

Interprofessional Collaborative Care: An Evidence-Based Approach to Healthcare Education

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Introduction

Education silos in healthcare education are a trend of the past!

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



Concept of Interprofessional Education

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

Pros for IPE Implementation (Hinderer & Joyner, 2014):

- IPE included in accreditation standards for many healthcare disciplines
- Changing the approach to healthcare education and working on these skills in an academic setting will translate to a clinical setting:
 - Enter the workplace ready to practice teamwork and team-based care
 - Facilitates care that is patient focused
 - Improve patient outcomes

Cons for IPE Implementation (Hinderer & Joyner, 2014):

- Challenging due to scheduling, funding, buy-in

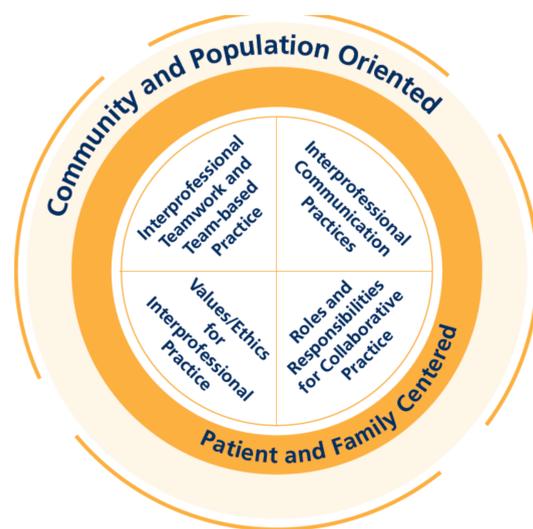
IPE Champions needed to promote education

- Interprofessional group of faculty & instructional designers passionate about IPE

Purpose of the Scholarly Project

- Introduce IPE at a small, private Midwestern healthcare college
- Evaluate students’ interprofessional collaborative competency after completing an online course, participating in IPE events, and completing reflective journals relating to the IPEC (2011) core competencies domains for collaborative practice:
 - Values and Ethics
 - Roles and Responsibilities
 - Interprofessional Communication
 - Teams and Teamwork

FIGURE 6: Interprofessional Collaborative Practice Domains



The Learning Continuum pre-licensure through practice trajectory

Interprofessional Education Collaborative Expert Panel. (2011). Core competencies for interprofessional collaborative practice: Report of an expert panel. (p. 15)

Description of the Process

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, as well as an IPE website for our College. The College Community was also surveyed and results demonstrated:

- Lack of knowledge about IPE
- More education desired by the College community
- Inclusivity for all students was important both on-campus and online
- Focus on team building, healthcare roles, communication, values/ethics was preferred
- Student, Faculty, Staff & Administration buy-in was achieved

“IPE 301: Interprofessional Education” course developed in 2017-2018 with recorded lecture videos, reading assignments, YouTube and interactive videos, and open-book quizzes. Completion required to graduate.



Welcome to IPE 301

This course offers insight into collaborating with health care teams by using effective communication and leadership skills to produce positive outcomes.

- Fall 2018 all incoming students were enrolled in the IPE 301 course and pre- and mid-point Interprofessional Collaborative Competency Attainment Scale (Revised) ([ICCAS], (MacDonald et al., 2010) assessment scores were analyzed using SPSS software.
- Pre-scores represent initial perceptions before starting the course and mid-scores represent perceptions after completing the first four online modules, but before participating in their 3 IPE experiences.
- Students submit reflective journals after attending IPE offerings related to IP knowledge, service, or community events.

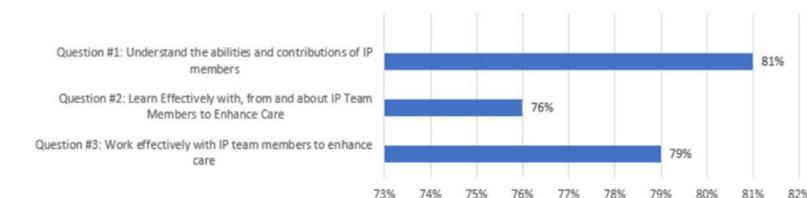
Results

Initial Cohort Data, N = 232 undergraduate and graduate level students from **all** healthcare programs at Clarkson College

Number of Students by Healthcare Program



Percentage of Undergraduate and Graduate Students Reporting Improvements after Completing IPE 301, Modules 1-4



- Preliminary Data focused on the following three ICCAS questions as the graphs represent above:
 - #1: Understand the abilities and contributions of IP team members
 - #2: Work effectively with IP team members to enhance care
 - #3: Learn with, from and about IP team members to enhance care
- The ICCAS tool is scored on a 5-point Likert scale, and the results above demonstrate the percentage of students who selected the categories of “somewhat better now” and “much better now”. Over 75% of the students across all programs, at both the undergraduate and graduate levels, reported improved interprofessional growth after completing the first four online modules of the IPE 301 course.
- Our initial results show marked improvement in each area.

Conclusions

- IPE during the first year of healthcare education is demonstrating initial positive results for student knowledge, learning, and the importance of working within interprofessional teams.
- Student results for post-ICCAS assessment scores are pending, as students progress through their program. Data collection and analysis for this course is on-going.
- Improved healthcare collaboration supports the Institute for Healthcare Improvement’s vision of improving patient experiences and population health, reducing costs, as well improving work experiences of healthcare providers around the world (Bodenheimer & Sinsky, 2014).

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