



Evaluating the Effectiveness of the Development of Interprofessional Education Activities

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Attendee's Objectives

The attendee should be able to:

- List two interprofessional activities to use in nursing education.
- State at least one way of measuring Interprofessional education (IPE) activities to use in nursing education.

Introduction

- Interprofessional education (IPE) “occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes” (WHO, 2010).

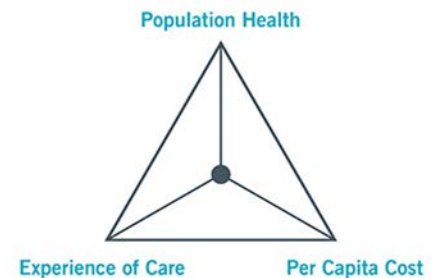
Key Ingredients for IPE

- 2+ professions
- Significant **interactivity** between participants occurs
- Opportunity to **learn about, from and with** each other

Why Interprofessional Education (IPE)?

- Meet accreditation standards
- Graduate competent health care professional
- Help students meet the core competencies for interprofessional collaborative practice
- Promote collaboration
- Help achieve the triple aim
 - <http://www.ihl.org/Topics/TripleAim/Pages/default.aspx>

The IHI Triple Aim



- Values/ethics for interprofessional practice
- Roles/responsibilities
- Interprofessional communication
- Teams and teamwork

(American Interprofessional Education Collaborative Expert Panel, 2011)

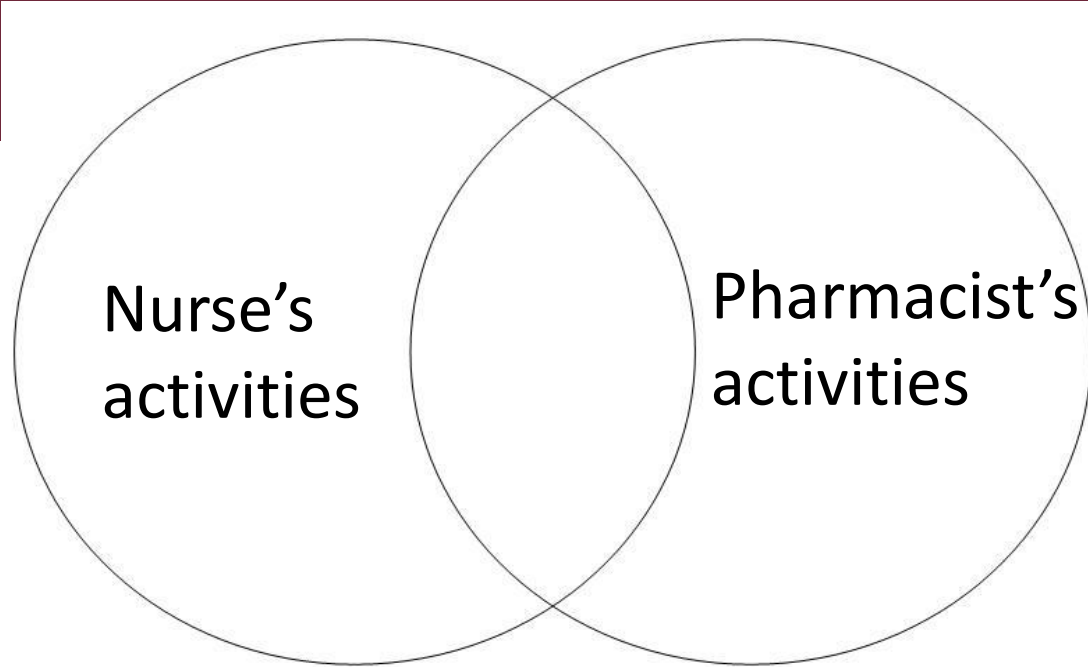
Study Objectives

- The purpose of the study was to develop and implement interprofessional education activities that address the Interprofessional Education Collaborative (IPEC) core competencies of roles/responsibilities, communication, and teamwork (2011) and to evaluate their effectiveness.

- **A pilot group of nursing and pharmacy students**
- **Pre-seminar activities:**
 - Two Institute for Healthcare Improvement (IHI) Open School patient safety modules titled:
 - PS 100: Introduction to Patient Safety
 - PS 101: Fundamentals of Patient Safety
 - Online pre-activities survey anonymously

Study Design (Cont.)

- **Seminar Day:**
 - Students were required to sit in groups to allow for group interaction. Each group had a mix of nursing and pharmacy students.
 - Short presentation about IPE.
 - Students worked together on activities that promote understanding of each others' roles/responsibilities, communication, and teamwork.



Activity 1: *On the post-it sheet, draw 2 overlapping circles. List all possible nursing and pharmacy activities. Place activities common to both professions in the overlapping section.*

Please note: the sheet hangs vertically.

The Second Activity-Seminar Day: Case Studies

- **Case studies used:**
 - The Misread Label,
 - An Insulin Overdose,
 - An Extended Stay,
 - On Being Transparent
 - <http://www.ihl.org/education/ihlopenschool/Pages/default.aspx>
- Students presented their work.

Participants' Statistics

- **87 Students participated in the IPE activities.**
 - 42 Nursing students
 - 44 Pharmacy students
 - 1 medicine student
 - 78 % Female
 - 22 % Male

- Pre/post activities online survey anonymously
- Survey questions compiled from The Interdisciplinary Education Perception Scale (Luecht et al., 1990).
 - <https://nexusipe-resource-exchange.s3.amazonaws.com/Tool.Interdisciplinary-Education-Perception-Scale-IEPS.pdf>

Study Findings

- Of the 87 students, 85% reported that the activities increased their understanding of other healthcare professionals' roles.
- 84% reported that the activities enhanced their communication skills with other professional students.
- 86% of students reported that activities enabled them to learn something from a student in a different curriculum.
- Overall students were highly satisfied with the IPE activities

Sample Students' Responses (Narrative)

- Bringing together the students together and going over real case studies and following through to see what happens and how it's handled
- Being able to interact with other disciplines
- Being able to get vast input from different
- Relaxed atmosphere
- We learned the roles of other healthcare team member
- Learning about each other and responsibilities
- Seeing the perspective of other healthcare professionals and their description of their job duties was helpful.

Sample Students' Responses (Cont.)

- I think it required collaboration with students if other professions and communication about specific roles.
- Communicating with other disciplinary.
- Going through the patient case together. I learned a lot.
- Group communication
- Enabled students of each profession to learn from each other.
- I used different scenarios from all professions to explain errors in systems that have caused unintentional harm. To hear of real life experiences from the patient family, physicians, and nurses really made this activity worth while.

Sample Students' Responses (Cont.)

- Communication, different perspective.
- Communicating with other healthcare providers.
- Great communication
- Easy to communicate with other health care professionals. The length of time was good.
- Collaboration
- I like the collaboration between different healthcare professionals.
- Learning how to communicate with another discipline.
- Interacting with other professionals
- Good communication between different fields
- Good communication, great opportunity to work with other students, non-intimidating environment

- The strengths were getting to see the perspectives of a different discipline when it comes to patient safety.
- Group involvement was great and it was an opportunity to discuss the different ways the professions can work together to help ensure patient safety.
- Good open discussion.
- Learning with other professions
- Hearing the optimal way of dealing with errors
- Brainstorming with students from other disciplines
- Learned about from and with each other. Learned how to enhance patient safety

Students' Responses - Opportunities for Improvement

- Involve more health care professionals so we can learn more about each profession.
- Increase professions involved, but continue to have small number of groups just larger group size.
- Include more health professions.
- I enjoyed it and do not see need for improvement at this time.
- Add more med students.

- Faculty found difficulties recruiting more than 1 medical student.
- Medical student cited the busy class schedule as a cause of their limited ability to participate in extra curricular activities

Impact for Nursing/Health Education/Practice

- Developing and implementing IPE activities into nursing education curriculum are important to help new graduate nurses engage in collaborative practice with other profession.
- Collaboration among health profession results in better clinical outcomes, improving patient satisfaction of care and ultimately reducing the cost of care achieving the triple aim (IHI., 2016).

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Thank you!!

- Questions contact us at:
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