

INTRODUCTION

Interprofessional Education (IPE) involves students from two or more professions learning from, about and with each other. AIMS: To prepare healthcare students to provide safe, quality care, an “Active learning” student-centered approach involved more than 500 students in teams from 8 different professions (Medicine, Dentistry, Pharmacy, Nursing, Physical Therapy, Occupational Therapy, Exercise Physiology, and Med Lab Science) to develop teamwork and communication skills.

IPE Classrooms



Move from larger lecture to smaller activity rooms



METHODS AND MATERIALS

Thirty faculty from healthcare professions acted as facilitators to encourage problem solving, cooperative learning, and discussion. Teamwork is an IPE competency needed for safe, quality care. An example of a team-building activity in 2016 was to build a “house of cards” with each player able to use only one hand, first with no communication allowed, and repeated using TeamSTEPPS (<http://www.teamsteppportal.org/>) skills to plan (Brief), monitor (Huddle), and debrief.

Results: Knowledge

- Student growth in Role & Q/S KNOWLEDGE: pre-test-post-test N = 430; 50% (Question error) to 93% correct responses identified in the post-test
- Faculty facilitator received a 7 page summary of the student evaluation of instruction (sample tables below) for their professional growth
- Overall data were used to make program changes for 2015-16 sessions – e.g., the session on teamwork was not as effective as the other sessions & was revised to use a TeamSTEPPS model

March 2016

Results: ATTITUDE

Quantitative Analyses IEPs – measure of ATTITUDE (perception)

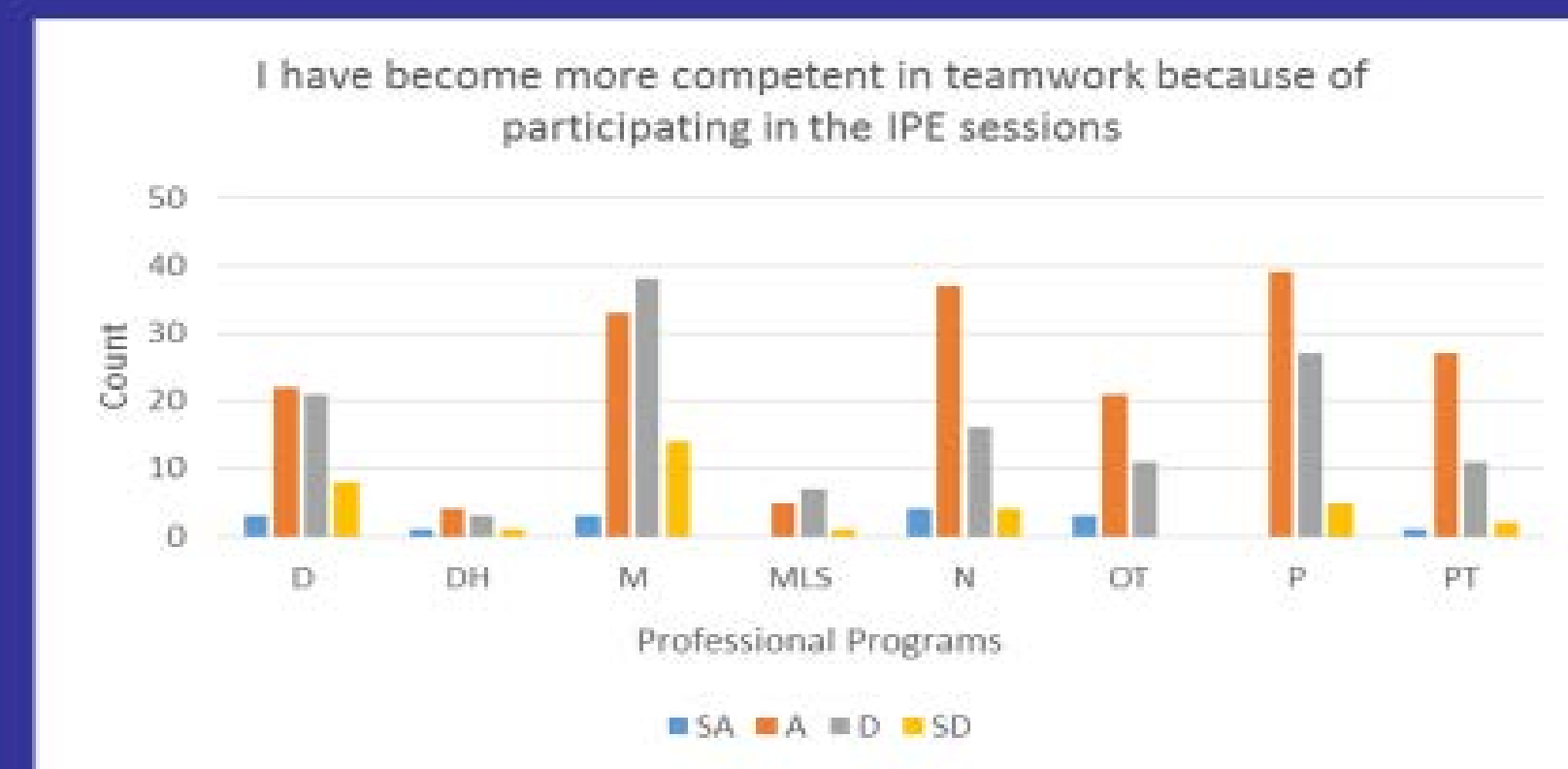
Statement	D	DH	M	MLS	N	OT	P	PT
My understanding of other health care disciplines changed because of participating in the IPE sessions	25	10	12	10	10	10	10	10
I learned to value new viewpoints from the IPE sessions	25	10	12	10	10	10	10	10

Qualitative Analyses

Suggestions and Recommendations for Future Networking Sessions

- Provide a space that facilitates multiple simultaneous interviews. Many students reported being unable to hear their interviewee.
- Ensure that all students have the opportunity to interact with students from all other fields. As evident by the student responses and participant feedback, some students interacted mainly with students from their own field.

Results: Teamwork *



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* Revised for 2016-17

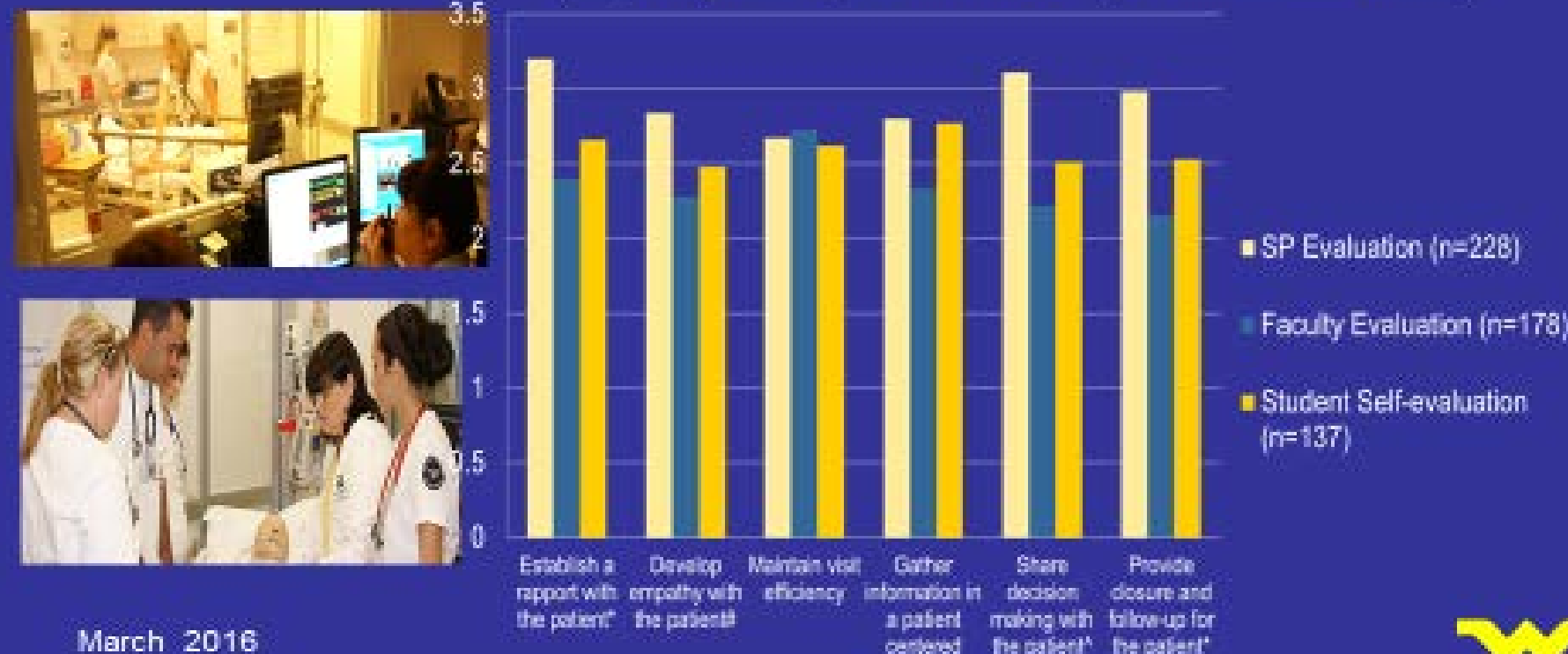
Results - SKILL

Teamwork and communication evaluation – SIM center

MS3; Pharm3; Nursing seniors

Student Group Performance

(average score, Likert scale 1-5, 1 = no evidence of behavior, 5 = substantial evidence of behavior)



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RESULTS

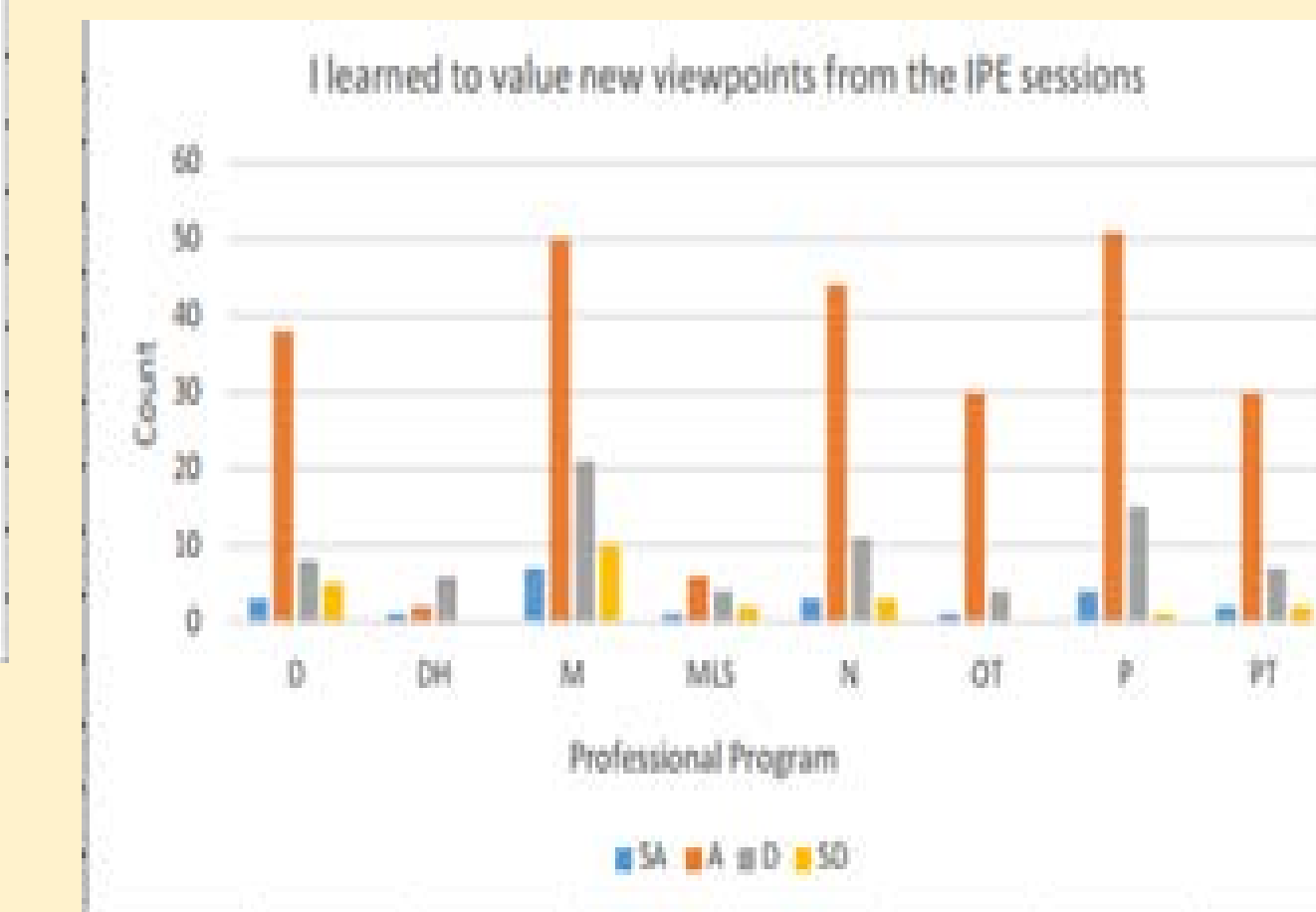
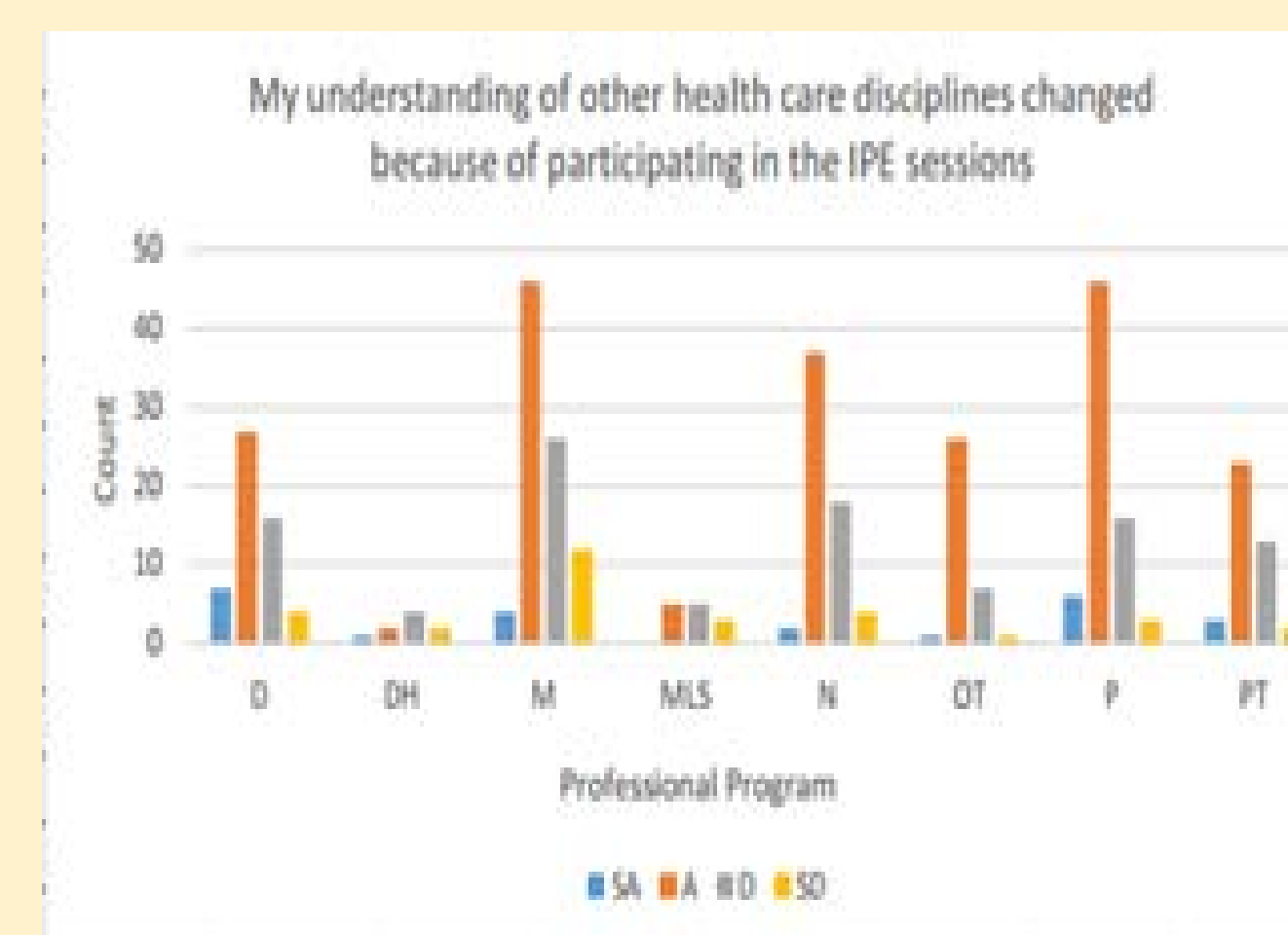
Teamwork skills developed rapidly in an hour, card houses became more complex and larger with communication.

Illustrative samples and student reports of lessons learned: “Good teamwork involves respect, communication and role delineation.”

“Everyone has a different skill set we need to rely on each other.” “Teams play to each other’s strengths culminating in a successful outcome; debrief to improve weaknesses.”

“Teamwork is like a house of cards, if one person is out of sync it all falls apart.”

Outcomes by profession are illustrated from 2014-15 in tables on two statements

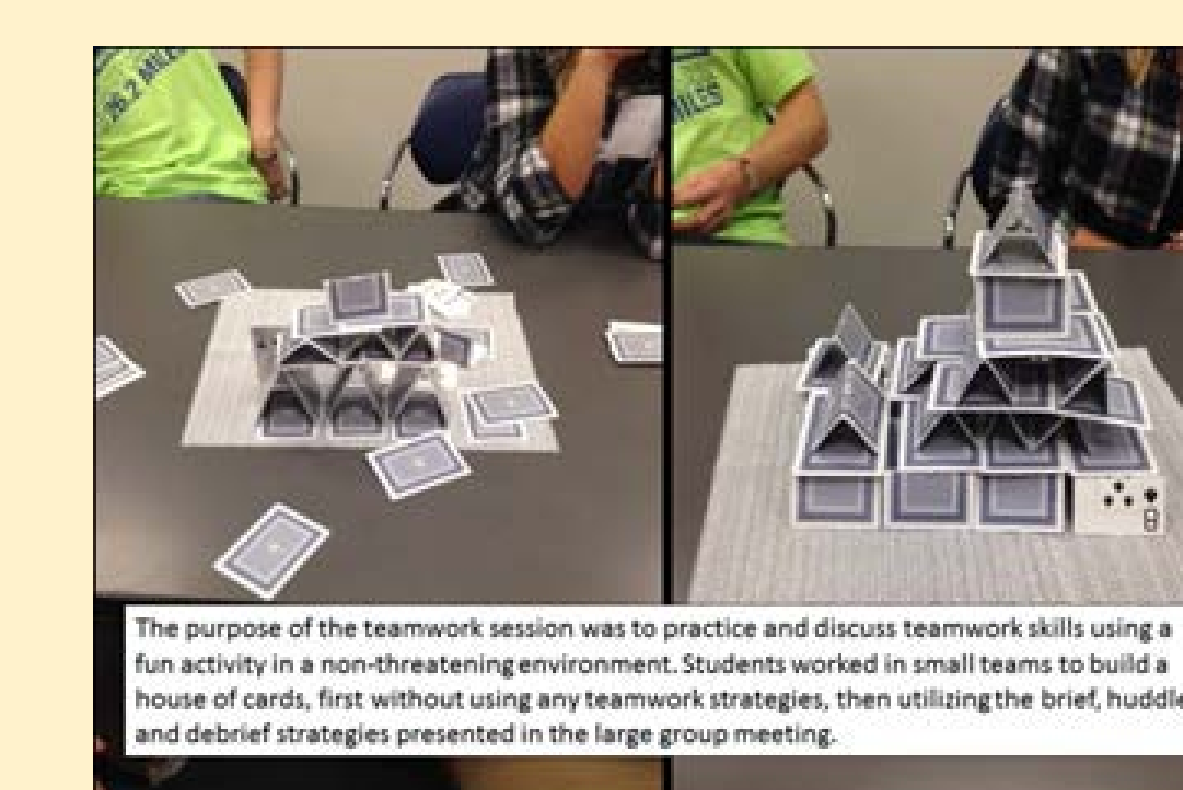


CONCLUSIONS

Teamwork student session changed

2014

2015



IPE at WVU health sciences center has changed students’ communication ability, understanding and values. IPE lays a foundation for team-based healthcare services to provide patient-centered quality care.