

Organized Chaos to Promote Interprofessional Education

Alexus Meduna, Morgan Mastrud, Allison Anderson, Abbi Grieger, **Gunjan Manocha**, Clint Hosford, Eric Johnson, Donald Jurivich. University of North Dakota

INTRO

Interprofessional education promotes better health care of older adults through collaborative practices. This poster describes survey results from a unique "Interprofessional Health (IPH) Day" event that was developed by a medical student special interest group in collaboration with students from other allied health professions. UND Department of Geriatrics provided logistical support. The IPH Day was a half-day experience incorporating 341 students from nine different health professional programs.

METHODS

- Event Components
 - Keynote Speaker
 - Interprofessional Panel
 - Case Competition
 - Simulation Experiences
- Pre- and Post-Event Surveys
 - Amended form of the Performance Assessment Communication and Teamwork Tool Set (PACT) survey
 - Assess students' perceptions and beliefs of interprofessional training, team structure, leadership, communication, etc.

RESULTS

Survey results demonstrated improved student attitudes following the event. Some of these include:

- Familiarity working/training as a part of interprofessional teams
- Improved effectiveness as a team member
- Enjoyment of learning opportunities with students from other health professions
- Confidence that the student can:
 - Work effectively in teams
 - Contribute valuable insight
 - Easily facilitate communication between team members
 - Resolve conflicts between individuals effectively
- The value of a team's mission over individual goals
- To be effective team members should understand the work of their fellow team members
- I prefer to work with team members who ask questions about information I provide
- The team case-competition generated 42 reports, and the unanimous winners consistently used the Geriatric 5Ms as their guiding team assessment and management plan.

Student-led interprofessional events in IPE curriculum can enhance collaborative attitudes and interprofessional skills among healthcare professional students, while promoting the integration of geriatrics principles into team-based care.



FINANCIAL DISCLOSURE

This presentation is sponsored by Dakota Geriatrics, a Geriatric Workforce Enhancement program, supported by funding from the Health Resources & Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) as part of an award totaling 3.75M with 15% financed with nongovernmental sources. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement by HRSA, HHS, or the U.S. Government.



IPH Day Format

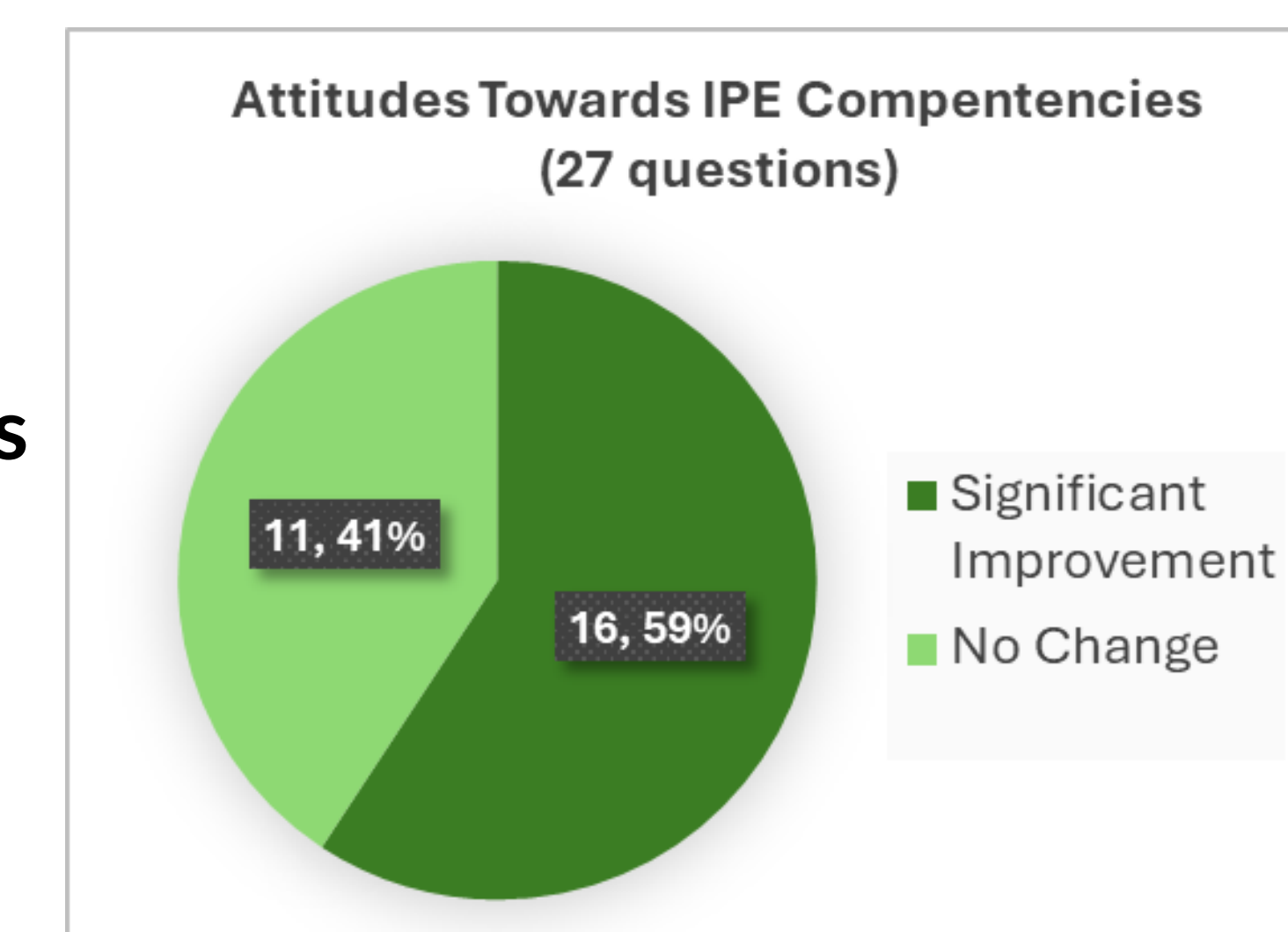
- Keynote presentation
- Interprofessional panel discussion
- Geriatrics case competition
- Simulation experience

trainees by discipline

Professional Program	#
Communication Sciences & Disorders	17
Medicine	109
Nutrition & Dietetics	6
Medical Laboratory Sciences	55
Nursing	72
Physical Therapy	50
Pharmacy	11
Occupational Therapy	19
Biomedical Sciences	2
Total	341

faculty participants

Event	#
Panel Discussion	6
Simulation Experience	35
Case competition judges	13



16 of 27 (59%) measured areas using a two-sided p test ($p \leq 0.05$).

DISCUSSION

Equipping students with the support and means to engage in novel learning experiences has the potential to enhance IPE with never-before-seen training opportunities. Pre- and post-surveys from IPH Day revealed improved perceptions of teamwork and collaboration. This event augmented curricula, highlighting the potential of student-led initiatives to enhance IPE.