

GROWING AN IPE PROGRAM: FROM PLANTING SEEDS TO A BLOSSOMING ORGANIZATIONAL EFFORT

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BACKGROUND



No More Silos!

Health care education traditionally occurs in program silos, limiting student exposure to other health care disciplines and needed communication skills (D'Amour & Oandasan, 2005).

Lack of exposure to collaborative care may impact the quality of care delivery and patient outcomes (Interprofessional Education Collaborative Expert Panel [IPEC], 2011).

Interprofessional Education (IPE) definition: "Students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes" (WHO, 2010, p. 7)

Important considerations for IPE implementation:

- IPE is a required component of accreditation standards for many health care disciplines
- Changing the approach to health care education and working on these skills in an academic setting will translate to a clinical setting
- Challenging due to scheduling, funding, buy-in (Hinderer & Joyner, 2014)

Clarkson College offers the following academic disciplines, all of which needed to be included:

- Undergraduate & Graduate Nursing
- Physical Therapist Assistant
- Radiography & Medical Imaging
- Community Health
- Undergraduate & Graduate Health Care Business
- Doctor of Education in Health Care Education and Leadership

METHODOLOGY



Planting Seeds



Taking Root

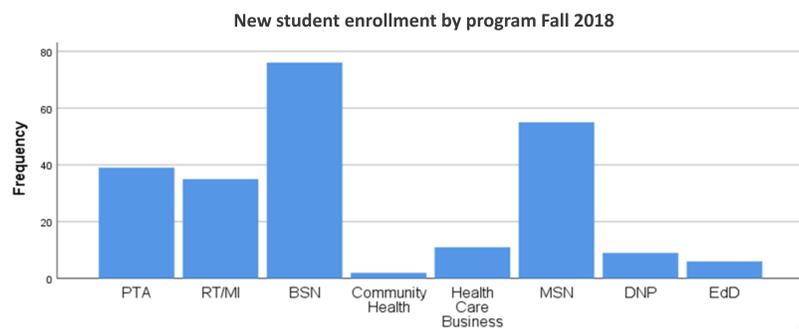


Nurturing Growth

In response, Clarkson College formed a team of IPE Champions in 2016 who conducted an extensive literature review focusing on IPEC standards. We assessed our College resources and engaged in strategic planning to earn buy-in from administration, faculty and staff. Team members attended the NEXUS Conference and worked together to develop an online course for students, an online course for all employees, as well as an IPE website for our College.

Our goal for this project was to evaluate students' competency in meeting IPEC standards after completing the developed online course (IPE 301). This includes recorded video lectures; reading assignments; YouTube, TedTalk and interactive videos; as well as open-note quizzes. Per course requirements, students must also participate in at least three IPE events and complete reflective journals related to these experiences. In addition, pre-, mid-, and post-assessments were embedded into the course, using the Interprofessional Collaborative Competency Attainment Scale (Revised) ([ICCAS], (MacDonald et al., 2010).

Beginning in Fall 2018, all incoming students were enrolled in this course, which was added to all degree plans, and through College policy and procedure changes, must be successfully completed to graduate. A Community Health Director was hired with IPE administrative responsibilities, and the College began offering a variety of IPE events. The IPE Champions committee meets monthly to review IPE proposals submitted by faculty, staff and students. Graphic representation of students completing the Fall 2018 IPE 301 course can be seen below.



RESULTS



Measuring Change

Fall 2018 pre- and mid-point ICCAS assessment scores were analyzed using SPSS software. Pre-scores represent initial perceptions before starting the course and mid-scores represent perceptions after completing the online modules, but before participating in their 3 IPE experiences.

This data focused on three questions rating the students' perceived ability to: 1) learn effectively with, from and about IP team members to enhance care; 2) understand the abilities and contributions of IP team members; and 3) work effectively with IP team members to enhance care. Our initial results show marked improvement in each area. Please see graphics below.

Students across all programs, at both undergraduate and graduate levels, reported growth after completing the online modules of the IPE 301 course.

CONCLUSION



Blossoming Efforts

The Community Health Director and IPE Champions committee will continue to meet monthly. These meetings provide an opportunity to review participation and completion rates, quality of student reflection, and ongoing changes in the data. Regular reports are shared with the College community, including Operations Council, faculty, staff and students.

Student results for post-ICCAS assessment scores are pending, as students progress through their program. The employee course, My Clarkson College IPE, was implemented in Spring 2019. Data collection is ongoing.

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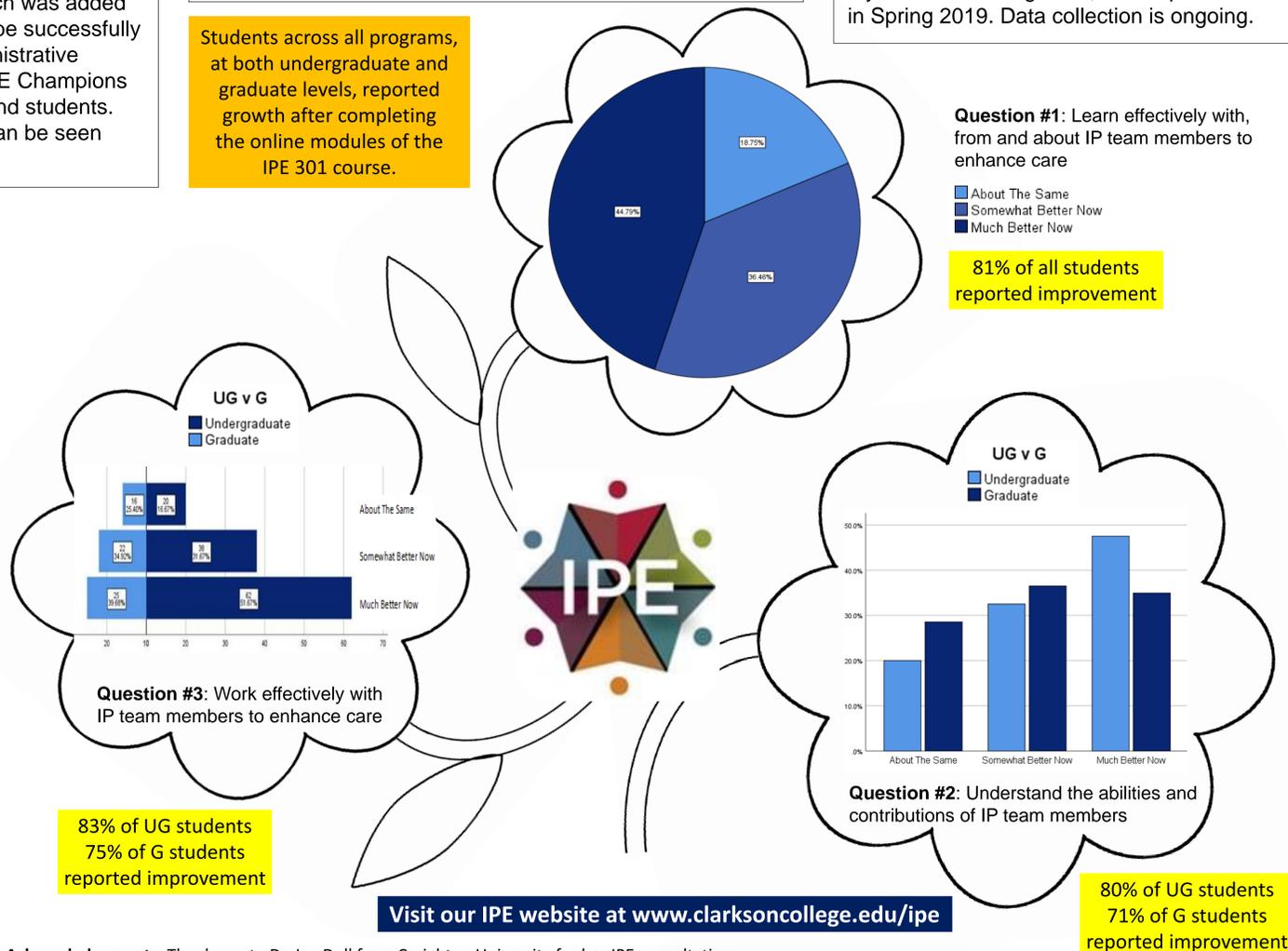
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