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

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#### 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."
  - Enables student to enter workforce ready to work in collaborative practice teams
  - •Key to improving our fragmented health system

#### Interprofessional Education Collaborative (IPEC) Core Competencies

- Values/ethics
- Teamwork
- Communication
- Roles/responsibilities

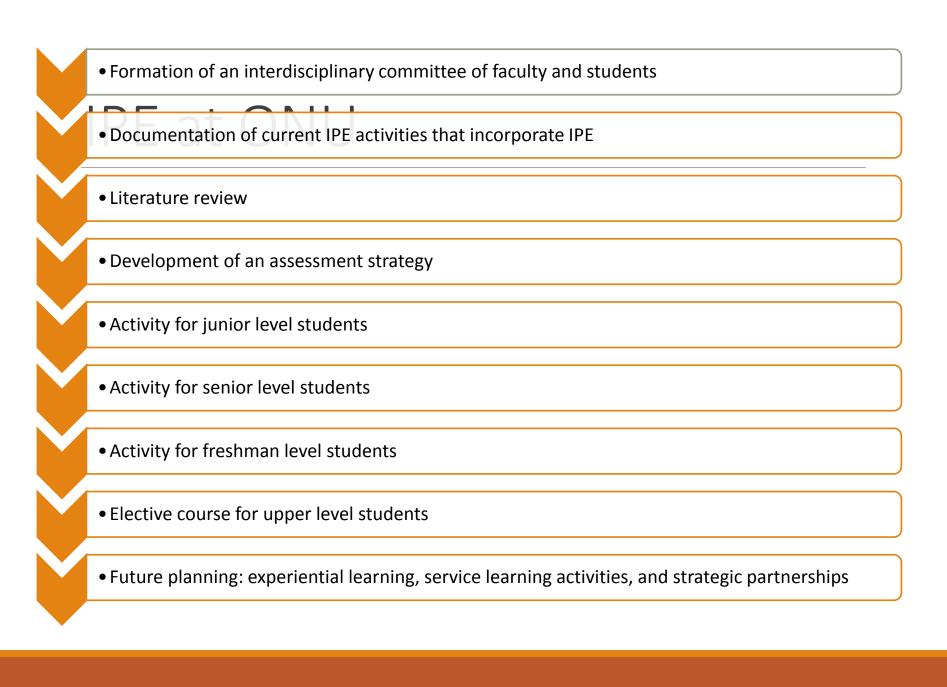
## Development

# IPE at Ohio Northern University (ONU)

- Driving forces
  - Educational standards
  - Changing health care landscape

#### IPE at ONU

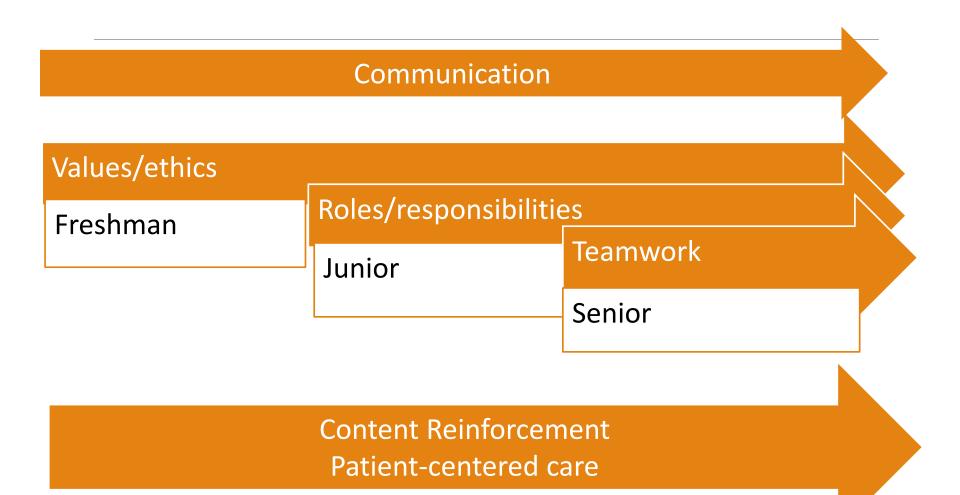
- Challenges
  - Rural, non-academic medical center setting
  - Lack of on-campus provider students
  - Disproportionate class sizes
  - OLogistics



#### IPE at ONU

- Committee includes faculty and students from four disciplines: pharmacy, nursing, exercise physiology, and medical laboratory science (MLS)
- Junior-level activity
  - OMusser, MR, Dipietro, N, Walden, L, Montenery, S, Terrell, S. (2016). Development of a Novel Interprofessional Education Activity with Undergraduate Students: Design, Assessment, and Lessons Learned. *Health and Interprofessional Practice* 3(1):eP1096.
- Freshman-level activity
  - oJCIPE presentation

#### IPE at ONU



#### 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 achieve?
  - OReaction: learner's view on experience
  - Modify perceptions: change in attitude toward the value of collaboration in patient care
  - OAcquire/reinforce knowledge and skills

#### Develop a strategy

- •How will we assess these outcomes?
  - ○Reaction to experience → Open-ended questions on post-activity survey
  - oPerceptions → RIPLS
  - oSkills and knowledge → Review of response content
  - oTeamwork → Group evaluation

#### Develop a strategy

- •When will these assessments occur?
- •How will we use this information?
  - Build into activity development
  - Designate time for analysis
  - Start low, go slow...
    - Start with didactic activities
    - Consider longitudinal implications
    - Plan for the future

### Evolution

#### Key points

- First year feedback
  - RIPLS responses were positively influenced by the IPE exercise
  - 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
  - Restructure to differentiate senior activity from previous activities
  - 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



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