<table>
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<tr>
<th>Faculty Name: Lorie Sigmon, DNP, RN, FNP</th>
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<tr>
<td>Clinical Associate Professor</td>
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<td>Conflicts of Interest: None</td>
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<td>Employer: East Carolina University</td>
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<td>Sponsorship/Commercial Support: None</td>
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**SESSION GOAL:**

- The presenters will share strategies of methods to successfully implement IPE concepts to undergraduate nursing students.

**Session Objectives**

- Describe the process for the development of the Interprofessional Educational learning activity.
- Identify the assumptions and biases the students may have about other professions.
- Describe the key purposes of students participating in IPE education.
- Share lessons learned from the IPE learning activity.
The Importance of Collaborative Interprofessional Education on Advancing Leadership and Quality Improvement Attributes

East Carolina College of Nursing
Developing curricular activities and courses to improve communication and teamwork are essential skills needed to be collaborative in supporting a culture of patient safety and outcomes – based care.

The Institute of Medicine, Association of Medical Colleges, American Association of Colleges of Nursing, and Institute for Health Care improvement emphasizes the importance of Interprofessional Education.

NLN Advances Interprofessional Education (IPE) and Practice (IPP) Through Vision Statement and Faculty Toolkit, (2016).
QUALITY OLYMPICS
PURPOSE

- Introduce Patient Safety and Quality Improvement (QI) principles as it relates to the Plan-Do-Study-Act (PDSA) Cycle to nursing (Seniors) and medical students (M1) through experiential learning within interprofessional teams.
Enhance Quality Improvement knowledge and team-based skills associated with improved patient experiences and outcomes, fewer adverse events, and lower healthcare costs.
384 students participated in 2 years

Greater than 60 teams/nursing (225) and medical (159) students

Organizers blended nursing and medical students into random groups
QUALITY OLYMPICS
EDUCATIONAL CURRICULAR ACTIVITY- 3 PHASES:

- **Phase 1: Flipped Classroom**
  - Students completed selected Institute of Healthcare Improvement online modules.
  - QI 101: Fundamentals of Improvement
  - QI 102: The Model for Improvement: Your Engine for Change
  - [www.ihi.org/openschool](http://www.ihi.org/openschool)
QUALITY OLYMPICS
EDUCATIONAL CURRICULAR ACTIVITY- 3 PHASES:

- **Phase 2: Lecture Bursts:**
- Highlighted principles of PDSA Model, QI, Value-based care, and Team principles.
QUALITY OLYMPICS
EDUCATIONAL CURRICULAR ACTIVITY- 3 PHASES:

- Phase 3: Experiential Team-based learning:
  - Student teams applied their quality improvement knowledge to a competitive game-based learning (Egg Drop) activity
  - Transferred experience to a clinical scenario. (CAUTI)
Each team was provided 4 eggs and instructed to use the available materials, to prepare packages for their eggs in an effort to protect their eggs from breaking while being dropped from a ladder.

After the initial attempt, the costs of materials were provided to each team.
Quality Olympics

- Teams had the opportunity to test changes in their packing strategies in repeated PDSA cycles.
- The goal was to design the highest quality, least expensive package.
- Interprofessional teams then applied this knowledge to a clinical problem.
QUALITY OLYMPICS

- Student compliance with the completion of IHI Open School Modules ensured minimum competency in QI principles.
- Post class QI worksheets determined basic understanding of small change concepts.
Knowledge and attitudinal Pre and Post-assessment surveys were administered to assess changes Pre and Post-intervention.

The Student Perceptions of Inter Professional Clinical Education – Revised (SPICE-R) instrument was completed post intervention to assess attitudes toward Interprofessional health care teams, followed by a focus group debriefing.
SPICE-R RESULTS

- **SPICE-R Question 1:** Working with students from another health profession enhances my education
  - 92% participants agree

- **SPICE-R Question 5:** Participating in educational experiences with students from another health profession enhances my future ability to work on an interprofessional team.
  - 95% participants agree

- **SPICE-R Question 7:** I understand the roles of other health professionals within an interprofessional team.
  - 88% participants agree

- **SPICE-R Question 9:** Health professionals should collaborate on interprofessional teams.
  - 99% participants agree
LESSONS LEARNED

- IPE & QI learning strategies imbedded into curricula.
- Collaborative learning develops competencies needed for quality patient care.
- Student feedback demonstrated increased knowledge and interest in QI/IPE education.
- Partnering with medical students enhanced learning, developed relationships and better understanding of each others professions.

