

# Building a Collaborative Culture for Interprofessional Education

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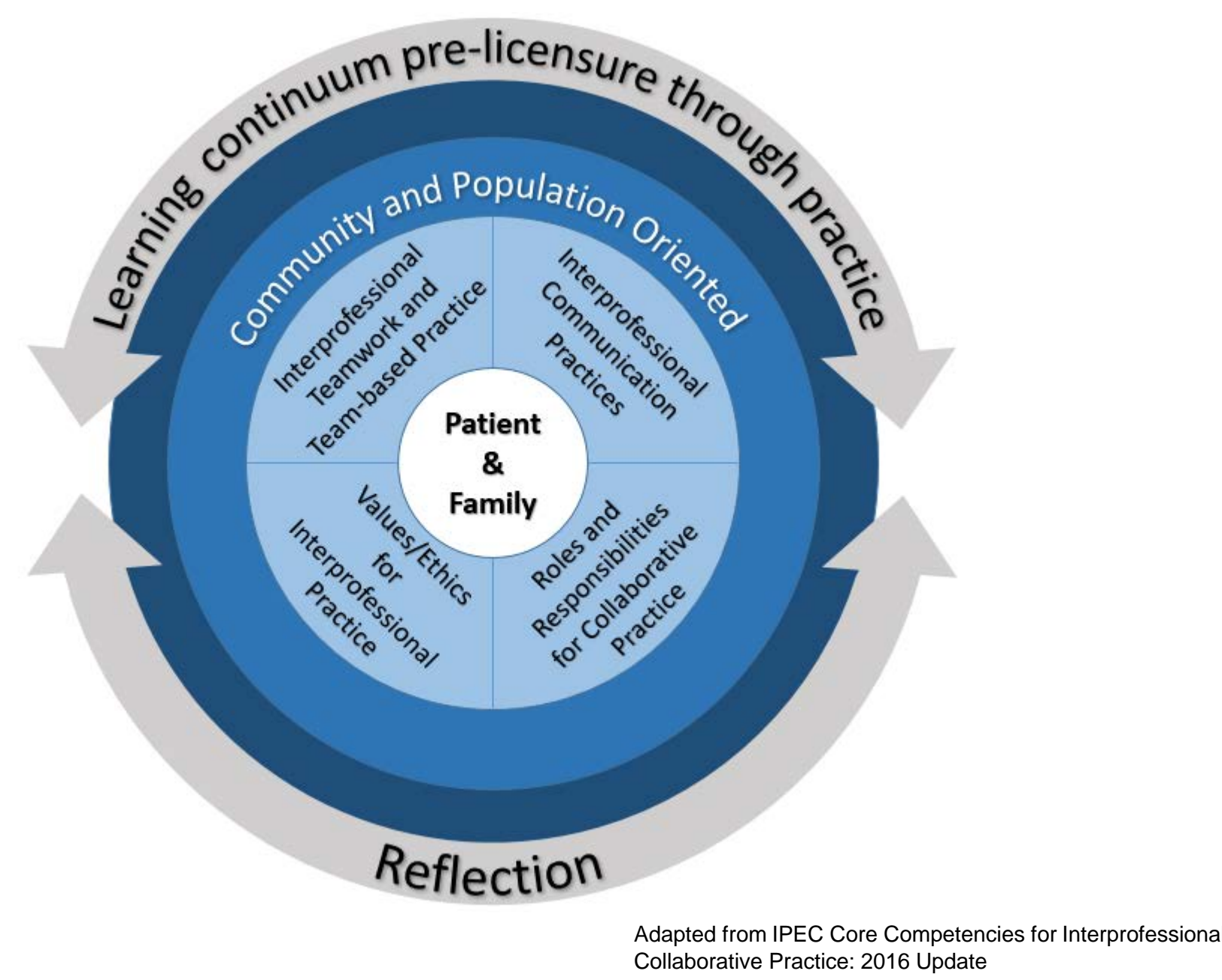
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## Purpose

The College of Health Professions conducted the first college wide Interprofessional Education (IPE) event in the fall of 2016. Students and faculty from all eight programs: Clinical Laboratory Science, Communication Disorders, Health Information Management, Healthcare Administration, St. David's School of Nursing, Physical Therapy, Radiation Therapy and Respiratory Care, all came together for an afternoon of learning.

**IPE Mission:** To inspire and develop the next generation of interprofessional healthcare practitioners and leaders to provide for the well-being of our patients, community, and the global society through collaborative practice.

**IPE Definition:** When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes. (WHO 2010)



## Event Objectives

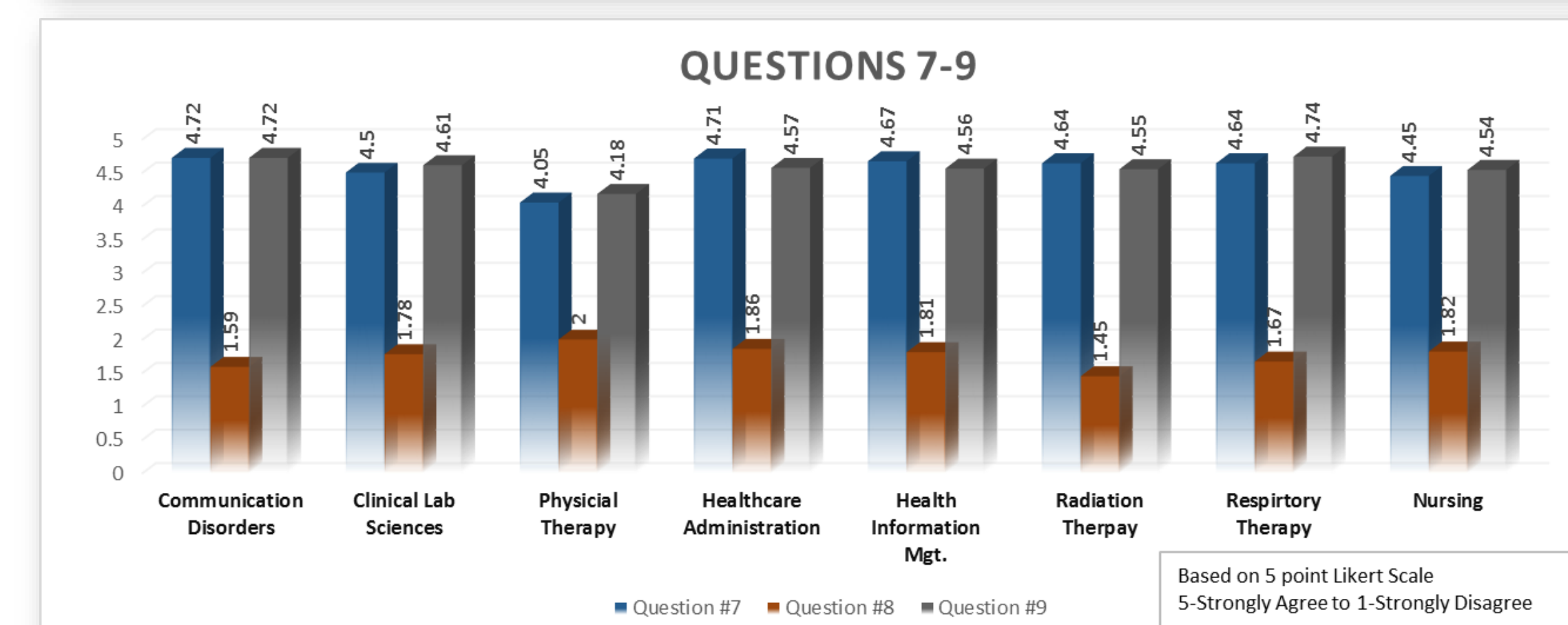
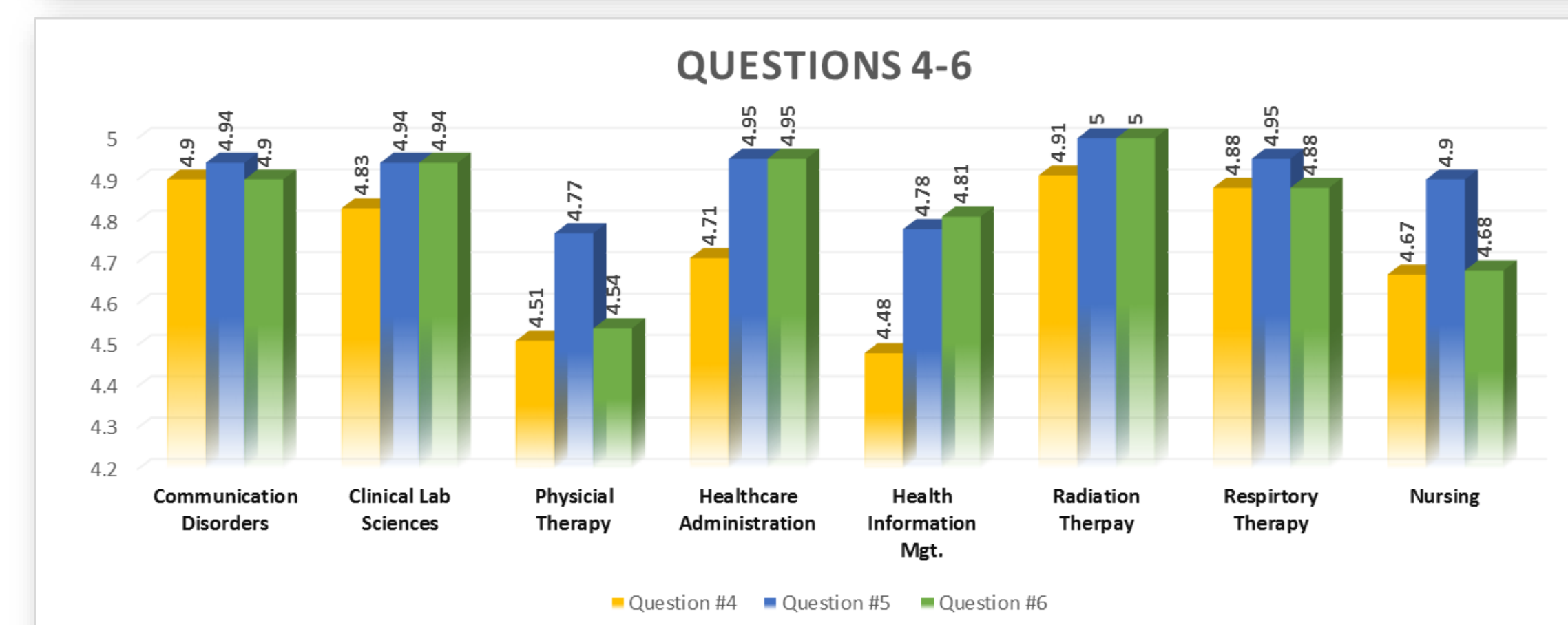
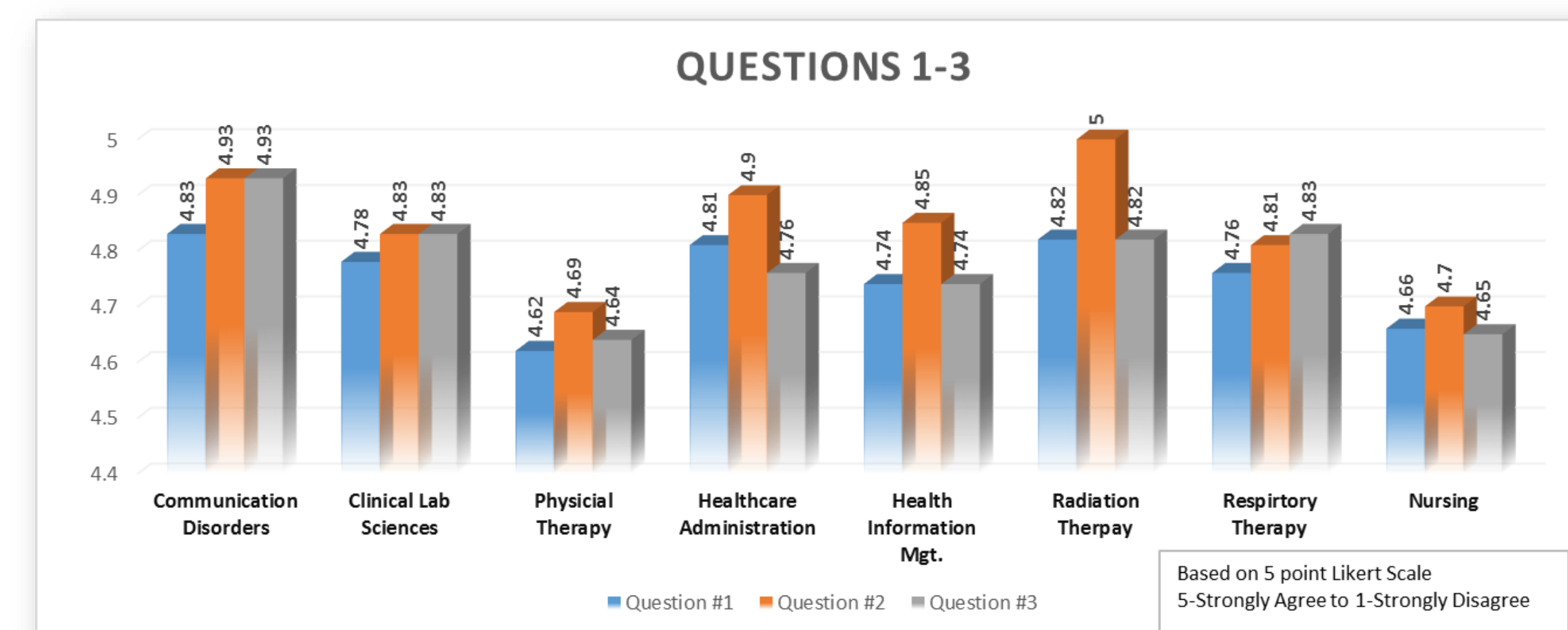
1. Foster communication among College of Health Professions students at Texas State University
2. Introduce an interprofessional, multicultural understanding of the health care professionals ability to improve diverse patient care

## Methods

- All incoming new CHP students ( $n=439$ ) were invited to participate in the IPE event; 291 attended
- Participants were randomly divided into one of 39 small groups (group sizes of either 10 or 15 participants)
- Each group was assigned a specific color to aid in identifying peers in the same groups and assist with participants finding the appropriate group room
- Each of the eight disciplines created a two minute video highlighting their profession
- Students as a whole watched the video to gain a wider understanding and appreciation for each individual discipline
- Students then listened to a presentation featuring the "Quality Diamond". Dr. Oren Renick illustrated verbally how one lives and upholds ethical values in the workplace
- Following the presentation, students divided into their respective groups for small group discussions lead by faculty facilitators over the Quality Diamond, ethics, respect, building relationships and communication
- The IPE Steering Committee employed a nine question paper survey utilizing a 5-point Likert scale scoring system with: (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly Agree

## Outcomes

	Number of participants by Discipline $n=291$	Percent of total CHP participants $n=291$
Communication Disorders	29/33 (87.8%)	9.9%
Clinical Laboratory Sciences	18/20 (90.0%)	6.1%
Healthcare Administration	21/106 (19.8%)	7.2%
Health Information Management	27/81 (33.3%)	9.3%
Physical Therapy	39/41 (95.1%)	13.4%
Radiation Therapy	11/14 (78.5%)	3.8%
Respiratory Therapy	42/44 (95.4%)	14.4%
Nursing	93/100 (93.0%)	31.9%
Missing Discipline	11	3.7%
<b>Total</b>	<b>291/439</b> (66.2%)/100% Total	<b>100% Total</b>



## Methods

- Survey questions:
  1. Shared learning before graduation will help me become a better team member.
  2. Shared learning will help me think positively about other professions.
  3. Learning with other students will help me become a more effective member of a health care team.
  4. Shared learning with other health sciences students will increase my ability to understand problems.
  5. Patient would ultimately benefit if health sciences students worked together to solve patient problems.
  6. Shared learning with other health sciences students will help me communicate better with patients and other professionals.
  7. I would welcome the opportunity to work on small-group projects with other health sciences students.
  8. It is not necessary for health sciences students to learn together.
  9. Share learning will help me understand my own limitations.

## Positive Student Comments

- "I really enjoyed today; I learned a lot about the other professions that I didn't know and I think it's extremely important for all the professions to work together to enhance patient well-being."
- "This interaction with other fields is the beginning to trust and understand other health professionals. It was insightful!"

## Positive Faculty Comments

- "I feel this type of session not only allows students from different units to provide examples of common values, but confirms to each other the impact & importance of living out these values"
- "Hearing that they all had a mutual respect for each other and each discipline was so inspiring!"



## Study Abroad – Nicaragua

29 students from three College of Health Professions programs (Respiratory Care, Clinical Laboratory Science and the St. David's School of Nursing) and Mass Communications, spent 12 days in Nicaragua providing patient care in clinics, nursing homes and orphanages

- St. David's School of Nursing – 18 students/2 faculty
- Respiratory Care – 2 students/1 faculty
- Clinical Laboratory Sciences – 4 Students/1 faculty
- Mass Communications – 5 Students /1 faculty

## Objectives

- Learn and immerse into the cultural of another people
- Develop cultural sensitivity
- Practice focused assessments
- Collaborate with interprofessional team members
- Learn the roles of the other team members profession

## Positive Student Comments

- "Was good to have respiratory care there for the more intense assessment of the respiratory system in our patients presenting with asthma." – Nursing student
- "Nursing did a nice job involving me in the decision of what lab was best to do after explaining what exactly the patient's problem was; I never heard of an ectopic pregnancy until explained by nursing." – Clinical Lab Science student
- "Learned a lot about how all the disciplines work together in a clinic – each has a role and they are interdependent" – Mass Communication student

