



Transformation of Interprofessional Education (IPE) at a Rural University:

Challenges and Lessons Learned

Ohio Northern University IPE Committee:

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Background

- "All healthcare professionals should be educated to deliver patient-centered care as members of an interdisciplinary team" (IOM, 2003).
- Healthcare-related disciplines and accreditation bodies are increasingly emphasizing IPE for students
- Faculty at ONU have been working since 2012 to develop activities that facilitate cooperation and prepare students to lead collaboration in healthcare

Objective

- To continuously improve multi-year curricular IPE activities, including a recently implemented elective course offering
- To share challenges and lessons learned with faculty at other universities to aid in the design and implementation of IPE activities

Setting

- Small, private, rural university in the Midwest
- 0-6 direct-entry pharmacy program
- Healthcare-related disciplines at the university include: pharmacy, nursing, exercise physiology, medical laboratory science, and public health

Exercise 1: First Year Pharmacy and Freshman Nursing Students

- Interprofessional teams read, compared, and developed a shared code of ethics.
- Revision: Students used shared code of ethics to address ethical dilemma case studies.
- **"I liked how we got to work with healthcare professionals from other disciplines- it was enlightening to hear about how similar our ethics and morals were. It also provided new insight into how I can look at situations and describe them"**
- First Year Pharmacy Major

Exercise 2: Third Year Pharmacy, Junior Nursing and Exercise Physiology and Senior MLS Students

- Interprofessional teams collaborated on case studies which included a cultural competency component. Teams made recommendations to address self-care and cultural components.
- Revision: Teams participated in group activities to promote problem-solving and communication
- **"I really liked how different professions came and worked together as I feel that this is what the future of health care should lean towards. I thought it was nice to understand the thought process and vision that each profession had"**
- Third-year Exercise Physiology Major

Exercise 3: Fifth Year Pharmacy and Senior Nursing Students

- Interprofessional teams collaborate on unfolding case studies to address access to care or healthcare literacy issues and treatment plan concerns.
- Revision: Nursing and pharmacy students provided with different information to promote information sharing. Teams present recommendations to "provider" (faculty acting as provider).
- **"Overall I felt the practice of communicating with another discipline was helpful overall. I know how to talk to nurses, but being able to talk to future pharmacists helped me to feel more confident in my thoughts and ability to talk with them and provide my opinion on the patient situation."**
- Senior Nursing Major

Elective: Fifth Year Pharmacy, Junior/Senior Nursing, and Senior MLS Students

- Nurse practitioner and pharmacist guest speakers on end-of-life care
- Book discussion on patient experiences
- Role bias discussion
- Team-building exercises
- High fidelity simulation
- Tabletop blood bank scenario
- Unfolding cultural/ethical case study
- Outreach development
- Group presentations on current healthcare issues with evidence-based recommendations
- Interprofessional faculty facilitation



Common Structure

- Common Prep Work/ Reading Assignments
- Pretest/Posttest
- Debriefing
- Results

Shared Results

- Exercise 1-3: In general, student responses were positive on both pretest and posttest assessment RIPLS assessment.
- Elective: Overall, students gave positive feedback. IPEC Competency Survey Instrument showed significant improvement in 32 of 41 competency areas, including improvement in all communication related competency statements.

Challenges to Address

- Addressing barriers to collaboration (preconceived ideas or experiences)
- No prescribing students on campus and not part of teaching hospital
- Developing relevant and challenging exercises for early IPE activities
- Identifying assessment methods that address short and long term benefits of IPE
- Recognizing different disciplines have differing clinical exposure (for example, in Exercise 3, nursing students have completed approximately 840 clinical hours, while pharmacy students have around 250 clinical hours and MLS have about 40 clinical hours)
- Spring elective has been offered two consecutive years; course evaluation is in progress

Opportunities for Expansion

- Continue to integrate IPE into additional existing courses
- Explore collaborative outreach activities
- Identify ways to include prescriber students
- Identify potential opportunities for external funding
- Expand interprofessional elective offerings
- Incorporate additional disciplines into activities

