Development, assessment, and evolution of an interprofessional activity with senior nursing and pharmacy students

MICHELLE R. MUSSER, PHARMD, BCPS, CTTS (SPEAKER)
ROBIN M. WHITE, PHD, MSN, RN
ERIN PETERSEN, PHARMD, BCPS
LISA L. WALDEN, MED, MLS(ASCP)CM
MEGAN LIEB, MSN, RN
Objectives

• To demonstrate successful development and application of assessment strategies in IPE activities.

• To guide use of student feedback in the improvement of IPE activities

• To stimulate discussion regarding assessment planning within IPE
IPE Defined

• "Interprofessional education occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes."

  o Enables student to enter workforce ready to work in collaborative practice teams

  o Key to improving our fragmented health system

Interprofessional Education Collaborative (IPEC) Core Competencies

- Values/ethics
- Teamwork
- Communication
- Roles/responsibilities
Development
IPE at Ohio Northern University (ONU)

• Driving forces
  - Educational standards
  - Changing health care landscape
IPE at ONU

• Challenges
  o Rural, non-academic medical center setting
  o Lack of on-campus provider students
  o Disproportionate class sizes
  o Logistics
• Formation of an interdisciplinary committee of faculty and students

• Documentation of current IPE activities that incorporate IPE

• Literature review

• Development of an assessment strategy

• Activity for junior level students

• Activity for senior level students

• Activity for freshman level students

• Elective course for upper level students

• Future planning: experiential learning, service learning activities, and strategic partnerships
IPE at ONU

• Committee includes faculty and students from four disciplines: pharmacy, nursing, exercise physiology, and medical laboratory science (MLS)

• Junior-level activity

• Freshman-level activity
  o JCIPE presentation
IPE at ONU

Communication

Values/ethics

Freshman

Roles/responsibilities

Junior

Teamwork

Senior

Content Reinforcement

Patient-centered care
Provided with SOAP note guidelines and an example emphasizing collaborative care

Complete the *Readiness for Interprofessional Learning Scale* (RIPLS) via LMS

Students met in-person for two, two-hour sessions
Work in groups of 5

Had 1.5 hours to develop one collaborative SOAP note submitted to LMS

Half hour “debriefing” session

Complete RIPLS and assessment questions via LMS

Complete evaluation of group members
Assessment
Establish shared objectives

• To promote, support and implement IPE initiatives and activities with the curriculum and community

• To promote the core competencies of IPE (derived from IPEC Report (2011))
Develop a strategy

• What outcome are we hoping to achieve?
  o Reaction: learner’s view on experience
  o Modify perceptions: change in attitude toward the value of collaboration in patient care
  o Acquire/reinforce knowledge and skills
Develop a strategy

• How will we assess these outcomes?

  o Reaction to experience ➔ Open-ended questions on post-activity survey

  o Perceptions ➔ RIPLS

  o Skills and knowledge ➔ Review of response content

  o Teamwork ➔ Group evaluation
Develop a strategy

• When will these assessments occur?
• How will we use this information?

  o Build into activity development

  o Designate time for analysis

  o Start low, go slow...
    ▪ Start with didactic activities
    ▪ Consider longitudinal implications
    ▪ Plan for the future
Evolution
Key points

• First year feedback
  o RIPLS responses were positively influenced by the IPE exercise
  o Qualitative feedback indicated students enjoyed working with other disciplines and hoped more activities were being implemented
    ▪ Issues noted with formatting responses and group ratios
Key points

• Activity adjustments
  ○ Format

• Development of new assessment questions
  ○ Focus on impact around IPEC domains
  ○ Perceptions regarding value of activity
Key points

• Longitudinal considerations
  o Restructure to differentiate senior activity from previous activities

  o Focus on next steps in practice (behavior change)
Complete the *Readiness for Interprofessional Learning Scale* (RIPLS) and assessment questions via LMS.

Pharmacy students performed an interview on a “patient”, while nursing students got a report from a departing “shift nurse” on the patient for 20 minutes.

Students met in-person for and worked in groups of 5.

Had 1.5 hours to develop one collaborative care plan submitted to LMS.

Half hour “debriefing” session.

Complete RIPLS and assessment questions via LMS.

Complete evaluation of group members.
Future planning

• Offering of advanced elective courses

• Assessment of experiential learning

• Integration of shared service learning activities

• Development of strategic partnerships to strengthen activities
Lessons learned

• Establish a committee and get “buy-in” from all disciplines involved

• Encourage student feedback

• Develop clear objectives for IPE programming and establish an assessment plan

• Provide opportunity for development of knowledge and skills related to both content areas and professional skills, like teamwork

• Help students understand the “big picture” - how is the activity aiding their learning?
Discussion
m-musser@onu.edu
Development, assessment, and evolution of an interprofessional activity with senior nursing and pharmacy students

MICHELLE R. MUSSER, PHARMD, BCPS, CTTS (SPEAKER)
ROBIN M. WHITE, PHD, MSN, RN
ERIN PETERSEN, PHARMD, BCPS
LISA L. WALDEN, MED, MLS(ASCP)CM
MEGAN LIEB, MSN, RN