

Interprofessional Education on Rotation: Tracking IPEC Competencies and EPA 9 via Online Reflective Journal Entry Submissions and Assessments

LMU

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Introduction

Lincoln Memorial University- DeBusk College of Osteopathic Medicine (LMU-DCOM) was established in August 2007 in Harrogate, Tennessee. DCOM's mission is centered on the premise that the cornerstone of meaningful existence is service to humanity. This poster will illustrate a model for providing students a platform for developing interprofessional competencies in health care through partnerships that form organically with health professionals during clinical rotations. Methods for tracking and assessing journal entries focused on IPEC competencies and entrustable professional activities (EPA 9) will be demonstrated..

IPEC Outcomes

Roles and Responsibilities: Recognize the different roles, qualifications and duties of other professionals with whom students will work.

Team Work: Illustrate ways in which optimal patient outcomes were attained through collaborations with each professional.

Values/Ethics: Discuss how embracing individual differences, unique cultures, or values of professional, patients and their families impacts patient outcomes.

Interprofessional Communications: Summarize patient related discussions with each professional and how this contributed to a positive outcome for the patient.

EPA 9

Collaborate as a Member of an Interprofessional Team

Methods

Third and fourth year students choose professionals to learn about while on rotation including, but not limited to, 5 pre-determined categories. Students submit online journal entries describing their experiences using reflection prompts mapped to outcomes and rubric dimensions used for assessment.

Interprofessional Categories

- Nursing professionals
- Physician Clinical
- Physician non-clinical
- Non-clinical professionals
- Other clinical professionals



Initiate Adhoc Coursework

Course/Rotation: 802 Required Internal Medicine I
Site: TESTSITE
Time Frame: 12/18/2017 - 12/22/2017: (12/18/2017 - 12/22/2017)
Coursework: Nurse Professionals (Clinical/Non Clinical)
Grader: JIMENEZ, SHERRY

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Results

Medical Student Journal Entry:

“Communication with the CRNA in regards to the surgical cases was vital for the patient's care...Their knowledge and confidence in their role allowed the cases to run smoothly and assured families who were worried. He made adjustments as necessary based on the patient's behavior and comments, which prevented major complications and allowed the cases to run smoother”.

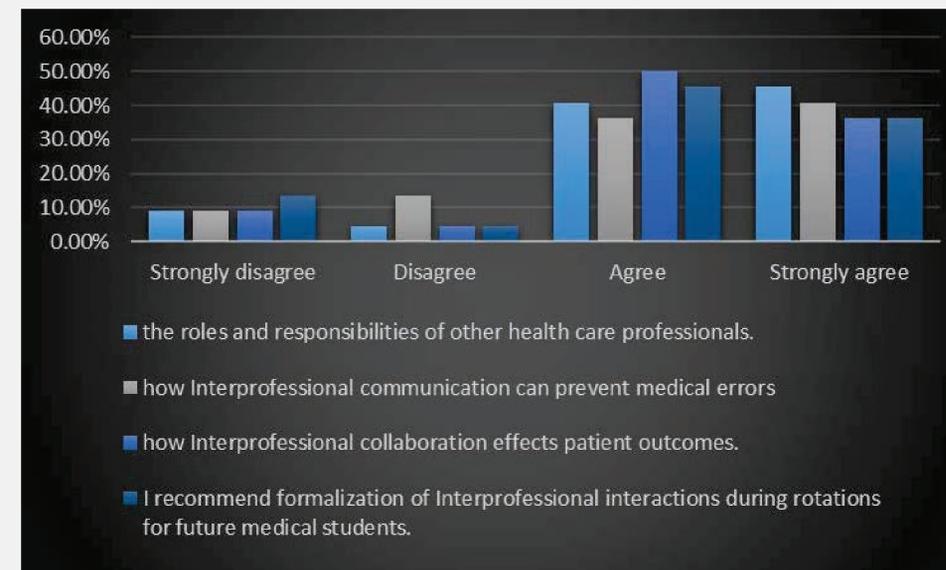
Excerpt relates to **Interprofessional Communications (IPEC) Outcome**

Conclusion

A formalized process for assessing interprofessional collaborative practice via self-reflection during clinical rotations has been well received by students and provides a mechanism for learning more about professionals they collaborate with in the patient care setting . Further analysis for gaps and potential improvements will take place in fall 2018.

Student Pre-Self Assessment (Pilot N=22)

Journaling about the experiences I will have with various clinical and nonclinical health care team members will broaden my learning about...



References:

- Brown D, Gillespie C, Warren J. *Core Entrustable Professional Activities for Entering Residency—EPA 9 Schematic: Collaborate as a Member of an Interprofessional Team*. Obeso V, Brown D, Phillipi C, eds. Washington, DC: Association of American Medical Colleges;2017. aamc.org/initiatives/coreepas/publicationsandpresentations
- Interprofessional Education Collaborative. (2016). Core competencies for interprofessional collaborative practice: 2016 update. Washington, DC: Interprofessional Education Collaborative.

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