Redesigning Instruction for Interprofessional Education

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IPE Committee Co-chairs
October 28, 2016
• Formed IPE Committee spring 2015.
• Hosted two faculty workshops on campus.
• Committee co-chairs attended Interprofessional Education Collaborative (IPEC) Institute fall 2015.
• Secured microgrant to support implementation.
• Carried out first IPE pilot projects in fall 2015 and spring 2016.
Outcome Measures

- All participants:
- Signed a consent.
- Completed
  - *Attitudes Toward Interprofessional Health Care Teams Scale* pre and post activity.
  - One minute reflection.
- Participated in debriefing conversations
• Students worked in interdisciplinary groups of four to interview people with chronic conditions.

• Each group met for 30 minutes prior to the interview.
• Disciplines:
  – CD, OT, PT, Nursing
• Met with the individual for 20 minutes.

• Students, faculty, & interviewee participated in a 30 minute post-interview debriefing.
Attitudes Towards Interprofessional Health Care Teams

• Greatest differences seen pre and post for the following items:

• Item 1:
  – Patients/clients receiving inter-professional care are more likely than others to be treated as whole persons. (+.98)

• Item 10:
  – Health professionals working as teams are more responsive than others to the emotional and financial needs of patients/clients (increased +.55)
Attitudes Towards Interprofessional Health Care Teams

• **Item 2:**
  – Developing an inter-professional patient/client care plan is excessively time consuming. (-.42)

• **Item 9:**
  – In most instances, the time required for inter-professional consultations could be better spent in other ways. (-.53)
Committee worked together to develop a case scenario.

An actor portrayed the role of the patient.

Case was based on three days of an acute care hospitalization.

All students completed the activities within the context of an interdisciplinary team.
What did the students do?

- Students collaborated to complete:
  - An initial assessment.
  - Swallow evaluation.
  - Bed to chair transfer.
  - Ambulation with a cane.
  - Putting on socks with the use of assistive equipment.
  - Discharge planning session.
• Greatest differences seen pre and post for following items:

• Item 3:
  – The give and take among team members helps them make better patient/client care decisions. (increase .714)

• Item 10:
  – Health professionals working as teams are more responsive than others to the emotional and financial needs of patients/clients. (Increase .714)
One minute reflection
Debriefing
Moving Forward

- Doubling number of participants in 2016-2017 pilot activities.
- Attending TEAMSTEPPS training in November
  - Run TEAMSTEPPS workshop for Mercy Faculty Summer 2017
- Interdisciplinary Undergraduate book discussion- spring 2017
  - My Stroke of Insight
  - IPE workshop with
    - Students
    - Faculty
    - Practitioners
    - Author
    - Discuss the IPE concept reflected
    - Discuss ways to increase IPE practice
Mercy College IPE

• Learning together today for better practices tomorrow………………

• We would like to hear ideas from other’s experiences, projects, ways you grew IPE at your site

• Questions?