

A Comprehensive Profile of Interprofessional Education (IPE) in Health Science Programs

J. Nordmark, S. Janssen, G. D. Manocha, D. Jurivich

INTRO

Interprofessional education (IPE) is a core construct threaded throughout projects associated with the HRSA funded Geriatric Workforce Enhancement Program grants because interprofessional collaborative practice enhances consumer satisfaction and safety. There is limited research that showcases a comprehensive profile about how IPE is implemented in a wide variety of healthcare programs, which is the focus of this study.

METHODS

This is a qualitative study that includes open-ended questionnaires distributed to faculty in health sciences programs to gauge the extent of IPE incorporated in the curricula. Data analysis consists of coding, categorization, and development of thematic and essence statements for both questionnaires.

RESULTS

The results provided a comprehensive profile about how eight health science programs embed IPE into their programs at the North Dakota University System. Programs included: sports medicine/athletic training, occupational therapy, physical therapy, medical, physician assistant, medical lab science, and speech language pathology. Results described IPE learning outcomes; a variety of teaching and learning methods in didactic, clinical rotations, extramural activities, and micro-credential systems; and assessment strategies. Innovations in IPE include IPE involvement with more professions (e.g. SLP with developing music therapy program) and other universities; a student-led, multi-experiential IPE event; IPE micro-credentials through a badge system; and continuing education for faculty.

CONCLUSION

North Dakota University System healthcare training programs offer a wide variety of experiences for IPE for training. Although there is momentum to incentivize IPE activities through micro-credentialing in a couple of programs, further efforts are needed to embed IPE in all training programs. Innovative and pioneering IPE projects will likely mechanize ongoing development of IPE across the nation when faculty integrate more teaching and learning strategies to prepare the geriatric workforce. This comprehensive profile of IPE can serve as a model to expand IPE in universities across the nation. Future study will involve surveying health sciences students for their perspectives about IPE experiences of which they have engaged.

FINANCIAL DISCLOSURE

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A comprehensive profile of IPE in healthcare programs should include competencies/objectives; multi-modal, constructivist teaching methods on a developmental continuum; direct/indirect assessment; and future innovations.

A context of IPCP is supported by physical and cultural infrastructures.

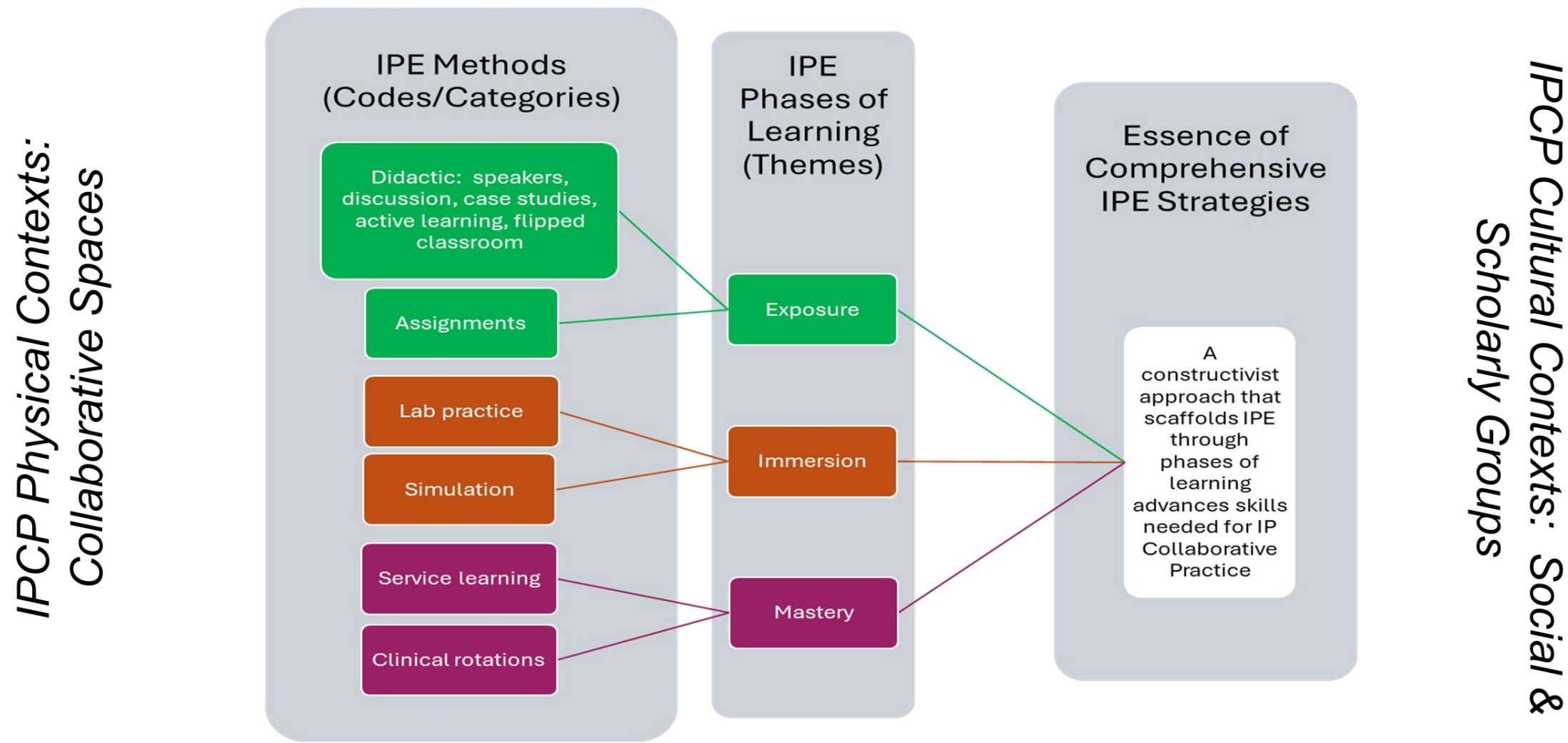
This comprehensive profile of IPE in healthcare programs in Eastern North Dakota may serve as a model to foster ongoing IPE growth at UND, NDSU, and other Universities.



Comprehensive Profile: 4 Components

IPEC Competencies	Multi-modal Methods Range of IPCP Performance	Direct & Indirect Assessments	Future Innovations
Values/Ethics, Roles/Responsibilities, Communication, & Teams/Teamwork	Didactic methods, labs/simulations, service learning, clinical rotations, institutional systems, micro-credentialing, initiatives, faculty development & partnerships, IPCP contexts (physical, cultural [social, scholarly organizations])	Comprehensive Formative feedback Summative feedback	Initiatives Student Leadership Partnerships

IPE Teaching Methods: Range of Performance Aligns with Lewitt, et al. (2015)



Assessment Methods/Outcomes

- Direct: Graded reflections, assignments, presentations, feedback for lab/sims
- Indirect: Surveys of student perceptions about their learning experiences
- IP Sim with Telehealth: survey & focus groups
 - Survey: Improved communication; Valued telemedicine; 80-100% of PT, OT, & RN students agreed they had sufficient opportunity to participate; 32% of Med students agreed (via telehealth). Telehealth affects collaboration more than they realized.
 - Focus groups: Students value IP teams and roles; Telemedicine simulation reduced anxiety and raised awareness of challenges; Unanimous appreciation for the simulation experience
- IPE Event: 350 students from 9 professions, including pharmacy from NDSU.
 - Debriefing: repeated appreciation for other professions during challenges
 - “These are huge. They should be implemented into every medical program there is—because I came away from it, and I even told classmates, this was literally the most valuable learning experience I had this semester....that was really a great opportunity to have that chance to meet with a patient and other professionals. So, yeah, it was incredible!”