

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."
- 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
 - 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
 - Musser, 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
 - 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 achieve?
 - Reaction: learner's view on experience
 - Modify perceptions: change in attitude toward the value of collaboration in patient care
 - Acquire/reinforce knowledge and skills

Develop a strategy

- How will we assess these outcomes?
 - Reaction to experience → Open-ended questions on post-activity survey
 - Perceptions → RIPLS
 - Skills and knowledge → Review of response content
 - Teamwork → 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



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