An Innovative Approach to Interprofessional Education: Teaching Patient Safety Using Patient Advisors

Heba F. Sadaka, RN, MSN, CNE1; Denise Ragland, PharmD2; Jean C. McSweeney, PhD, RN, FAHA3; Elizabeth Sloan Davidson, PhD, RN, CNE4; Debra E. Stevee, DNP, MSN, RN, CNE5; Elizabeth Ann Lee, PhD, APRN, ACNS-BC, CNE6 & James P. Selig, PhD7
1University of Arkansas at Little Rock, 2University of Arkansas for Medical Sciences

Definition of Terms
- Interprofessional education (IPE): Occurs when students from diverse professions learn with each other to enable effective collaboration and improve health outcomes.
- Patient and family advisors: Patient advisors are former patients or family members who collaborate with healthcare organizations to improve the patient experience.

Objectives
- To develop and implement interprofessional education activities in partnership with patient advisors to teach patient safety.
- To promote awareness of the impact of medical errors on the patient, and to help students meet the Interprofessional Education Collaborative core competencies of roles/responsibilities, communication, and teamwork.

Design
- In preparation for the IPE workshop, pharmacy and nursing students were required to complete two IHI Open School patient safety courses titled:
  - PS 100: Introduction to Patient Safety
  - PS 101: Fundamentals of Patient Safety
- On the workshop day, students were divided into four groups, each group had a mix of nursing and pharmacy students.
- The first activity was designed to help students learn about each other’s roles and responsibilities.
- The second activity involved two patient safety advisors, who were invited as guests to talk about their experience as

Assessment
- Students completed a short online survey anonymously before and after the workshop.
- Survey questions were taken from the Interdisciplinary Education Perception Scale (IEPS).
- The post-workshop survey included the same questions as the pre-survey, plus questions to measure students’ learning about patient safety and to evaluate the effectiveness of the educational activities.
- Students were also given the opportunity to respond to open ended questions to voice their levels of satisfaction with the activities and their recommendation for improvements.

Findings
- The IEPS survey showed that of the 54 students, over 94% of students reported that the activities enabled them to learn something from a student in a different curriculum.
- Over 92% reported that the activities increased their understanding of other healthcare professional roles and enhanced their communication skills with other professional students.
- About 89% rated the activities as excellent.

References

Contact
Heba F. Sadaka, RN, MSN, CNE
Email: hsadaka@uad.edu
Phone: 501-683-7048

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly Agree/Agree</th>
<th>Neutral/Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>This activity enhanced my knowledge of patient safety.</td>
<td>96.3</td>
<td>3.7</td>
</tr>
<tr>
<td>This activity improved my knowledge of various types of medical errors.</td>
<td>96.29</td>
<td>3.71</td>
</tr>
<tr>
<td>This activity enhanced my ability to prevent medical errors.</td>
<td>94.45</td>
<td>5.55</td>
</tr>
<tr>
<td>This activity increased my knowledge of how to handle medical errors in the future.</td>
<td>96.3</td>
<td>3.7</td>
</tr>
<tr>
<td>Hearing the patients’ experiences helped me understand the impact of medical errors.</td>
<td>98.15</td>
<td>1.85</td>
</tr>
</tbody>
</table>

Implication for Nursing Education/Practice
- Teaching patient safety to health profession students in an IPE format from the patient’s point of view is paramount to health profession education.
- It will help students as they engage in collaborative practice to improve patient safety, improve patient outcomes, improve patient experience, and reduce the cost of care to help achieve the triple aim.