Development, Implementation, and Assessment of a Day-Long Interprofessional Education (IPE) Learning Event

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BACKGROUND

Interprofessional education (IPE) must be an essential component of healthcare education as there is an ever growing demand for the workforce to be practice ready in a team environment with a focus on patient-centered care. As such professional accreditors have placed a prominent expectation around IPE (1). West Coast University (WCU) utilized a systematic approach, with input from various stakeholders, guided by seminal publications such as the Interprofessional Education Collaborative (IPEC) and Accreditation Council for Pharmacy Education (ACPE) initiative. As a scaffolding for IPE at WCU, an IPE Mission and an Institutional Learning Outcome (ILO) specific to IPE have been developed.

West Coast University (WCU)

IPE Mission

West Coast University is committed to the development of competent and confident healthcare providers who work effectively and interprofessionally in a collaborative environment to optimize health and promote wellness to those in the communities we serve. IPEC-Stronger together - improves patient care – promotes wellness to those in the communities we serve.

METHODS

IPE Day Learning Outcomes

1. Describe complimentary abilities of other members of the team to optimize patient care (Domain 2—Role/Responsibilities)
2. Discuss the importance of maintaining the privacy and confidentiality of patients in the delivery of team-based care (Domain 3—Values/Ethics)
3. Identify strategies to engage self and others to constructively manage disagreements about values, roles, goals, and actions that arise among healthcare professionals and with patients and families (Domain 4—Communication)
4. List actively, and encourage ideas and opinions of other team members (Domain 3—Communication)
5. Describe how working collaboratively as a team affects patient outcomes (Domain 5—Teams and Teamwork)

RESULTS

IPEC-Based Outcomes

1. Describe complimentary abilities of other members of the team to optimize patient care

Findings: Facilitator notes suggest that students were able to identify a wide range of professions which might contribute to the patient’s treatment. Six questions on the quiz (one for each of the professions represented by students) addressed this issue. Scores ranged from 81% correct for Qb about dental hygiene and pharmacy to 97% correct overall for the contribution of HCA.

2. Discuss the importance of maintaining the privacy and confidentiality of patients in the delivery of team-based care.

Findings: In their reflective essays, students noted the need to comply with HIPPA requirements; many students noted the need to respect the patient’s privacy, although a large number seemed to prioritize compliance as a means of avoiding lawsuits. One question on the quiz was devoted to this topic, and 97% of students overall answered this question correctly.

OBJECTIVE

In 2013, West Coast University adopted Interprofessional Education (IPE) as an institutional priority, which led to the development of a day-long experience during which health profession students from different disciplines engaged in case-based problem-solving together. This study describes the design process and implementation of the event, reviews the assessment of associated learning outcomes, and discusses ‘lessons learned’ which may be of use to other institutions considering this kind of undertaking.