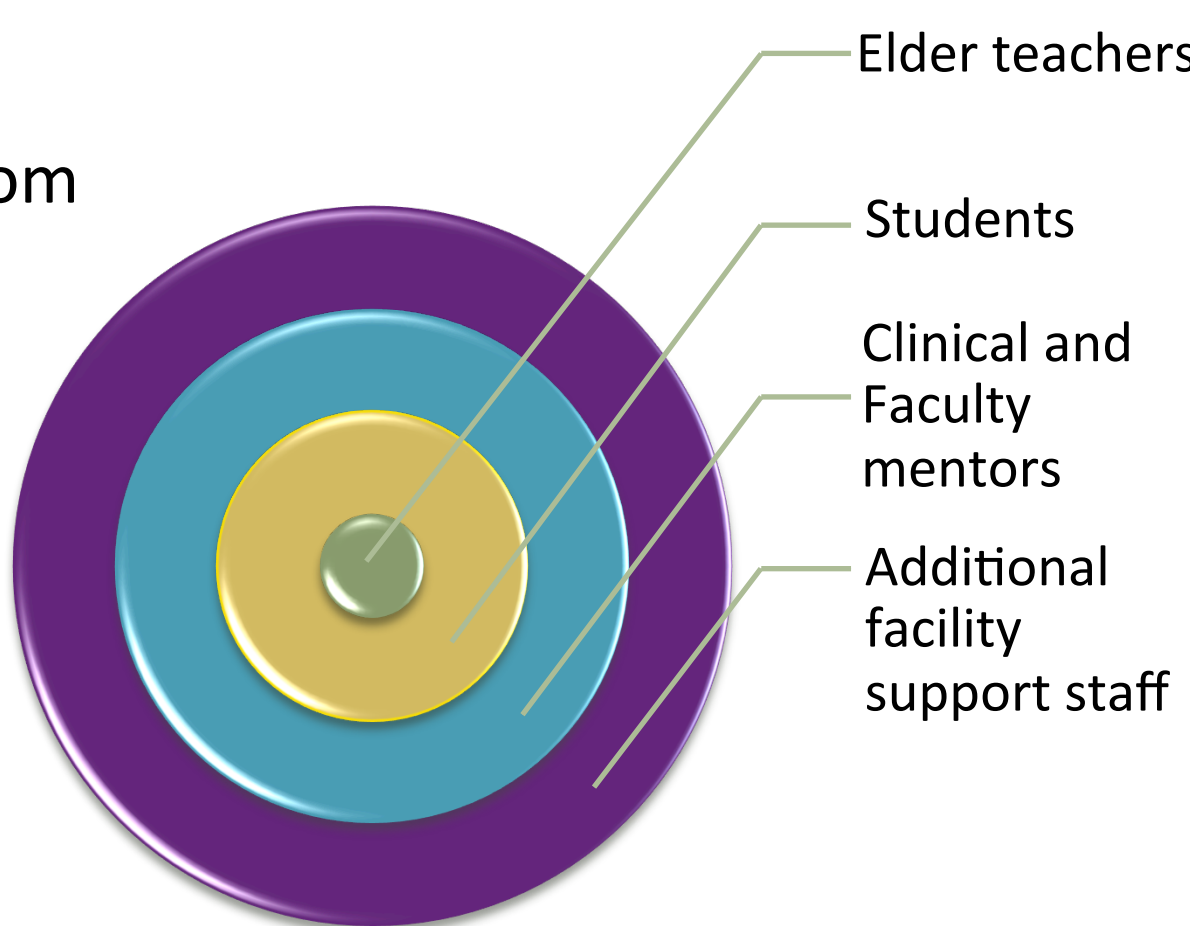
Students:

- OT, nursing, physician assistant, and PT students

Clinical mentor:

- nurse

Team 2



SUMMARY

- The project resulted in mutual benefit for the University and Carondelet Village.
- Per CV staff, the student teams positively affected the health and vitality of the elder teachers.
- Students experience a dip in confidence part way into the project but work through it and come out stronger at the end.
- This project should be revised and replicated so more students can have an interprofessional team experience.
- Answer to the research question: Yes, they do report improved teamwork skills