

Background

The vision for a formal interprofessional education collaborative between the College of Health and Human Services (CHHS) at Fresno State and Valley Children's Healthcare (VCH) was born out of an existing interprofessional simulation initiative which was piloted in 2011.

Development of Collaborative

During the initial assessment, stakeholders from both sites were identified. The first stakeholders' meeting was in December, 2014. Between February and July 2015, four 2 hour stakeholder workshop meetings were facilitated.

Inaugural workshop

Fall 15 - Values/Ethics for Interprofessional Practice

Outcomes

Metric	Measure	Target	Outcome
% utilization	% of available workshop places used	80%	Achieved: 200% utilization
Faculty satisfaction	Survey of teaching faculty	Average rating of greater than 3 on a 4-point Likert scale for all measured attributes.	Achieved: Average ratings: Range 3.5 - 4
Learner satisfaction	Class/workshop evaluations	Average rating of greater than 3 on a 4-point Likert scale for all measured attributes.	Achieved: Average ratings: Range 3.68 - 3.81
RIPLS (Readiness for Interprofessional Learning Scale)	Survey of students	Average rating increasing across years of exposure to the IP Program	Baseline data collected. All items scored greater than 3.86 (Range 3.86 - 4.73) suggesting a positive attitude and readiness for IPE.

Subsequent workshops

Spring 16 - Autism Spectrum Disorder
Fall 16 - Pediatric Head Injury
Spring 17 - Error Disclosure
Fall 17 - Childhood Depression
Spring 18 - Care of the Caregiver
Fall 18 - Journey of a Rehab patient
Spring 19 - Communication Challenges in an IEP team

Workshop attendance

70 - 160 participants.

Example of professions represented

Audiology, Nursing, Pharmacy, Physical Therapy, Physician/Medical Services, Public Health, Recreational Admin, Speech Pathology, and Social Work.



InterProfessional
EDUCATION

The establishment on an inter-agency academic/clinical collaborative has fostered **IPE workshops, presentations at regional and national conferences, research, manuscript development and publication.**

Scan for research abstract



Contact information: Marie Gilbert
mgilbert@mail.fresnostate.edu

Research

Using a pre/post design with the IPEC Competency Self-Assessment Tool, two cross-sectional studies were conducted to measure whether interprofessional learning of core competencies improved after participation in IPE workshops, and if such improvements were different between students and health professionals.

Findings

The IPEC Competency Self-Assessment Tool discriminated competency ratings between students and health professionals in both studies and demonstrated a positive impact of IPE workshops on students' and health professionals' self-assessment of interprofessional competencies.

Interprofessional Presentations

Collaborative teams have presented at:

- Stanford Pediatric Medicine Education Day
- Association of Pediatric Program Directors Western Region Meeting
- International Meeting for Simulation in Healthcare

Barriers and Challenges

- Scheduling
- Frequency (once a semester)
- Curriculum integration

Lessons learned

- Buy in from both programs and participants is key.
- Mixing experienced clinicians with early learners is valuable.
- There is no "one size fits all" case/format.
- A dedicated and consistent team of stakeholders has been key to the success.
- Sometimes you just have to try something and see if it works.

Keys to Success

This initiative combines the academic and clinical expertise of both sites to develop, implement and sustain effective education and training programs.