

# Promoting Change in Interprofessional Socialization and Valuing through Roundtable Discussions on Opioid Misuse and Abuse

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## Background & Purpose

Complex healthcare issues such as the current opioid crisis (OC) need a multifaceted public health approach to effectively reduce opioid-related morbidity and mortality.<sup>1</sup> One facet is effective interprofessional (IP) communication which begins with IP education (IPE). In tandem, health profession students are expected to learn about, from, and with each other through IPE initiatives.<sup>2</sup> These initiatives support the building of effective communication skills.

An IPE event at a midsized university of health professionals was designed to facilitate a dialogue around opioid misuse and abuse. The goal was to raise awareness about the OC<sup>3</sup> and to highlight the power of IP collaboration by building on IP relationships. This IPE event was a result of a pilot initiative from the prior year.<sup>4</sup> The purpose of this IRB-approved mixed method, cohort design study was to identify changes in student valuing of an IP experience and to explore student perceptions of IP engagement framed around the opioid crisis.

## Methods

- An expert panel consisted of faculty from counseling, nursing, occupational therapy, pharmacy, and physical therapy within RHCHP; a PA and the Director of the Colorado Consortium for Prescription Drug Abuse Prevention. A pharmacist, an opioid abuse survivor, began the IE discussion followed by vignettes from each panel member on how their profession plays a role in combatting the OC.
- The graduate students then participated in small group roundtable discussions (SGD) to promote IP dialogue which were audiotaped.
- Participants self-assessed their beliefs, attitudes and behaviors of IP skills pre and post the event using the validated Interprofessional Socialization and Valuing Scale 9A (ISVS-9A) and 9B (ISVS-9B).<sup>5</sup>
- Multiple Wilcoxon-Signed Ranks tests were employed to examine statistically significant differences in the ISVS.
- Qualitative data analysis of the SGD, regarding the opioid crisis, professional responsibility, and IP communication was completed using qualitative software and methods.

## Results

- For this event, there were 70 participants. Of those, 38 participants (3 OT, 3 Pharm, 26 PT students) and 6 faculty completed the assessment in its entirety. Only student data from the ISVS and roundtable discussions was used in the analyses.
- A statistically significant improvement was found for the entire audience, form 9A compared to form 9B (Figure 1,  $p < .001$ ).
- Statistically significant differences were found in 7 out of 9 questions in ISVS equivalent forms (Table 1).
- Within the framework of the opioid epidemic, self-reflection was a crucial first step for students in order to generate additional conversations and insights regarding the challenges and actions for patients and practitioners. Qualitative analysis revealed students discussed the opioid epidemic through three major themes: reflection, challenges and action (Figure 2).
- Under each theme, consistent sub themes evolved from three perspectives: patient-focused, practitioner-focused and system-focused (Table 2).
- The IPE event was well received by all (faculty and student) participants (Table 3).

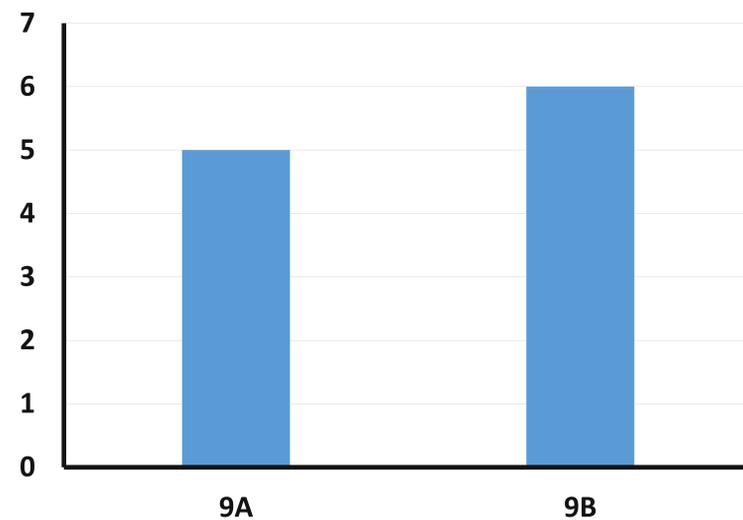


Figure 1. Median ISVS scores across disciplines pre (9A) and post (9B) IP event

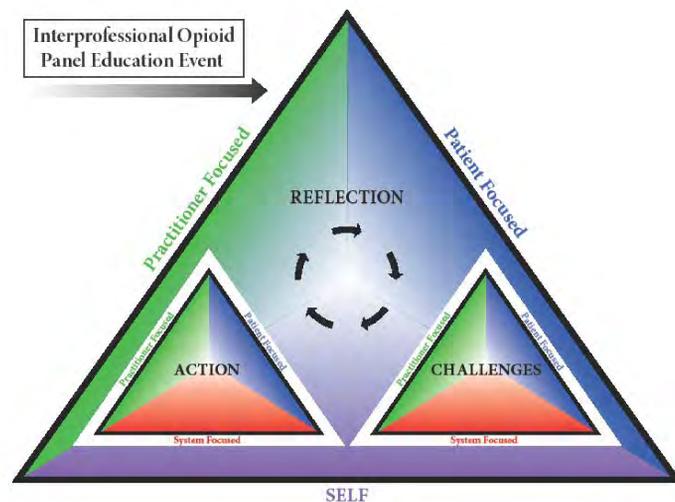


Figure 2. Qualitative Themes

Table 1. ISVS Pre and Post Questions with p values

	ISVS 9A Pre IPE Event	Statistical Significance	ISVS 9B Post IPE Event
Q1:	I am able to share and exchange ideas in a team discussion	$z: -3.216; p=.001$	I have gained an enhanced awareness of my own role on a team
Q2:	I have gained an enhanced perception of myself as someone who engages in interprofessional practice	$z: -3.199; p=.001$	I feel comfortable being the leader in a team situation
Q3:	I feel comfortable in speaking out within the team when others are not keeping the best interests of the client in mind	$z: -5.136; p=.000$	I see myself as preferring to work on an interprofessional team
Q4:	I believe that the best decisions are made when members openly share their views and ideas	$z: -4.536; p=.576$	I have a better appreciation for the value in sharing research evidence across different health professional disciplines in a team
Q5:	I feel comfortable in describing my professional role to another team member	$z: -4.535; p=.000$	I believe that it is important to work as a team
Q6:	I have gained an enhanced awareness of roles of other professionals on a team	$z: -3.667; p=.000$	I am able to negotiate more openly with others within a team
Q7:	I have gained an appreciation for the importance of having the client and family as members of a team	$z: -2.651; p=.008$	I feel comfortable in being accountable for the responsibilities I have taken on
Q8:	I am comfortable engaging in shared decision making with clients	$z: -2.035; p=.042$	I have gained a better understanding of the client's involvement in decision making around their care
Q9:	I feel comfortable in accepting responsibility delegated to me within a team	$z: -.154; p=.878$	I feel comfortable in clarifying misconceptions with other members of the team about the role of someone in my profession

Table 2. Prevalent Topics for Each Subtheme

Themes	Reflection	Action	Challenges
Practitioner	Future imaging for roles & responsibilities	Advocacy; Collaboration	Time management; Novice; Opioid Over-Rx
Patient	Minimizing objectifying	Therapeutic relationship; Education	Dehumanization; Lack of experience; Health literacy
Self	Personal stories		
System		Preventative care	Third-party payers

Table 3. Satisfaction Survey: Qualitative Questions using a 5-point Likert Scale

Question	Rating Scale (scale: 1-poor, 2-fair, 3-neutral, 4-good, 5-very good)				
	1	2	3	4	5
<b>What did you think of the format?</b>					
Panel Vignettes/Discussion	0	0	2.5	19.5	26
Roundtable Discussions	0	2	5	19	22
<b>To what extent did this event raise your awareness of the dangers and prevalence of opioid misuse and abuse?</b>					
As a result of attending this program, I am more committed to					
My individual responsibility to address the epidemic	0	0	2	21	26
The importance of IP communication and collaboration	0	0	1	9	36

## Discussion

The effects of an IPE panel and SGD on the opioid crisis were explored through quantitative outcome measures and qualitative data analysis. Results from the ISVS-9A and 9B indicated statistically significant differences across 7 of the 9 items of the ISVS.

Qualitative results from the SGD revealed that students needed to examine the opioid crisis as related to self as a preparatory step in further examining patient populations and their future roles in terms of opportunities or challenges. The reflective process was central to helping students identify their roles as future healthcare practitioners and identify IP action steps, that included the patient in the plan, to address this public health epidemic. The inclusion of a healthcare provider in recovery brought authenticity and uniqueness to this IPE event.

## Conclusions

- This IPE experience improved IP value in graduate level healthcare students.
- Reflection of the epidemic was a critical step in evolution of the discussion.
- The IP student groups viewed the themes from three consistent perspectives: practitioner, patient and system.
- The format of an IP panel with a patient perspective followed by IP SGD was a successful educational technique to improve the perceived value of an IP healthcare team in graduate level students at our university.
- The approach was highly satisfying to the participants.
- Feedback was used to organize the third annual event.
- This experience is an example of a potentially effective tool to bridge knowledge gleaned during IPE with IP clinical practice.

## References

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