

Interprofessional Undergraduate Education: From General Education through Clinical Practicum

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Interprofessional Education Project



PULSE - Professionals United in Life, Service & Education – is the interprofessional education project at **Baptist Memorial College of Health Sciences** (Baptist College). This interprofessional collaboration demands that the teaching and learning of health professionals bridge their disciplinary domains.



IPE Experiences and Outcomes

At Baptist College interprofessional education is initiated with **every student during their first term of enrollment** with an introduction to the roles and responsibilities of multiple health care professions, and **an exploration of methods for effective communication and teamwork skills**. As students progress through their general education courses they continue to experience interdisciplinary teamwork activities and methods for professional communication. As a final piece of their education, students partake in IPE experiences with nursing, allied health professions (health administration, diagnostic imaging sciences, respiratory care, and population health), resulting in students who enter clinical practice well-prepared to advance interprofessional collaborative patient care.

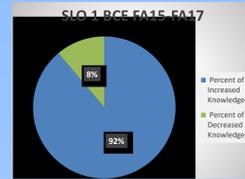
IPE Student Learning Outcomes (SLO)

1. Distinguish the professional roles and responsibilities of the Baptist College healthcare team.
2. Demonstrate effective interprofessional team dynamics and values as members of the Baptist College healthcare team.
3. Communicate effectively across the professions of the Baptist College healthcare team

General Education Interventions

SLO 1: Baptist College Experience Course group activities and online modules to introduce professional roles and responsibilities.

Tool: Pre-Post Test



SLO 2 and 3: Linked courses (i.e. Pathophysiology and Medical Sociology) with students collaborating on case studies, educational interventions, and team presentations.

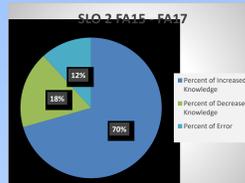
Tools:

SLO 2:

AACU Teamwork Value Rubric

SLO 3:

ICAR Team Functioning Rubric



Program Interventions

Students collaborate in order **to execute functions essential to care management of patients within an adult critical care setting**. Learning activities are designed to illustrate the interrelationship between the care models of nursing and respiratory care disciplines. Interprofessional educational activities will be patient-centered related to pre-assessment, plan-of-care development, facilitation of post-conference discussion, and presentation during interprofessional rounds.



Results

The initial pilot study included 16 students (2 respiratory, 14 nursing) in the critical care clinical practicum. Students provided anecdotal feedback via clinical evaluation. Student perceptions **revealed that the clinical experience facilitated student learning, critical thinking, and the relevance of collaborative practice model**.



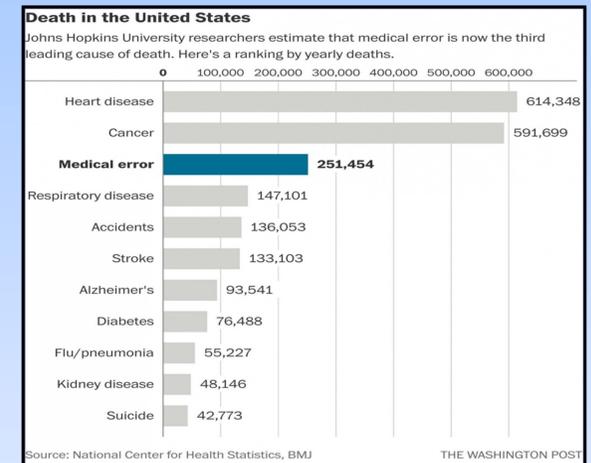
Conclusion

Recommendations from the pilot study was to examine collaborative care models with a larger sample size and the **use of quantitative measures to validate effectiveness of collaborative learning** in the interprofessional realm of patient care.



Relevance to IPE

Interprofessional education requires **innovative teaching strategies** to assist healthcare students in the comprehension of the importance of interprofessional healthcare and collaborative practice. Through this clinical practicum, healthcare students will develop the necessary skills to care for patients as a healthcare team.



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