

The First Time Around: Opening the Door to Interprofessional Education



INDIANA UNIVERSITY

SCHOOL OF MEDICINE—EVANSVILLE



College of Nursing and
Health Professions

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Background

- ❖ Two universities: University of Southern Indiana College of Nursing and Health Professions and Indiana University School of Medicine
- ❖ Facilities co-located on USI campus
- ❖ IPE initiatives at both universities
- ❖ Nursing, medicine, OT/OTA, Food/ Nutrition, Respiratory Therapy, Radiologic Imaging, Sonography, Dental Hygiene and Assisting, social work, Health Services
- ❖ Undergraduate through doctoral students

Curricular Themes

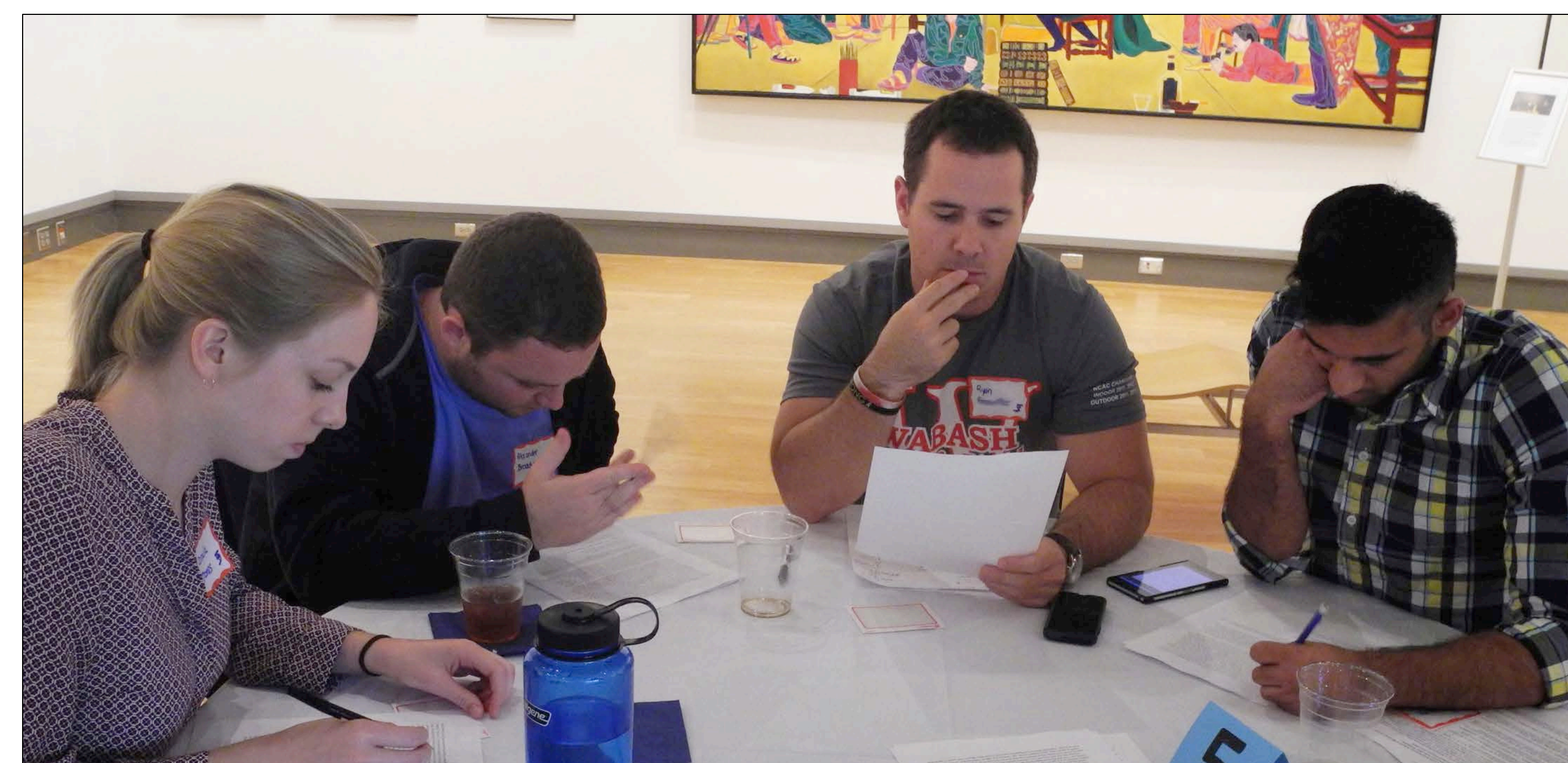
- ❖ Recognition of professional roles, scope of practice
- ❖ Interprofessional attitudes and behaviors
- ❖ Critical thinking
- ❖ Collaborative problem-based learning
- ❖ Continuum of care

Challenges

- ❖ Coordinating two different institutions with multiple health professions 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
- ❖ Inexperienced leaders

IOM Recommendations

- ❖ Learning Objective 1: Share lessons learned about preparing and leading an introductory interprofessional learning experience for nurses and other health professionals
- ❖ Learning Objective 2: Outline steps for nurses and other health professionals to lead continued expansion of interprofessional learning and professional development.



Setting and Methodology

- ❖ Setting: one introductory 4-hour interprofessional workshop
- ❖ Neutral location: University of Southern Indiana McCutchan Art Gallery
- ❖ Participants: third-year nursing students (8), first-year medical students (24); OT (6); OTA (6); Food/Nutrition (6); 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 feedback was positive
- ❖ Faculty feedback was positive
- ❖ RIPLS results ($n= 50$) not significant but did show a positive trend reflecting:
 - ~Importance of relationships among groups
 - ~Appreciation of collaboration and teamwork
 - ~Understanding of roles and responsibilities of team members
 - ~Recognition of the benefits of teamwork

Lessons Learned

- ❖ Just do it. Set a date and time and get going.
- ❖ Avoid scheduling the event too close to major exams or competing student concerns
- ❖ Brief 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 annually
- ❖ Add social work students to the groups
- ❖ Identify a better assessment instrument
- ❖ Build in interpersonal communication training
- ❖ Build on this activity to design a series of learning experiences that build students from novice to expert in interprofessional teamwork.