An Interprofessional Education Workshop Integrating Pharmacy, Physical Therapy, Occupational Therapy, and Physician Assistant Students and Faculty

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Jefferson Seminar
Purpose

• This seminar will describe a case-based interprofessional education (IPE) workshop used to facilitate interprofessional learning
  – Planning
  – Implementation
  – Assessment
Jefferson Seminar
Learning Objectives

- Upon completion of this seminar, participants will be able to:
  - Describe strategies to utilize a short-duration IPE workshop framework in interprofessional education initiatives
  - Design an IPE workshop utilizing an interactive case-based approach
Background

• Several accrediting bodies include IPE as a standard expectation within healthcare education

• Most published literature on IPE includes medicine and nursing
  – Fewer studies discuss other health professions, including
    • Pharmacy
    • Physical therapy (PT)
    • Occupational therapy (OT)
    • Physician assistant (PA)

Accreditation Council for Pharmacy Education, 2007; Hammick et al., 2007; Interprofessional Education Collaborative Expert Panel, 2011
Background

• The Interprofessional Education Collaborative (IPEC) core competencies for IPE:
  – Roles/responsibilities
  – Value/ethics
  – Teamwork
  – Interprofessional communication
IPE Workshop Planning

• Goals of the IPE Workshop
  – Facilitate an interactive interprofessional learning environment to build a professional unity on campus.
  – Promote the IPEC domains of roles/responsibility, values/ethics, interprofessional communication and teamwork.
IPE Workshop Planning

• Who is involved?
  – What professions will be represented?
  – Who are the faculty involved?
    • Core faculty
    • Additional facilitators
  – Who are the students involved?
    • How far along in their educational programs?
    • How many students will be involved?
    • How many small groups will be needed?
Description of Workshop

• The 3-hour IPE workshop involved 62 students from the following disciplines:
  – Pharmacy
  – Physical therapy (PT)
  – Occupational therapy (OT)
  – Physician assistant (PA)
Description of Workshop

• Main components:
  1. Interprofessional team building
  2. Debriefing
  3. Case-based work
  4. Final Debriefing
Description of Workshop

• Interprofessional team building
  – Small interprofessional groups
  – Introductions
    • Name, program, year of training
  – Research the represented professions
    • Training and educational curriculum
    • Role of each profession within a healthcare team
  – Identify and correct commonly held misconceptions
Description of Workshop

• Debriefing
  – Large group
  – Discuss overall perceptions and misconceptions within the professions
  – Allow students to express what they hope to get out of the workshop
Description of Workshop

• Case-based work
  – Unidisciplinary teams
    • Review case scenario
    • Identify individual profession’s role in the case
  – Interprofessional small groups:
    • Create collaborative care plan for the patient
    • Discuss the action plan with a standardized patient
    • Debrief
      – How did the team use clinical reasoning to develop the action plan
      – Strengths
      – Areas for improvement
      – Lessons learned
Description of Workshop

• Case scenario
  • Care setting
  • Current condition
  • History of present illness/injury
  • Past medical history
  • Family medical history
  • Social history

• Medications
• Review of systems
• Physical examination
• Labs
• Assessment
Description of Workshop

• Final debriefing
  – Large group
  – Allow students time to voice their triumphs and struggles during the workshop
  – Provide participants with an opportunity to provide feedback on the workshop
IPE Workshop Assessment

• Student and facilitator feedback
  – What aspects went well?
  – What aspects could be improved?
  – Did you feel that your group members all worked as a team?
    • What team dynamics did your group demonstrate that were necessary for a collaborative team?
    • How could you create better team dynamics in the future?
  – Write three things you learned from this workshop that you will use in your professional career.
IPE Workshop Assessment

• Student feedback on the workshop:
  – Small interprofessional groups worked as a collaborative team during the workshop
  – Promoted collaboration, communication, and respect between professions
  – Helped students better understand the roles and perspectives of each profession
  – Helped students overcome misconceptions of each profession
IPE Workshop Assessment

- Student feedback on lessons and skills learned:
  - How to work as a member of an interprofessional team
  - Communication skills
    - For interprofessional communication
    - For patient-professional communication
  - Skills needed to clearly explain their clinical reasoning to other members of the team
  - How to develop a collaborative patient-centered plan of care
IPE Workshop Assessment

• Student feedback for future IPE:
  – More IPE workshops should be offered
  – Utilize standardized patients along with faculty facilitators
  – Provide a more comprehensive and realistic simulated experience
  – Students should have similar levels of education
IPE Workshop Assessment

• Core faculty recommendations for future IPE:
  – Utilize a standardized IPE survey for student assessment
    • Consider assessment of: knowledge, skills, and/or attitudes regarding interprofessional work
  – Provide a more comprehensive and realistic simulated experience, utilizing new individualized patient care rooms
  – Students should have similar levels of education and/or be in at least their second professional year
Conclusion

- This workshop integrated students from multiple professional programs and was successful at introducing students to interprofessional team skills.
Utilizing the IPE Workshop Framework within Other Contexts

• Core team
• Variety of health professions
• Case study selection
Relevance to Interprofessional Education

• This seminar presented a case-based IPE workshop conducted with pharmacy, PT, OT, and PA students to facilitate interprofessional learning.

• This IPE workshop format may be utilized with a variety of professional programs and case scenarios.
**Interprofessional Education Workshop Planning Worksheet**

**University of the Sciences**

Developed by:
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### Key Planning Questions

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<th>Goals of the IPE Workshop</th>
<th>Considerations</th>
<th>Workshop Planning</th>
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<tbody>
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<td>• Establish specific goals and intended outcomes of the IPE workshop.</td>
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### Who is involved?

- **What professions will be represented?**
  - How will the professions represented during the workshop model realistic interprofessional practice?

- **Who are the core faculty involved?**
  - Core faculty should demonstrate strong collaborative skills and should serve as champions for IPE.

- **Who are the students involved? How far along in their educational programs will the students be?**
  - Students’ level of didactic and clinical experience will provide them with background knowledge and experience for the workshop.
  - Utilizing students at different levels of experience presents opportunities for near-peer teaching.
  - Involving students with similar levels of experience allows for greater similarities in experience and contributions to the IPE workshop.

- **How many students will be involved?**
  - Consider practical implications for space, number and size of small groups, and number of facilitators needed.

- **How many facilitators are needed?**
  - Recommend one facilitator for each small group.
  - Small groups should consist of approximately 10 students.
# IPE Workshop Planning Worksheet

<table>
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<th>Design of the IPE Workshop</th>
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| ○ Interprofessional team building | • Promotes greater understanding of each profession’s role in the interprofessional team.  
• Help address any prevalent stereotypes that may pose barriers to interprofessional collaboration |
| ○ Team building debriefing | • Allow time to debrief before transitioning to the case scenario-based work  
• Completed in the large group |
| ○ Case scenario | • Case scenario must include opportunities for meaningful involvement from all professions represented.  
• Identify:  
  ○ Care setting  
  ○ Current condition  
  ○ History of current condition  
  ○ Past medical history  
  ○ Family medical history  
  ○ Social history  
  ○ Medications  
  ○ Review of systems  
  ○ Physical examination and labs  
  ○ Assessment |
| ○ Final debriefing | • Allow students time to voice their triumphs and struggles during the workshop.  
• Provide participants with an opportunity to provide feedback on the workshop.  
• Completed in the large group |
| ○ Assessment | • Consider the feedback you would like from students  
• Consider the feedback you would like from facilitators |
Collaborative Brainstorming

• Use the IPE Workshop Planning Worksheet to brainstorm how you may introduce IPE using a similar workshop format
Collaborative Brainstorming

• Discussion and debriefing
References


