



UMKC Health Professions' Interprofessional Education Class: A Two-Year Required Curriculum

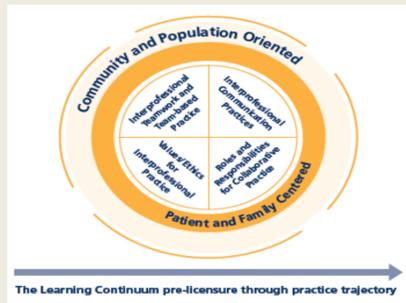
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Background:

- Interprofessional Education (IPE) is defined as opportunities where students from two or more different professions learn with, about, and from one another
- The goal is to teach students to practice as a team to provide safe, high quality care
- The Interprofessional Education Collaborative was founded in 2009 and defined 4 IPE competency domains:
 - Roles and Responsibilities
 - Values and Ethics
 - Communication Skills
 - Teams and Teamwork

Interprofessional Collaborative Practice Domains
<http://www.aacn.nche.edu/education-resources/ipcreport.pdf>



Introduction:

It is time to teach and train UMKC health professionals in an interprofessional way so students:

- Can learn skills and practice effectively on teams
- Learn with and effectively communicate with other health professional learners
- Become health professionals that are practice ready to provide community-oriented and patient and family-centered care

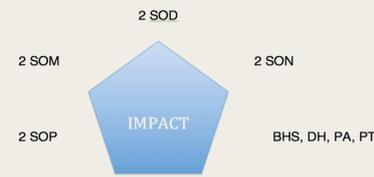
UMKC has a unique opportunity with four health professional schools on one campus.



Methods:

- The UMKC Health Professions' IPE curriculum was planned over 3 years
- A collaboration of Schools of Dentistry, Medicine, Nursing and Health Studies, and Pharmacy
- Kansas City and Columbia campuses involved
- First Year IPE Class convened to learn and focus on:
 - IPE Competency domain: Roles and Responsibilities
 - Patient Safety
- Second Year IPE Class convened to learn and focus on:
 - IPE Competency domain: Ethics and Values
 - Dr. Hot Spot and the Ethical Delivery of Care

Both activities: Students met in Interprofessional Medical Patient Advocacy and Collaborative Teams (IMPACTs) composed of 10 learners from 6-8 different health professional programs:



*SOD=School of Dentistry, SOM=School of Medicine, SON=School of Nursing, SOP=School of Pharmacy, BHS=Bachelors in Health Science, DH=Dental Hygienists, PA=Physician Assistants, PT=Physical Therapists

First Year IPE Class Activities

Pre-Class	In-Class	Post-Class
Orientation in Program Course*	Ice Breaker, Introductions	Post-Knowledge Test
Two readings: IOM To Err is Human chapter Refocusing the Lens	Brief Introduction to IPE	Post-Event IPE Attitudes Survey
Pre-Knowledge Test	Think-Pair-Share on Roles and Responsibilities	Student Evaluation of the IPE Class
Pre-Event IPE Attitudes Survey	Video of Patient Safety Error	Facilitator Evaluation of the IPE Class
Online lecture: Intro to Patient Safety	IMPACT Work: <ul style="list-style-type: none"> • Pretest • Patient Case Introduced • Patient Case questions and solve problems • Large group discussion of case questions 	

Second Year IPE Class Activities

Year 2 IPE Pre-Class	In-Class	Post-Class
Orientation in Program Course*	Grade the Resource Assignment	Post-Knowledge Test
One reading, One video: The Hot Spotters by Atul Gwande Watch Dr. Hotspot on Frontline	Case introduction, small group questions, introduce pictures as visual teaching strategies	Post-Event IPE Attitudes Survey
Assignment to work with IMPACT to create an area resource list for patients	IMPACT Work: <ul style="list-style-type: none"> • Resource Assignment • Patient Case introduced • Case Questions, solve problems • Introduce Picture, visual teaching strategies • Large Group Discussion 	Student Evaluation of the IPE Class, Facilitator Evaluation of the IPE Class

First Year IPE Class Results:

Results: Student Evaluations of IPE :

1. Please indicate the degree to which you agree or disagree with the statement by selecting the response that best expresses your feeling.						
	Strongly agree	Agree	Disagree	Strongly disagree	N/A	Rating Count
The interprofessional education class was a good experience	16.9% (44)	52.1% (136)	20.7% (54)	8.8% (23)	1.5% (4)	261
The learning objectives for the interprofessional education class were clearly communicated	21.1% (55)	62.8% (164)	10.7% (28)	5.0% (13)	0.4% (1)	261
The small group learning experience was beneficial.	20.3% (53)	47.9% (125)	21.8% (57)	7.7% (20)	2.3% (6)	261
As a result of this experience, I would like more activities in interprofessional Education in my program's curriculum.	15.3% (40)	36.8% (96)	25.3% (66)	16.5% (43)	6.1% (16)	261
	answered question					261
	skipped question					0

Strengths:

- 69% of students agreed or strongly agreed that the IPE class was a good experience
- 68.2% agreed or strongly agreed that the small group experience was beneficial
- 106 students provided written comments (N)
 - Enjoyment of working with other health care fields (24)
 - Specifically on the impact IPE can have on patient safety (4)

Areas needing improvement (based on comments):

- Less lecture and increased time to work within smaller small groups so students can work closer with their peers (28)
- Dental students and dental hygienists felt they were not able to contribute much to their role in the case (10).
- The graduate nursing students felt that their level of clinical experience was not appreciated during the exercises (11)

Second Year IPE Class Results:

Results: Student Evaluations of IPE :

Please indicate the degree to which you agree or disagree with the statement by selecting the response that best expresses your feeling.						
	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	Rating Count
The Interprofessional Education class was a good experience	22.98% (94)	60.39% (247)	11% (45)	4.89% (20)	0.74% (3)	409
The learning objectives for the interprofessional Education class were clearly communicated	31.55% (130)	50.73% (209)	12.14% (50)	5.1% (21)	0.48% (2)	412
The small group learning experience was beneficial	31.39% (129)	49.64% (204)	13.63% (56)	4.87% (20)	0.47% (2)	411
As a result of this experience, I would like more activities in Interprofessional Education in my program's curriculum	13.41% (55)	39.02% (160)	24.63% (101)	19.51% (80)	3.43% (14)	410

Strengths:

- 83.3% of students agreed or strongly agreed that the IPE class was a good experience
- 81% agreed or strongly agreed that the small group experience was beneficial
- 188 students provided written comments (N)
 - Enjoyed working with interprofessional learners(41)
 - Good learning experience (23)
 - Good team building exercise (9)

Areas needing improvement (based on comments):

- Do not have these activities on a Saturday, weekday preferred (44)
- Course director did not give adequate notice (10)
- Students did not like traveling from Columbia, MO (9)
- Prefer real patient care setting or simulation (5)



Conclusion:

- The UMKC Health Professions' two-year IPE curriculum and the development of IMPACTs was:
 1. An important first step in expanding opportunities for health professions students to learn with, about, and from one another
 2. Was overall a positive experience for students
 3. Will serve as a foundation for our Year 3 IPE Activity in Simulation

Summary:

- Learning how to successfully function on collaborative teams has become paramount in health professions education.
- Every member of the healthcare team is responsible for patient safety and IPE can improve overall care and potentially patient outcomes.
- Our curriculum provides IP experiences on IMPACTs in order for learners to develop interprofessional relationships and become graduates who are ready to join teams to provide responsible care to their community of patients.

Future Directions:

- The Third Year IPE Class will be more interactive, case-based IMPACT activities
- We will develop and implement a Third Year IPE Curriculum events for IMPACTs:
 - To focus on Teams and Teamwork and Communication competency domains
 - In IMPACT team-based Simulation
 - In partnerships of existing clinical experiences
 - Working to create a required, three year IPE course for all programs