

Introducing Students to Interprofessional Teamwork: Advice for Fellow Neophytes



INDIANA UNIVERSITY
SCHOOL OF MEDICINE—EVANSVILLE



College of Nursing and
Health Professions

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Background

- ❖ Two universities: Indiana University School of Medicine and University of Southern Indiana College of Nursing and Health Professions
- ❖ Facilities co-located on USI campus
- ❖ Interprofessional Education Initiatives at both
- ❖ First through fourth-year medical students
- ❖ Nursing, OT/OTA, Food/Nutrition, Respiratory Therapy, Radiologic Imaging, Sonography, Dental Hygiene and Assisting, Health Services students
- ❖ Undergraduate through doctoral students
- ❖ Social Work undergraduate and graduate students
- ❖ Initiated interprofessional partnership in 2014

Curricular Themes

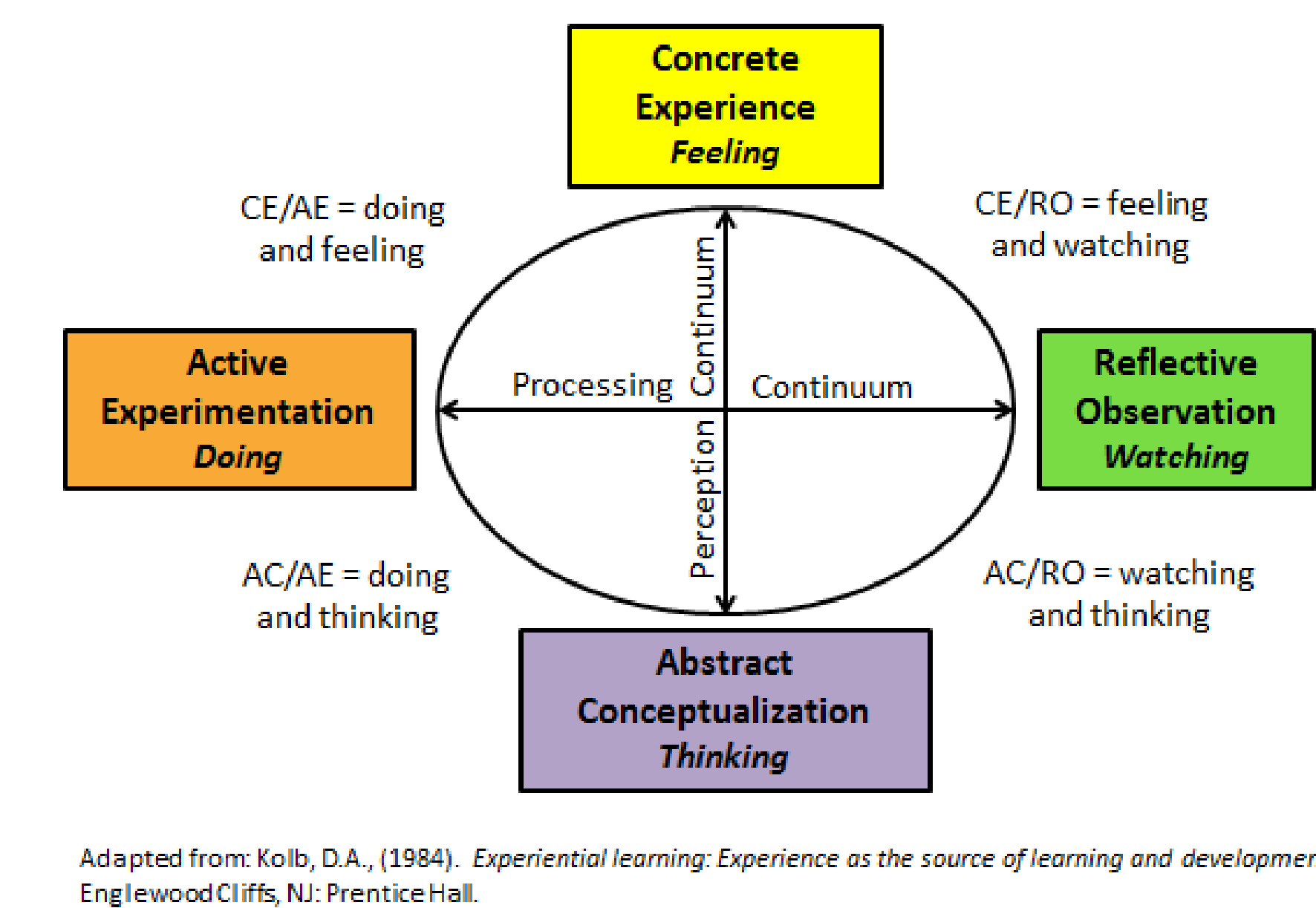
- ❖ Recognition of professional roles, scope of practice
- ❖ Interprofessional attitudes and behaviors
- ❖ Critical thinking
- ❖ Collaborative problem-solving
- ❖ Case management
- ❖ Continuum of care

Challenges Faced

- ❖ Coordinating two different institutions and multiple programs
- ❖ Students at different levels of training and experience
- ❖ Negative student attitudes: “We don’t have time for this.” “We don’t need this.” “They know more than we do.”
- ❖ IPE as a new curricular element for all programs
- ❖ Inexperienced leaders

Kolb’s Experiential Learning Theory

- ❖ 4-stage cyclical theory of learning
- ❖ Holistic perceptive that combines experience, perception, cognition and behavior
- ❖ Experiential learning
- ❖ Reflecting on learning by doing



Setting and Methodology

- ❖ Setting: one introductory 4-hour interprofessional workshop
- ❖ Neutral location: University of Southern Indiana McCutchan Art Gallery
- ❖ Participants: first-year medical students (24); OT (6); OTA (6); Food/Nutrition (6); Nurse Practitioner (8); faculty
- ❖ Students divided into teams of 6 individuals; each profession represented on each team
- ❖ Guest lectures, video, case studies with collaborative problem-solving, reflection
- ❖ Evaluation Method: Pre- and Post-survey using Readiness for Interprofessional Learning (RIPLS) survey, post-workshop debrief

Results

- ❖ Students perceived the workshop as positive
- ❖ Faculty feedback was positive
- ❖ RIPLS results ($n=50$) not significant but did show a positive trend reflecting:
 - ~Importance of relationships among professional groups
 - ~Appreciation of the need for collaboration and teamwork
 - ~Understanding of roles and responsibilities of team members
 - ~Recognition of the benefits of teamwork in health care.

Lessons Learned

- ❖ Just do it. Set a date and time and get going.
- ❖ Watch the timing – avoid scheduling the event too close to major exams or competing student concerns
- ❖ Brief the students on the activity ahead of time
- ❖ Do it at a neutral site
- ❖ Feed them and have at least one break
- ❖ Provide name tags
- ❖ Have students complete a brief written reflection when finished: What will they take away from this experience?

Next Steps

- ❖ Continue this introductory activity each year
- ❖ Add MSW students to the groups
- ❖ Identify better assessment instruments
- ❖ Build on this activity to design a series of learning experiences that build students from novice to expert in interprofessional teamwork.