

Redesigning Instruction for Interprofessional Education

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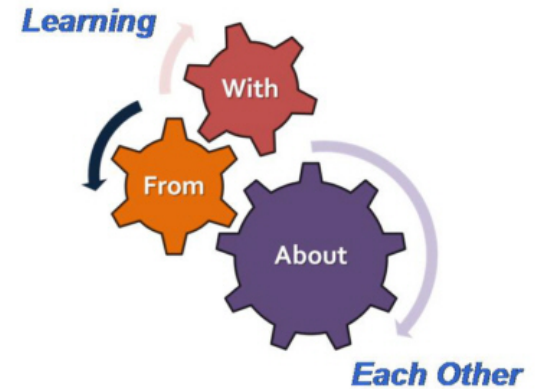
Getting Started

- **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**



Case History

Fall 2015

- **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)
- **Item10:**
 - 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)



One minute reflection



Simulated Case Spring 2016

- **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?

