Interprofessional Education among Undergraduate Health Sciences Students Facilitates Efficacy in Collaborative Practice Models

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Learner Objectives

Upon completion of this presentation, participants will be able to:

• Describe the use of “PULSE” in facilitating interprofessional education and collaboration among undergraduate health sciences students.
Background

Interprofessional education improves patient outcomes through collaborative practice.
Baptist College’s Quality Enhancement Plan

Interdisciplinary Learning Activities

Interprofessional Learning Activities
The Learning Community: Basic Skills of Nursing Practice and Patient Care

1st Learning Activity:

• Introduction to Professions and Scopes of Practice
The Learning Community (Cont’d.):
Basic Skills of Nursing Practice and Patient Care

2\textsuperscript{nd} Learning Activity:

• Healthcare Delivery across the Continuum of Care
The Learning Community (Cont’d.):
Basic Skills of Nursing Practice and Patient Care

3rd Learning Activity:

• Clinical Simulation of Patient Care
Measurable Learning Outcomes

PULSE Student Learning Outcomes:

• Communicate effectively across the professions of the Baptist College healthcare team.

• Demonstrate effective interprofessional team dynamics and values as members of the Baptist College healthcare team.

Assessment Tools:

• AACU Team Values Rubric
• Interprofessional Collaborator Assessment Rubric-Team Functioning
• Team Fitness Test
Relevance

Targeting key performance indicators will facilitate:

• Positive Role Identity and Distinction among Students

• Effective Communication across Healthcare Disciplines

• Promote Patient-Centered Collaborative Practice
Summary

• By engaging undergraduate health sciences students in interprofessional education from entry to matriculation, it is possible to foster a sustainable culture of collaborative clinical practice.
References

