THE PROFESSIONAL CURRICULA TIME CRUNCH: OPTIONS FOR CHANGING STUDENT UNDERSTANDING AND PERCEPTIONS OF INTERPROFESSIONAL LEARNING AND COLLABORATION

Barbara Gilin, MSW, LCSW
Tracey Rush, EdD

Linda Knauss, PhD, ABPP
Robert Wellmon, PT, PhD, NCS

School of Human Service Professions
Widener University
Chester, PA USA
Objectives

- Briefly discuss some of the challenges faced in the academic setting in both creating and implementing IPL opportunities.
- Discuss curricular design options.
- Present a curricular approach used at Widener University to foster the skills thought to be essential for effective interprofessional collaboration.
- Describe the importance of including curricular assessment in the design and implementation of IPL opportunities.
- Present some of the findings from student assessment related to IPL used at Widener University.
- Open forum: opportunity to discuss what others are doing to incorporate IPL opportunities into professional curricula.
The Problem with Current Clinical Practice – Interprofessional Collaboration
Importance of Interprofessional Collaboration

Practice
- Patient/client care can be complex
- Interprofessional teams are the future of medicine
- Improved quality of care
- Patient/client centered care
- Financial considerations

Education
- Learning with, from and about other disciplines
- Interprofessional collaboration skills can and should be taught prior to licensure
- Develop respect for other disciplines
- Practice the skills necessary for effective teamwork
Importance of Interprofessional Education & Learning
Number of Participants by Discipline who Self-reported Exposure to Working on an Interprofessional Team

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clin Psy</td>
<td>73</td>
<td>16</td>
</tr>
<tr>
<td>Education</td>
<td>10</td>
<td>53</td>
</tr>
<tr>
<td>Phys Ther</td>
<td>88</td>
<td>19</td>
</tr>
<tr>
<td>Soc Work</td>
<td>51</td>
<td>54</td>
</tr>
<tr>
<td>Nursing</td>
<td>25</td>
<td>23</td>
</tr>
</tbody>
</table>
Importance of Interprofessional Learning

Mean Score on the Interdisciplinary Education Preparation Scale (IEPS)

- Competency / Autonomy
- Perceived Need Cooperation
- Perception Actual Cooperation
- Understanding Other's Values

Yes | No
Mean Score on the Attitudes Toward Healthcare Teams Scale

- Quality of Care / Team Value
- Cost of Team Care / Team Efficiency
- MD Centrality / Shared Leadership

- Yes
- No
Challenges Faced in Creating IPL Opportunities

Widener University

- Time
- Curricular silos
- Faculty support
- Administrative support
- Student support/seeing value in IPL and collaboration
- Infrastructure/Physical plant
Opportunities at Widener for IPL

Interprofessional Learning Opportunities

- Student Interdisciplinary Day – 6 hour learning module
- Diversity Day – 2 hours
- International Trip – approximately 1 week
- Graduate Student Research Day
- Community Outreach Programs
Student Interdisciplinary Day
Widener University
Student Learning Objectives

1. Understand the different structures and functions of multidisciplinary teams;

2. Understand the process of communication within a multidisciplinary team and with other related systems (i.e. agency administration, outside caregivers, client/patient/consumer significant family members);

3. Appreciate the different terminologies that are utilized in different types of multidisciplinary teams;

4. Demonstrate an understanding of professional values and code of ethics that guide professional working relationships;
Student Learning Objectives

5. Begin to understand the roles played by other professional disciplines in providing team based patient/client services;

6. Demonstrate skills in utilizing problem solving methods to resolve conflict within the team or between the team and outside systems;

7. Demonstrate skill in conducting a multidisciplinary assessment; and

8. Demonstrate skill in implementing/creating a multidisciplinary intervention
Widener Approach

Student Interdisciplinary Day

CIHC Core Competencies (2010)

1. Interprofessional communication
2. Role clarification
3. Team functioning
4. Collaborative leadership
5. Interprofessional conflict resolution
6. Patient/client/family/community-centered care
Effective Interdisciplinary Practice

- Understanding Team Process
- Identify Team Values & Ethics
- Communication
- Team Identity
Widener Approach

Student Interdisciplinary Day

Teaching Modules: Six Hours

Session 1: Introduction to Interdisciplinary Team Functions & Member Roles – 1 hour

Session 2: Case Presentation & Team Meeting Structures – 1 hour

Session 3: Student Interdisciplinary Day – Simulated Team Conference – 4 hours
Widener Approach

Student Interdisciplinary Day

Simulated Team Conference

- Case Introduction
- Interprofessional Group Meeting
- Discipline Specific Group Meeting
- Final Interprofessional Group Meeting
- Create a Service Plan
- Debriefing & Wrap-up
Widener Approach

Student Interdisciplinary Day

Case Considerations

- Real client with multiple disabilities
- Disciplines represented within SHSP
  - Clinical Psychology
  - Clinical Social Work
  - Education
  - Physical Therapy
- Promote interprofessional discussion
Case Study: Sarah

- 17 year old female
- Lives with single mother
- Final year high school
- Diagnosis: Cerebral Palsy

Limitations
- Mobility
- Activities of daily living
- Multiple learning disabilities

Strengths
- Above average intelligence
- Motivated student
- Support system
Curricular Assessment (& Research)
Assessment

Options

- Self report/attitudinal inventories
- Develop questions based on the learning objectives that are part of a self-report or attitudinal measure
- Qualitative approaches – focus groups, one-on-one interviews, behavioral observations
- Competency based checklists/OSCE
- Reflective assignments – artifacts for analysis
Knowledge and Understanding of Interdisciplinary Teams

- Concept
- Purpose
- Process
- Ethics & Values

Intervention vs Control

Knauss et al, 2003
Group Participation Skills (IPES)

Identity: Intervention > Control
Communication: Intervention < Control
Participation: Intervention > Control
Team Work: Intervention < Control

Knauss et al, 2003
Focus Group

Key Themes Emerging

1) Better understanding the professional roles of other team members

2) Increased awareness of professional role overlap among some of the disciplines

“I learned what physical therapy does, a little about what educators do and a little about what a social worker does but I’m still very vague about all of it”

Wellmon et al, 2009
3) Competition and conflict among disciplines & difficulty resolving differences

“I felt like everyone was fighting for air time and fighting (when) one discipline made a suggestion that the other disciplines would think wasn’t important.”

Wellmon et al, 2009
Focus Group

Key Themes from the Research

4) Appreciation of the need for effective leadership

“I was surprised that no one knew how to readily integrate all disciplines’ contributions into an action plan. There was a breakdown in the process…”

“Groups should not be facilitated by physical therapy students … (differences of opinion) were not effectively resolved. The team leaders failed to lead.”

Wellmon et al, 2009
Leadership Within the Group Was Effective

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
Group Climate Questionnaire

Engaged
Conflict
Avoiding

Clin Psy  Education  Soc Work  Phys Ther
5) Importance of collaboration in providing services

“I really liked working with physical therapy students. I gained a lot more information about what they do. I also found them easy to work with and thought that they really helped to inform the psychologists and other disciplines about how to better our work. They also seemed very interested in gleaning useful information from psychology.”

Wellmon et al, 2009
Focus Group

Key Themes from the Research

6) Development of professional competence and confidence

“I was surprised the whole team listened to my opinions ... this gave me confidence.”

“The thing that surprised me the most about myself is that I could answer the questions from the other disciplines. I learned that I could bring more information to an interdisciplinary meeting than I had originally thought.”

Wellmon et al, 2009
Feelings of Confidence in Working on an Interprofessional Team

- Pre-IPE:
  - Strongly Disagree: 8.0%
  - Disagree: 3.4%
  - Neutral: 14.7%
  - Agree: 43.2%
  - Strongly Agree: 36.7%

- Post-IPE:
  - Strongly Disagree: 2.0%
  - Disagree: 2.0%
  - Neutral: 32.2%
  - Agree: 46.5%
  - Strongly Agree: 20.3%
Has the Experience Changed You?

- **Increased Knowledge**: 93% Yes, 7% No
- **Understanding Others**: 75% Yes, 25% No
- **Attitude Toward Others**: 57% Yes, 43% No

Gilin et al, unpublished data
Team Working Skills Improved from Being on the Team

- Strongly Agree: 34%
- Agree: 44%
- Undecided: 18%
- Disagree: 3%
- Strongly Disagree: 2%

Gilin et al, unpublished data
Interprofessional Curriculum

<table>
<thead>
<tr>
<th>Percentage Responding</th>
<th>Required Participation</th>
<th>Additional Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>81%</td>
<td>80%</td>
</tr>
<tr>
<td>Yes</td>
<td>19%</td>
<td>20%</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Gilin et al, unpublished data
Should IPL Be Required: Yes Vs. No Respondents

Mean Score on the Attitudes Toward Healthcare Teams Scale

- Quality of Care / Team Value
- Cost of Team Care / Team Efficiency
- MD Centrality / Shared Leadership

Yes
No
Should IPL Be Required: Yes Vs. No Respondents

Mean Score on the Interdisciplinary Education Preparation Scale (IEPS)

- Teamwork & Collaboration
- Professional Identity
- Roles & Responsibilities

- Yes
- No
Number of Participants by Discipline who Self-reported the Opportunity to Work on an Interprofessional Team

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clin Psy</td>
<td>73</td>
<td>16</td>
</tr>
<tr>
<td>Education</td>
<td>10</td>
<td>53</td>
</tr>
<tr>
<td>Phys Ther</td>
<td>88</td>
<td>19</td>
</tr>
<tr>
<td>Soc Work</td>
<td>51</td>
<td>54</td>
</tr>
</tbody>
</table>

Number of Participants by Discipline who Self-reported the Opportunity to Work on an Interprofessional Team
Differences in Scores on the Interdisciplinary Education Perception Scale Based on Reported Experience with Interprofessional Collaboration

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency / Autonomy</td>
<td>75.72</td>
<td>73.47</td>
</tr>
<tr>
<td>Perceived Need Cooperation</td>
<td>63.14</td>
<td>60.64</td>
</tr>
<tr>
<td>Perception Actual Cooperation</td>
<td>72.72</td>
<td>71.89</td>
</tr>
<tr>
<td>Understanding Other's Values</td>
<td>49.81</td>
<td>47.80</td>
</tr>
</tbody>
</table>

*p=.04, *p=.01, *p=.02
Differences in Scores on the Attitudes Toward Healthcare Teams Scale Based on Reported Experience with Interprofessional Collaboration

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Care / Team Value</td>
<td>43.12</td>
<td>41.1</td>
</tr>
<tr>
<td>Cost of Team Care / Team Efficiency</td>
<td>12.55</td>
<td>11.19</td>
</tr>
<tr>
<td>MD Centrality / Shared Leadership</td>
<td>17.29</td>
<td>16.13</td>
</tr>
</tbody>
</table>

- p = .01
- p < .001
- p = .005
Revised Curricular Model

1. Understanding Team Process
2. Team Identity
3. Communication
4. Identify Team Values & Ethics
5. Leadership
6. Conflict Resolution
7. Understanding Roles

Effective Interprofessional Practice
Mean Pre and Post-IPE Scores on the Interdisciplinary Education Preparation Scale (IEPS)

<table>
<thead>
<tr>
<th>Competency &amp; Autonomy</th>
<th>Perceived Need Cooperation</th>
<th>Perception Actual Cooperation</th>
<th>Understanding Values Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-IPE</td>
<td>75.93</td>
<td>62.78</td>
<td>73.69</td>
</tr>
<tr>
<td>Post-IPE</td>
<td>81.61</td>
<td>63.83</td>
<td>77.14</td>
</tr>
</tbody>
</table>

Wellmon et al, JAH 2012
Mean Pre and Post-IPE Scores on the Readiness for Interprofessional Learning Scale

Wellmon et al., JAH 2012

<table>
<thead>
<tr>
<th></th>
<th>Teamwork &amp; Collaboration</th>
<th>Professional Identity</th>
<th>Roles &amp; Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-IPE</td>
<td>37.91</td>
<td>28.23</td>
<td>7.18</td>
</tr>
<tr>
<td>Post-IPE</td>
<td>39.91</td>
<td>29.62</td>
<td>6.56</td>
</tr>
</tbody>
</table>
Mean Pre and Post-IPE Scores on the Attitudes Toward Healthcare Teams Scale

<table>
<thead>
<tr>
<th>Attitudes Toward Healthcare Teams Scale</th>
<th>Pre-IPE</th>
<th>Post-IPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Care/Team Value</td>
<td>43.69</td>
<td>45.68</td>
</tr>
<tr>
<td>Cost of Team Care/Team Efficiency</td>
<td>12.18</td>
<td>13.04</td>
</tr>
<tr>
<td>MD Centrality/Shared Leadership</td>
<td>16.44</td>
<td>17.41</td>
</tr>
</tbody>
</table>

Wellmon et al, JAH 2012

p ≤ 0.018
## Student Learning Objectives Assessment

<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand the different structures and functions of multidisciplinary teams.</td>
<td>Focus Groups</td>
</tr>
<tr>
<td></td>
<td>ATHCTS</td>
</tr>
<tr>
<td></td>
<td>Non-standard questionnaire</td>
</tr>
<tr>
<td></td>
<td>RIPLS</td>
</tr>
<tr>
<td>2. Understand the process of communication within a multidisciplinary team and with other related systems.</td>
<td>Focus Groups</td>
</tr>
<tr>
<td>3. Learn the different terminologies that are utilized in different types of multidisciplinary teams.</td>
<td>Focus Groups</td>
</tr>
<tr>
<td></td>
<td>Non-standard questionnaire</td>
</tr>
<tr>
<td></td>
<td>RIPLS</td>
</tr>
<tr>
<td>4. Demonstrate an understanding of professional values and code of ethics that guide professional working relationships.</td>
<td>IEPS</td>
</tr>
<tr>
<td></td>
<td>Focus Groups</td>
</tr>
<tr>
<td>Student Learning Objectives</td>
<td>Assessment</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>5. Begin to understand the roles played by other professional disciplines in providing team based patient/client services.</td>
<td>Focus Groups ATHCTS Non-standard questionnaire</td>
</tr>
<tr>
<td>6. Demonstrate skills in utilizing problem solving methods to resolve conflict within the team or between the team and outside systems.</td>
<td>Group Climate Questionnaire Focus Groups Non-standard questionnaire RIPLS</td>
</tr>
<tr>
<td>7. Demonstrate skill in conducting a multidisciplinary assessment.</td>
<td>Group Climate Questionnaire RIPLS</td>
</tr>
<tr>
<td>8. Demonstrate skill in implementing/creating a multidisciplinary intervention.</td>
<td>Artifacts – Service Plan Focus Groups</td>
</tr>
</tbody>
</table>
D x V x F > R

- Dissatisfaction with the status quo
- Vision of a positive future state
- First Steps in the direction of the vision
- Resistance to change
Questions?
Contact Information

Barbara Gilin, MSW, LCSW
bjgilin@widener.edu

Tracey Rush, EdD
trush@widener.edu

Linda Knauss, PhD, ABPP
lkknauss@widener.edu

Robert Wellmon, PT, PhD
rhwellmon@widener.edu

School of Human Service Professions
Widener University
One University Place
Chester, PA 19013
USA