

Model Interprofessional Experiential Education Program for Bouvé Freshman Health Professional Students

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Abstract

Recognizing the need to explore innovative interprofessional (IP) experiential education opportunities, Bouvé faculty collaborated with Bouvé's Interprofessional Research, Innovate, Serve & Educate (iRISE) student committee to develop a pilot program promoting IP collaborative practice for health professional students. The objective was to pilot an educational program introducing students to interprofessional education (IPE) competencies in a traditional didactic format, supplemented by an IP skill component (CPR course) culminating in an IP simulation where students applied their knowledge in a real world patient care scenario. iRISE developed and taught an instructional module focused on the history and significance of IPE. An IP medical simulation scenario was then developed. Various healthcare roles were assigned to a cohort of freshman students from six Introduction to College classes (N=144). The students were required to: 1) gather and assess information about the situation, 2) develop an appropriate team strategy to provide patient care, 3) complete self-assessments on their ability to communicate interprofessionally, and 4) participate in a debriefing to facilitate reflection. Student assessments concluded the learners were at different levels of preparedness when required to communicate during a high-stress situation. Students identified challenges and collectively agreed on strategies to improve their performance. Results from the evaluation indicated 100% of students found this educational program to be a valuable IP experience. The program's initial assessment suggest it may serve as a model for how Bouvé can integrate positive interprofessional experiential learning experiences for health professional students to strengthen their ability to contribute to a collaborative healthcare practice environment.

Bouve College of Health Sciences (BCHS)

- Bouvé's mission is to inspire and create the next generation of interprofessional healthcare leaders for the well-being of our global community.
- iRISE works in collaboration with Bouvé students, faculty and administration to meet the College's strategic goal to advance interprofessional health education.
- The Arnold S. Goldstein Laboratory Suite is the keystone of IP simulation learning at BCHS. Simulation-learning is considered a vital component of experiential education and the hallmark of IPE and collaborative practice.
- The student IPE committee, *iRISE*, collaborated with Bouvé faculty on a pilot program involving (5) Intro to College courses assessing Bouvé's freshman health professional students understanding of interprofessional education during a CPR simulation-learning environment.



Purpose & Specific Aims

The purpose of this experiential educational pilot program was to assess the program's viability as an integrated experiential IPE program for first year college students.

- (1) To prepare students from various health majors the experiences working within an interdisciplinary team environment.
- (2) To be able to apply interprofessional education skill sets to real-life settings.
- (3) To implement an IP experiential education program that introduces IPE communication and teamwork domains utilizing three instructional methods including classroom learning, skill acquisition and practice and an IP simulation.

Methods

Setting

(5) Intro to College courses within BCHS during Fall, 2015

Sample

(57) freshman BCHS health professional students from various health majors

Design

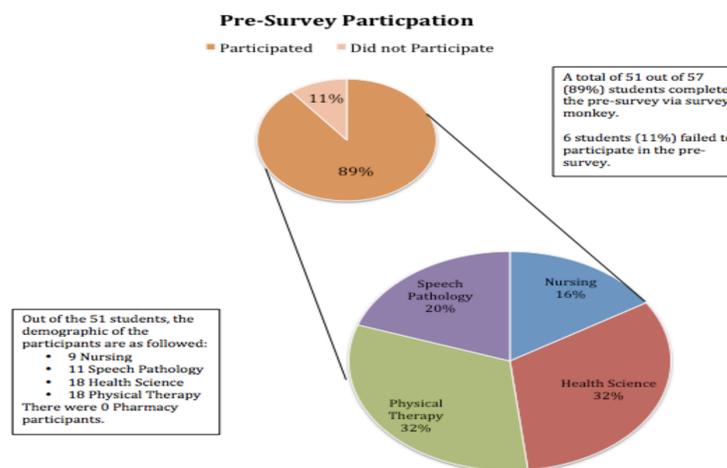
Exploratory, interdisciplinary approach

Students participated in:

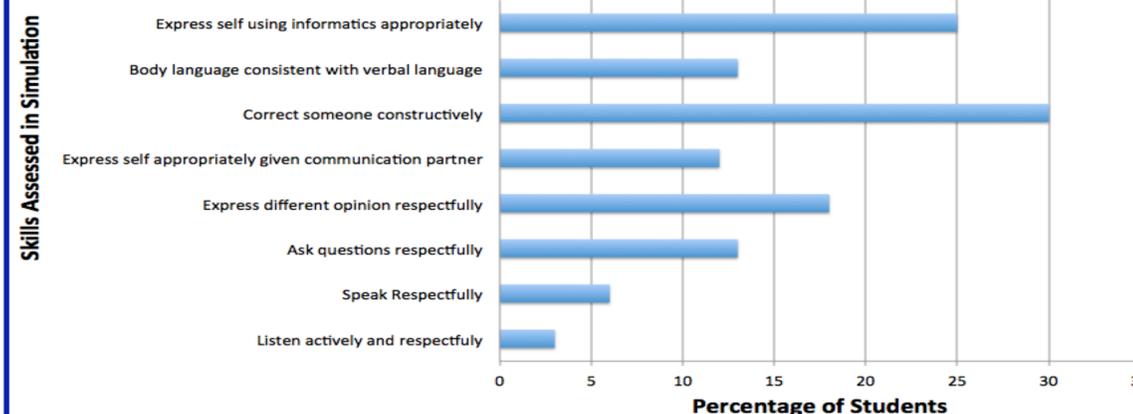
- A didactic IPE presentation by the iRISE Student Committee focusing on the IPE domain, teamwork.
- An IP CPR training class
- High fidelity simulation-learning experience focused on IPE communication involving their CPR skills
- A post program self assessment of their perceived IPE skill demonstration

Data & Results

- **Figure 1.** (57) freshman Bouvé students completed the pilot program
- **Figure 2.** (3) themes were identified from responses to the surveys: Communication, Experiential Learning and Perception of Control.



Self-Evaluation: Skills Not Demonstrated by Participants



Conclusion

This experiential, educational pilot program provided the opportunity for students to engage in an IP collaborative setting with their peers practicing a learned skill set. Results from the students self-reflection assessment demonstrated that this pilot program needs to develop additional communication aids to help students feel more comfortable speaking up in difficult and stressful scenarios. This pilot program was successful in identifying areas of strengths and weaknesses among college students within an IP collaborative practice environment. Based on this model, more simulation-learning exercises should be developed and implemented into freshman health professions curriculums to prepare them for the workforce.

- Modifications will be made to the pre-survey and self-evaluation questionnaire to decrease ambiguity.
- Additional educational tools and more training in IPE will address the areas of weakness identified in the self-reflection survey.
- *Long-term goal:* To integrate IPE into BCHS curriculum to better prepare students to work in patient-centered interdisciplinary healthcare teams.



Students act out various assigned roles during the simulation on a person who has gone into cardiac arrest.

Limitations

- 6 students did not complete the pre-survey due to absences.
- The post survey was a self-reflection filled out by the student therefore creating bias.
- Three of the sim objectives were not listed in the sub-competencies students evaluated themselves on.
- Incomplete representation of all Bouvé majors (no pharmacy majors took the survey)

References

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