

Interprofessional Education- Creating a collaborative learning environment to foster teamwork and collaboration

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Abstract

Working with collaborators of a variety of health professions we will develop a curriculum framed by clinical scenarios which will allow students to gain an understanding of interprofessional teamwork and collaboration using a hybrid of virtual and in-person sessions. The objectives of each session will focus on: roles and responsibilities, communication, teams and teamwork, and values and ethics.

The Interprofessional Education Curriculum will run over a 5 month time frame in the second year of medical study. Students will have some exposure to the clinical setting in the first year of study to allow them to relate to the scenarios presented to real life experiences.

We will survey the students pre and post curricular exposure with regard to knowledge and attitudes surrounding interprofessional collaboration. We will have long term follow up with surveys at 3 and 6 months after beginning clinical rotations.

Background and Significance

Interprofessional Education is a term defined by the WHO as “occurring when two or more professions learn *about*, *from* and *with* each other to improve collaboration and the quality of care.”¹ This concept has gained a foothold in health professions education being a standard for accreditation of Medical Schools through the LCME. We aim to design and implement a curriculum focused on the key concepts of interprofessional collaboration such that it is engaging and meaningful for all learners in their pre-clerkship years in order to provide a foundation for their clinical education. This curriculum is built upon the four IPEC Core Competencies² - Values and Ethics for Interprofessional Practice, Roles and Responsibilities, Interprofessional Communication, and Teams and Teamwork.

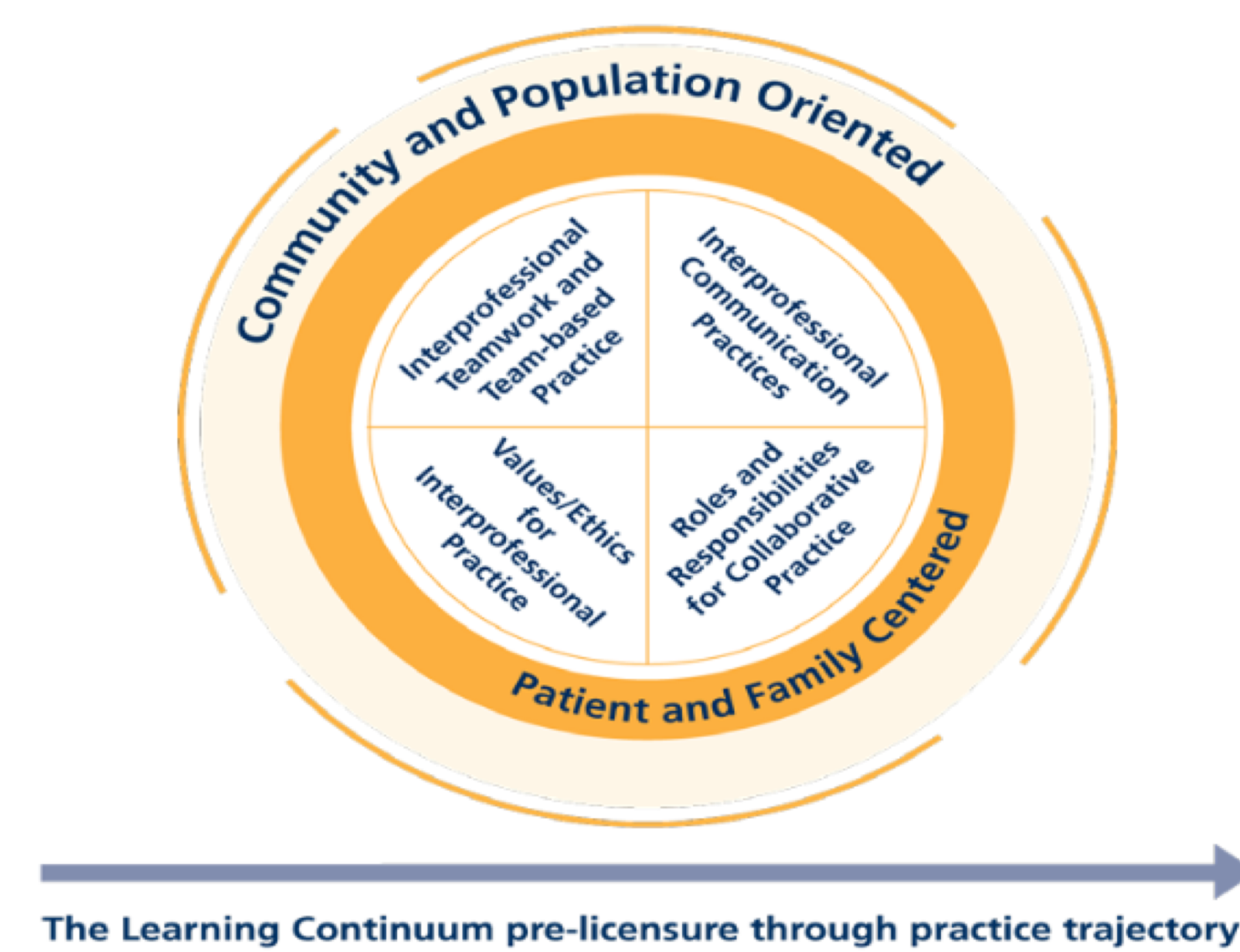
Over the last several years there have been many studies and publications demonstrating that improved communication amongst providers and patients will improve patient safety and overall patient outcomes. We intend to impress our learners with the importance of communication and teamwork on from the outset of their medical education by providing opportunities to learn and practice with those individuals with whom they will be partnered in the future to provide care.

Many institutions have established curricula to address interprofessional education. Some have accomplished this through day long workshops, live sessions interspersed within the curriculum, or virtual sessions. We intend to create a hybrid model whereby learners will have the opportunity to interact in person as well as interact virtually with each other as well as with standardized patients.

Goal

Design and implement a robust Interprofessional Education Program into the College of Medicine in which learners in different health professions have the opportunity to learn together the common skills needed to work as part of a healthcare team-communication, team dynamics, and understanding roles and responsibilities

Interprofessional Collaboration Competency Domain



Objectives

1. Establish relationships with health professions programs to initiate collaboration.
2. Engage learners using multiple modalities- virtual, live, small group, standardized patients, professionalformation.org
3. Translate the concepts inherent in the core competencies of interprofessional collaboration into meaningful discussions and experiences for learners.

Methods and Approach

Working with collaborators of a variety of health professions we will develop a curriculum framed with clinical scenarios to allow students to gain an understanding of interprofessional teamwork and collaboration. The objectives of each session will focus on roles and responsibilities, communication, teams and teamwork, and values and ethics. The curriculum will be housed on the Blackboard Learn platform which allows students to access literature and review videos and documents in order to prepare for sessions, participate in discussion boards, and will link out to other sites like professionalformation.org.

Short Term and Long Term Outcomes

In the short term we are expecting to see an improved understanding of the roles and responsibilities of different healthcare professionals. Students will have the opportunity to appreciate the educational backgrounds of a variety of health care professionals, including the values and ethics of the professions. Students will also have the opportunity to work in teams and practice their communication skills with each other and standardized patients.

In the long term we hope to see the effects of this curriculum demonstrated by improved communication amongst learners of different professions and improved collaboration with regard to patient care.



Challenges

Time
Coordination of time across colleges and Universities working on different calendars

Space
Physical separation of the learners geographically

Mission
Requirement of accrediting bodies for health professions program misaligned with local program mission

Evaluation and Assessment Strategies

Through the use of previously developed and validated learner surveys we will collect data on learners initial knowledge and attitudes towards interprofessional learning and collaboration. This same survey will be completed at the conclusion of the course and compared to note any changes^{4,5}. As the learners progress in the general curriculum and move into Phase 2, the required clerkships, they will be asked to complete a survey regarding the course and how it helped to prepare them for their clinical experiences.

In addition, the course itself will be evaluated at its conclusion and feedback will be utilized to make continuous improvements for future students.

Discussion and Impact

This curriculum will provide an introduction to interprofessional collaboration and provide some key communication skills that students can carry forward to their clinical experiences. Drexel has an opportunity to be a leader in interprofessional education given the number of students involved in the health professions and the variety of programs offered in the University.

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References

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