

LIGHTNING TALKS

INTERPROFESSIONAL EDUCATION:

CONNECTING US ALL

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CAMPBELL
UNIVERSITY

Interprofessional Education



“Interprofessional education occurs when students from two or more professions learn to enable effective collaboration and improve health outcomes.

Once students understand how to work interprofessionally, they are ready to enter the workplace as a member of the collaborative practice team. This is a key step in moving health systems from fragmentation to a position of strength.”



IPE

interprofessional education

"occurs when learners from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes."

-World Health Organization, 2010.

IPCP

interprofessional collaborative practice "occurs when multiple health workers from different professional backgrounds provide comprehensive health services by working with patients, their families, carers (caregivers), and communities to deliver the highest quality of care across settings."

-World Health Organization, 2010.



CORE COMPETENCIES FOR INTERPROFESSIONAL COLLABORATIVE PRACTICE

- 1. Values/Ethics for Interprofessional Practice:** Work with individuals of other professions to maintain a climate of mutual respect and shared values.
- 2. Roles/Responsibilities:** Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations
- 3. Interprofessional Communication:** Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease
- 4. Teams and Teamwork:** Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable

PROGRAM ACCREDITATION

The accrediting body for each program (e.g., ARC-PA, CCNE, ACPE, CEPH, COCA, CAPTE, etc.) lists requirements for IPE experiences.

BREAKING DOWN SILOS

IPE prepares future healthcare professionals to overcome barriers to collaboration among the healthcare team.

BETTER PATIENT OUTCOMES

Interprofessional collaborative practice, patient-centered medicine and team-based care, rather than "siloe d" and isolated care, results in better patient outcomes and improved community health.



EVENTS AND PARTICIPATING PROGRAMS

- EVENTS

- FIRST YEAR EVENT
- IPE QUEST
- IPE REPS
- IPE PLACES
- SOCIAL EVENTS
- CICS
- ACTIVITY DAY

- PROGRAMS

- WALLACE FELLOWS
- IPE LEADERSHIP RECOGNITION PROGRAM
- IPE INFORM

- PROGRAMS

- CLINICAL RESEARCH
- NURSING
- OSTEOPATHIC MEDICINE
- PHARMACEUTICAL SCIENCE
- PHARMACY
- PHYSICAL THERAPY
- PHYSICIAN ASSISTANT
- PUBLIC HEALTH

RESEARCH IN IPE

DATA COLLECTION FROM VARIOUS EVENTS



ASSESSMENT TOOL

13 QUESTION SURVEY

INCLUDED QUESTIONS ON:

- RESPONSIBILITY OF PREPARATION FOR EVENT
- APPLICATION OF INFORMATION LEARNED
- IPE KNOWLEDGE, CONFIDENCE, COMMITMENT, COMMUNICATION, AND ROLES/RESPONSIBILITIES
- MAJOR TAKEAWAYS
- OVERALL RANKING OF EVENT (SCALE 1 TO 5)
- SUGGESTIONS FOR CHANGES OR IMPROVEMENTS

* 5. Knowledge of interprofessional education and/or collaboration:

	Not confident at all	Slightly confident	Confident	Very confident
Before the session:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After the session:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 6. Confidence to participate in interprofessional opportunities:

	Not confident at all	Slightly confident	Confident	Very confident
Before the session:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After the session:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 7. Commitment to interprofessional education and/or collaboration:

	Not confident at all	Slightly confident	Confident	Very confident
Before the session:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After the session:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IPE QUEST FINDINGS

- ❑ ACROSS ALL PROGRAMS, THERE WERE STATISTICALLY SIGNIFICANT IMPROVEMENTS IN:
 - ❑ KNOWLEDGE OF INTERPROFESSIONAL EDUCATION AND/OR COLLABORATION FROM BEFORE TO AFTER THE EVENT
 - ❑ CONFIDENCE TO PARTICIPATE IN INTERPROFESSIONAL OPPORTUNITIES FROM BEFORE TO AFTER THE EVENT
 - ❑ RECOGNIZING THE ROLES AND/OR RESPONSIBILITIES OF THE OTHER HEALTH PROFESSIONS STUDENTS IN THE EVENT FROM BEFORE TO AFTER THE EVENT
 - ❑ RECOGNIZING YOUR OWN ROLE AS A MEMBER OF AN INTERPROFESSIONAL TEAM IN THE EVENT FROM BEFORE TO AFTER THE EVENT
 - ❑ COMMUNICATING WITH THE OTHER HEALTH PROFESSIONS STUDENTS AT THE EVENT FROM BEFORE TO AFTER THE EVENT

- ❑ THE PHARMACY PROGRAM HAD THE MOST STATISTICALLY SIGNIFICANT IMPROVEMENT IN ALL QUESTION AREAS, FOLLOWED BY NURSING AND THEN PHYSICIAN ASSISTANT

IPE QUEST FINDINGS

Statement	Overall Mean Before	Overall Mean After
Knowledge of Interprofessional Education and/or collaboration	2.92254	3.14789
Confidence to participate in interprofessional opportunities	3.00000	3.1831
Commitment to interprofessional education and/or collaboration	3.09220	3.19858
Recognize the roles and/or responsibilities of the other health professions students in the event	3.06383	3.28369
Recognize your own role as a member of an interprofessional team in the event	3.21831	3.34507
Communicate with the other health professions students at the event	3.01408	3.23944

Statement: Please rate your overall satisfaction of the event	Number of Students	Mean
All Programs	142	3.3028169
Nursing	15	3.6
Osteopathic Medicine	38	2.3684211
Pharmaceutical Sciences	10	2.2
Pharmacy	46	4
Physical Therapy	13	3.2307692
Physician Assistant	19	3.8421053
Public Health	1	4

REPS DATA

Pre-Event Survey

	I KNOW NOTHING ABOUT THIS PROFESSION.	I KNOW JUST A LITTLE BIT ABOUT THIS PROFESSION.	I KNOW A FEW FACTS ABOUT THIS PROFESSION, BUT WOULD NOT BE CONFIDENT ANSWERING QUESTIONS ABOUT IT.	I KNOW WHAT THE ROLES/RESPONSIBILITIES ARE FOR THIS PROFESSION.	I FULLY UNDERSTAND THE ROLES/RESPONSIBILITIES AND SCOPE OF PRACTICE OF THIS PROFESSION.
Clinical Research	4.85% 33	18.94% 129	43.91% 299	23.64% 161	8.66% 59
Nursing	0.73% 5	4.99% 34	25.70% 175	49.05% 334	19.53% 133
Osteopathic Medicine	6.46% 44	15.57% 106	25.55% 174	27.75% 189	24.67% 168
Pharmaceutical Sciences	4.99% 34	19.97% 136	43.32% 295	23.05% 157	8.66% 59
Pharmacy Practice	2.20% 15	10.13% 69	30.10% 205	31.13% 212	26.43% 180
Physical Therapy	2.20% 15	11.60% 79	34.80% 237	33.92% 231	17.47% 119
Physician Assistant	1.91% 13	9.40% 64	33.04% 225	40.38% 275	15.27% 104
Public Health	6.02% 41	20.70% 141	41.12% 280	22.03% 150	10.13% 69

Post-Event Survey

	I KNOW NOTHING ABOUT THIS PROFESSION.	I KNOW JUST A LITTLE BIT ABOUT THIS PROFESSION.	I KNOW A FEW FACTS ABOUT THIS PROFESSION, BUT WOULD NOT BE CONFIDENT ANSWERING QUESTIONS ABOUT IT.	I KNOW WHAT THE ROLES/RESPONSIBILITIES ARE FOR THIS PROFESSION.	I FULLY UNDERSTAND THE ROLES/RESPONSIBILITIES AND SCOPE OF PRACTICE OF THIS PROFESSION.
Clinical Research	2.06% 11	6.93% 37	30.52% 163	46.82% 250	13.67% 73
Nursing	0.56% 3	1.12% 6	10.67% 57	56.55% 302	31.09% 166
Osteopathic Medicine	1.12% 6	3.37% 18	14.98% 80	49.81% 266	30.71% 164
Pharmaceutical Sciences	1.87% 10	5.24% 28	26.97% 144	48.69% 260	17.23% 92
Pharmacy Practice	0.94% 5	1.50% 8	10.86% 58	46.63% 249	40.07% 214
Physical Therapy	0.75% 4	2.81% 15	14.61% 78	50.56% 270	31.27% 167
Physician Assistant	0.75% 4	3.00% 16	13.30% 71	53.75% 287	29.21% 156
Public Health	1.87% 10	6.93% 37	24.16% 129	48.13% 257	18.91% 101

ASSESSMENT OF REPS

Pharm Sci

Scientific Create safety testing interactions Chemicals
develop Production Innovative Trials lab Detailed
chemistry Therapeutics Medication industry
Drugs knowledgeable research Investigation
Development innovation Discovery Design

PA

primary Prescribe Diagnosis important care
diagnostic provider Broad Diagnose vital
Helpful hands-on Assist Health treatment Aid
help Healing Supportive Manage Support Collaborative
treat essential Hardworking Comprehensive medicine

Pharmacy

pharmacology Important Consultation smart accessible
Education Safety Patients meds Support Prescribe
Knowledgeable Counseling Detailed
Prescriptions Pharmacy Drugs Dosage
Medication Pharmacist medicine Careful

Public Health

caring informative resourceful disease Broad Everyone
important information Research General advocate
Hardworking Prevention N Population Advocacy
Education Assistance resources big picture
Community Access Epidemiology

Overall

collaboration overlap work together play
care patient Understanding roles different
patient case need also learned look team others
role realize professions disciplines patient vital

DO

Treat Dedicated Patient Prevention Primary Dr physician
whole-person Care health Provider diagnostic Doctor
Coordinator Diagnosis wholistic Holistic lead
leader hollistic Diagnose Knowledgeable Whole

Nursing

hardworking Everything Hands patient-care helping first Comfort
helpers essential caretaking hands-on involved
Assessment versatile Support caretaker helpful
vitals Compassion front-line Patient Vital
Care hospital Advocate frontline Bedside

PT

strengthening treatment Motion stretch body functional patient
pain hands-on strong care management Function Vital
physical helpful exercise Strength
Rehabilitation Excercise Movement active
Mobility Supportive Rehab Therapy Recovery

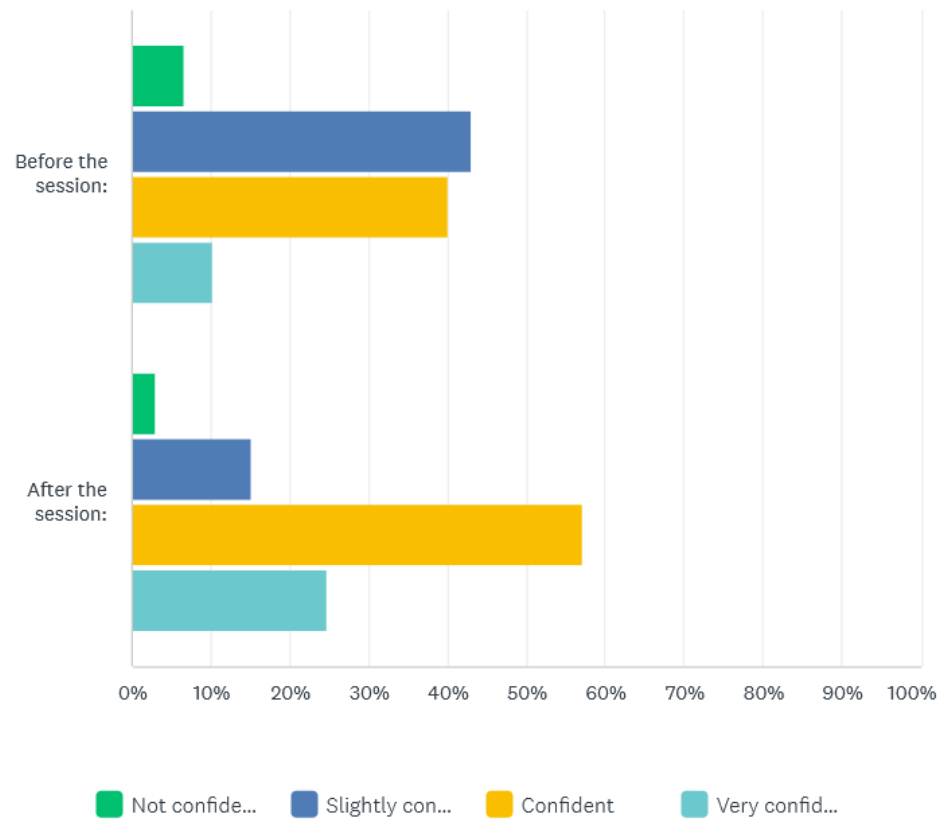
Clinical Research

analytical statistics Future effectiveness Discovery new
clinical trials informative Important efficacy evidence
advancement Development experiment Innovation
intelligent Data Investigating Trials Laboratory
Research drugs Studies researchers safety

FIRST YEAR EVENT DATA

Knowledge of interprofessional education and/or collaboration:

Answered: 167 Skipped: 21

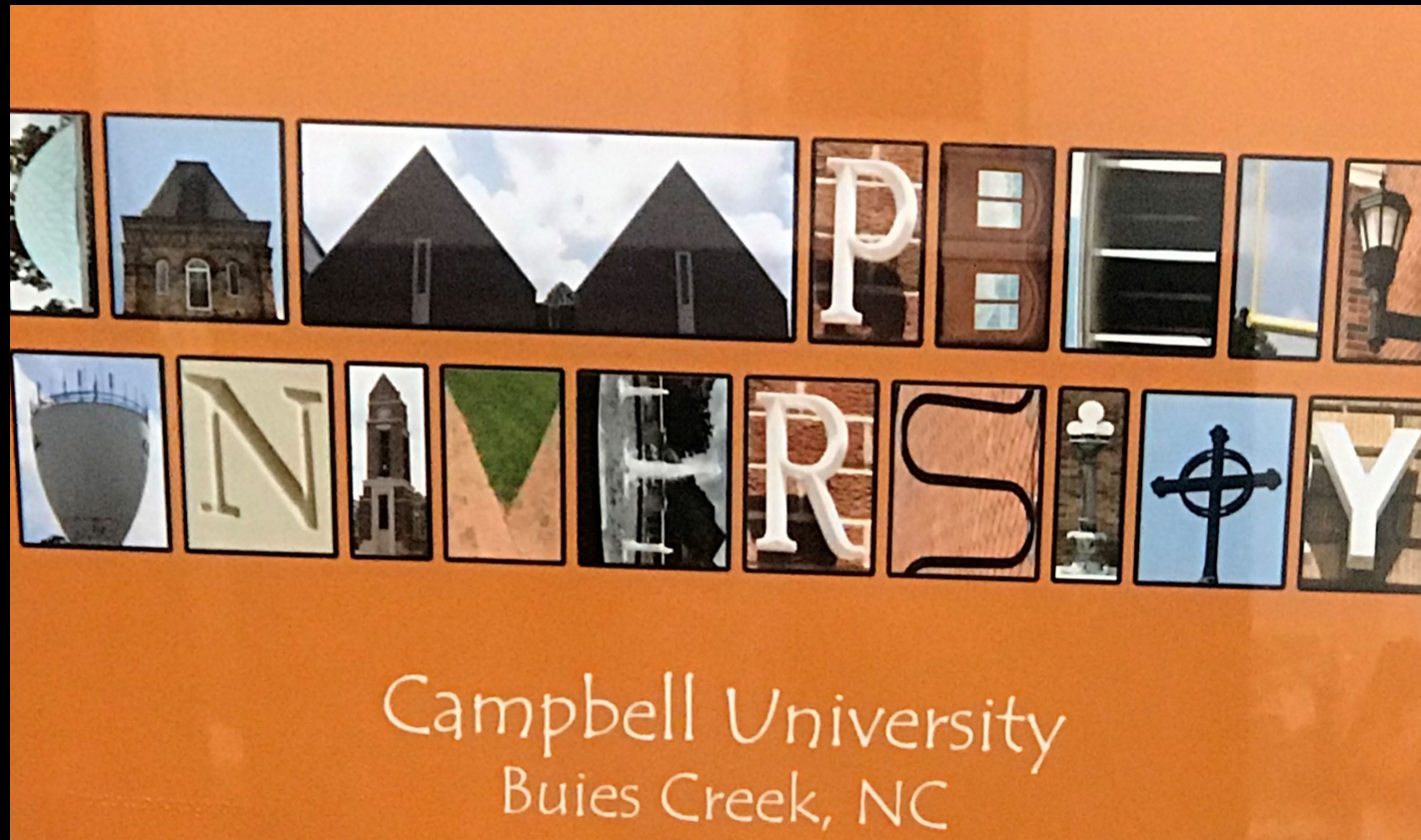


team work every goal IPE teach vital time well values
health professions ensure plays disciplines focus takes key puzzle
Communication collaboration purpose working
principles event Different roles important show listen engage
session best patient outcomes patient care IPEC

MOVING FORWARD

- USE DATA TO BUILD NEW PROGRAMMING
- ANALYZE DATA FOR CHANGES IN KNOWLEDGE, SKILLS, BEHAVIORS, AND ATTITUDES
- ADAPT PROGRAMMING AND EVENTS BASED UPON ANALYSIS
- VALIDATE ASSESSMENT TOOL AND PUBLISH MORE RESULTS OF WORK

QUESTIONS?



Campbell University
Buies Creek, NC

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