



Promoting Interprofessional Education through a Fall Prevention IPPE Activity



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INTRODUCTION

- According to CAIPE principles, IPE “promotes parity between professions in the learning environment” and “improves outcomes for individuals, families, and communities”
- The 2016 ACPE standards highlight the importance of IPE, specifically team dynamics, team education, and team practice
- IPPEs provide an ideal setting for IPE activities and allow students to gain hands on experiences with other health professional students
- Fall risk prevention is an area that health professional students can have a significant impact
 - ❖ One out of three adults older than 65 years old falls each year
 - ❖ Falling is the leading cause of injuries amongst older adults

OBJECTIVES

- To describe a service learning fall prevention project to promote interprofessional education
- To assess student attitudes toward interprofessional education through course evaluation

METHODS

- Pharmacy students partnered with students in nursing, occupational therapy (OT), and physical therapy (PT) to provide weekly fall risk screenings at an independent living facility
 - ❖ Student pharmacists provided medication assessments using the medical fall risk score and Beer’s List criteria
 - ❖ OT students provided home safety assessments
 - ❖ PT students provided balance and gait screenings
 - ❖ Blood pressure and vision screenings were also offered
- Surveys were administered to students before and after their participation in the program
 - ❖ Readiness for Interprofessional Learning (RIPLS) survey
 - ❖ Interdisciplinary Education Perception Scale (IEPS)
 - ❖ Results were analyzed using descriptive statistics.

RESULTS

Readiness for Interprofessional Learning Scale (RIPLS) Questionnaire Results

Question		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Learning with other students/professionals will make me a more effective member of a health and social care team	Pre			1 (2%)	16 (36%)	28 (62%)
	Post			2 (4%)	12 (27%)	31 (69%)
Shared learning with other health and social care students/professionals will increase my ability to understand clinical problems	Pre			2 (4%)	20 (44%)	23 (51%)
	Post			1 (2%)	14 (31%)	30 (67%)
Communication skills should be learned with other health and social care students/professionals	Pre			2 (4%)	13 (29%)	30 (67%)
	Post			1 (2%)	13 (29%)	31 (69%)
Team-working skills are vital for all health and social care students/professionals to learn	Pre				14 (31%)	31 (69%)
	Post				12 (27%)	33 (73%)
Learning between health and social care students/professionals would improve working relationships and collaborative practice	Pre			3 (7%)	17 (38%)	25 (56%)
	Post			2 (4%)	16 (36%)	27 (60%)
Shared learning and practice will help me clarify the nature of patient’s or clients’ problems	Pre			3 (7%)	25 (56%)	17 (38%)
	Post			1 (2%)	15 (33%)	29 (64%)
Shared learning before and after professional certification will help me become a better team worker	Pre			2 (4%)	22 (49%)	21 (47%)
	Post			2 (4%)	15 (33%)	28 (62%)
Shared learning with other health and social care professionals will help me to communicate better with patients and other care professionals	Pre		1 (2%)	3 (7%)	19 (42%)	22 (49%)
	Post			2 (4%)	16 (36%)	27 (60%)

“My expectations for this were exceeded – I was able to clearly see how much better patient care can be when multiple professions come together for one cause.”

We were able to work together to provide valuable information to the patients and make recommendations to create a safer environment for them as individuals...”

RESULTS

Interdisciplinary Education and Practice Perception Scale Results

Question		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Individuals in other professions respect the work done by my profession	Pre		8 (18%)	13 (29%)	22 (49%)	2 (4%)
	Post	1 (2%)	2 (4%)	6 (13%)	30 (67%)	6 (13%)
Individuals in other professions think highly of my profession	Pre		6 (13%)	21 (47%)	16 (36%)	2 (4%)
	Post		2 (4%)	13 (29%)	25 (56%)	5 (11%)
Individuals in my profession have a higher status than individuals in other professions	Pre		24 (53%)	13 (29%)	3 (7%)	1 (2%)
	Post	7 (16%)	29 (64%)	8 (18%)		1 (2%)
Individuals in my profession make every effort to understand the capabilities and contributions of other professionals	Pre		6 (13%)	12 (27%)	24 (53%)	3 (7%)
	Post		2 (4%)	8 (18%)	31 (69%)	4 (9%)
Individuals in my profession have good relationships with other professions	Pre			10 (22%)	27 (60%)	8 (18%)
	Post			2 (4%)	35 (78%)	8 (18%)
Individuals in other professions often seek the advice of people in my profession	Pre		2 (4%)	16 (36%)	18 (40%)	9 (20%)
	Post	1 (2%)	2 (4%)	7 (16%)	27 (60%)	8 (18%)

DISCUSSION

- A positive change was seen in key areas for IPE including communication, teamwork, patient satisfaction, and safety
- Students reported that they felt peers respect their work more and think highly of their profession
- Students reported a positive change in their perception for professional relationships and professional collaboration for advice
- Students reported a negative change in their perception of their own profession having more status than other professions

REFERENCES

- Center For The Advancement Of Interprofessional Education <http://caipe.org.uk/>
- Accreditation Council for Pharmacy Education (Standards 2016) <https://www.acpe-accredit.org/standards/default.asp>
- Centers for Disease Control and Prevention (Falls Among Older Adults) <http://www.cdc.gov/homeandrecreationalafety/falls/adultfalls.html>

