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Exploration and Implementation of Interprofessional Education (IPE) Initiative

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Exploration and Implementation of Interprofessional Education (IPE) Initiative



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Introduction

- Interprofessional education (IPE) aims to improve the behaviors and collaborative competencies of students in preparation of providing client-centered care and working in a multidisciplinary team (Teuwen et al., 2022)
- Collaborative case studies have been identified as an effective manner to address IPE and have indicated a positive influence on student perspectives of interprofessional practice (Humphrey et al., 2022)
- Students who participated in a TeamSTEPs module developed enhanced skills regarding collaboration with a rehabilitation team and 75% of students valued the information gained through TeamSTEPs (Molitor et al., 2019)

Site Description

Nova Southeastern University

- Tampa Bay Regional Campus
- Fort Lauderdale Main Campus

Dr. Pallavi Patel College of Health Care Sciences

- Mission Statement: To provide professionals with the skills necessary for the diagnosis, treatment and prevention of disease and disability, ensuring optimum health conditions in the community and beyond.



Figure 1: Tampa Bay Regional Campus

Summary of Needs Assessment

Three identified needs of site:

- Advocacy required due to minimal collaboration between professional programs participating in IPE
- Student insight and recommendations for improvements to IPE 101 and IPE 201
- Lack of hands-on experience resulting in continual effort to improve virtual engagement with students

Literature Review Summary

- Interprofessional education (IPE) is imperative in the development of essential skills required for effective interprofessional practice and collaboration. IPE is highlighted through four core competencies:
 - Competency Domain 1: Values / Ethics for Interprofessional Practice
 - Competency Domain 2: Roles / Responsibilities
 - Competency Domain 3: Interprofessional Communication
 - Competency Domain 4: Teams and Teamwork (AOTA, 2017)
- Interprofessional collaboration can be described as the collaborative practice that occurs in healthcare, within a multidisciplinary team, where all professionals provide comprehensive care to patients in order to deliver the highest quality of care across all setting (Teuwen et al., 2022)
- IPE is a contributing factor to AOTA's Vision 2025 for occupational therapy to be inclusive and diverse for not only patients but also professional peers (Elkington et al., 2021)

Interprofessional Team

- Trevor Blose, OTD-S Class of 2022 – Capstone project
- Amy Harcourt, PT, DPT, SCS, COMT
- Kim Rose, OTD, OTR/L
- Christina Kane EdD, MS, OTR/L
- Carly Paro-Tompkins, EdD, LMHC
- Teresa Gore PhD, DNP, APRN, FNP-BC, CHSE-A, FSSH, FAAN
- Elizabeth Swann, PhD, ATC, FNAP

Figure 2: TBRC IPE Committee

Capstone Project Description

- The purpose of my doctoral capstone experience (DCE) was to use my current knowledge and experience to work with the IPE team in their efforts to continue to adapt and improve the IPE modules and complete any projects that would benefit from the IPE initiative.
- Assist with IPE 101: IPE Foundations
 - Aided mentor in preparing canvas shell (updating dates/times, checking for grammatical errors, setting up required assignments, adding appropriate students)
 - Graded all required assignments (Initial assessment, lecture quiz, elevator pitch activity, reflection and post assessment), created excel spreadsheet with even distribution of OT/PT students for breakout rooms, aided in live debrief
- Assist with IPE 201: TeamSTEPs Essentials
 - Aided mentor in preparing canvas shell (updating dates/times, checking for grammatical errors, setting up required assignments, adding appropriate students)
 - Graded all required assignments (lecture quiz, case discussion groups, post reflection and assessment), created excel spreadsheet with even distribution of OT/PT students for breakout rooms, aided in live debrief, created a 10 question TeamSTEPs quiz

IPE Longitudinal Curriculum Modules			
Curriculum Term	IPE Module	IPEC Core Competency	IPE Activity /Evaluation
One-Summer Year 1	IPE 101: "IPE Foundations" (Elevator Pitch)	Roles & Responsibilities	IPE Overview and Elevator Pitch/Poll Everywhere-Likert Scale data IPAS
Two-Fall Year 1	IPE 102: "Case Study"	Values & Ethics	Case Study of Values/Ethics PBL RIPPLES (pre/post measurement)
Three-Winter Year 1	IPE 103: "IPE Day"	Multiple	3 rd Friday in February = IPE Day ICCAS + qualitative
Four-Summer Year 2	IPE 201 "TeamSTEPs Essentials"	Interprofessional Communication	TEAM STEPPS Essentials Certification and Evaluation (2 hours)
Five-Fall Year 2	IPE 202: IPE Facilitation (preparing for IPE Day)	Interprofessional Communication	Evaluation TBA
Six-Winter Year 2	IPE 203: "IPE Day Team leader"	Teams & Teamwork	IPE Day student volunteer (DASH Evaluation)

Figure 3: TBRC IPE Longitudinal Curriculum Modules

Learning Objectives Achieved

- Engage in a variety of meetings/discussions to continue growth and understanding with IPE.
- Gain insight and experience into the fundamental layers that structure the current IPE modules for TBRC, continue to advocate for inclusion of additional disciplines, and provide necessary feedback/adaptations when needed
- Complete assigned projects in a timely manner to ensure smooth continual improvement to the current IPE initiative for NSU



Implications for OT Practice

- The benefits of students participating in IPE include:
 - The development of interprofessional communication skills required to effectively work as part of an interdisciplinary team
 - Defining the roles and responsibilities of various disciplines that students may encounter during clinical fieldwork
 - Development of team working skills and mutual respect for different professions
- IPE allows for students to further advocate for the profession of OT services within different interprofessional teams across many setting
- Further expansion in literature is required to adapt IPE initiatives for effectiveness, professional diversity, and student engagement



REFERENCES & ACKNOWLEDGMENTS

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References Available Upon Request