



Center for Interprofessional Health Education

Planting the Seeds for the Next Generation of Interprofessional Practitioners: An Evidence-Based Approach

James C. Norton, PhD

Patricia V. Burkhart, PhD, RN

Janice Kuperstein, PhD, PT

Sharon P. Turner, DDS, JD

James Ballard, MS

David Nelson, Student

Workshop Goal and Objectives

- **Workshop Goal:** Share lessons learned from development and implementation of recommended *Core Competencies for IP Collaborative Practice* in an elective honors course (Deans' Interprofessional Honors Colloquium; DIHC)
- **Workshop Methods:**
 - Presentation: (20 minutes)
Overview of the development of DIHC and student perspective
 - IP Participant Small Group Discussion: (40 minutes)
Brainstorm potential for implementation of similar program in other universities
 - Small Group Report and Summation: (30 minutes)

Greetings from Kentucky!



The Context

University of Kentucky (UK) Academic Medical Center

- ❖ UK Healthcare
- ❖ University of Kentucky

6 Health Profession Colleges

Dentistry
Health Sciences
Medicine
Nursing
Pharmacy
Public Health



Deans' IP Honors Colloquium (2009-2015)

- Began Fall 2009
- 1-3 credit hour elective course each semester
- Deans invite up to 6 students per program each semester; 60 students total
- Topics: Childhood obesity, HIV/AIDS, Abuse/Neglect, Pain, Social Determinants of Health, Transitions of Care
- Students work together in IP teams to consider how IP practice can positively impact one or more public health concerns
- IP Team Projects (e.g., YouTube videos; community garden; pamphlet)

College/Program	Students
Communication Disorders	2
Communications	5
Clinical Pastoral Education	11
Dentistry	63
Kinesiology	1
Medicine	78
Nursing	90
Pharmacy	46
Physical Therapy	60
Physician Assistant	25
Public Health	58
Social Work	42
	481

Social Constructivist Theory

- Like the Constructivist Theory of learning – Learning is constructed via interaction with ones' environment.
- Social Constructivism posits that learning is mediated by the social environment (Merriam, et al. 2007)
- Student Quote:

“I appreciated that most of the knowledge came organically, through conversation while working on the group project rather than it occurring through guided discussions”.

Overview of DHC Elective

- **Course Goal**

Students work in IP teams to consider ways to promote positive, holistic health outcomes for individuals and communities.

- **Selective Enrollment Policy**

This honors level course is available to students on a selective basis, by invitation of the Dean of the college in which the student is enrolled.

- **Relationship of Course to Core Competencies for IP Collaborative Practice**

Participating students have opportunities to acquire and apply knowledge, skills and attitudes associated with the following *Core Competencies for Interprofessional Collaborative Practice*

DIHC Course Structure

- Students meet in class six times in the semester from 2:00 until 5:00 pm
 - First four sessions:
 - 2-3:30 PM: seminar presented on topic by IP experts
 - 3:30-5 PM: DIHC students meet in IP teams, facilitated by two IP faculty mentors, to develop IP project on topic
 - Final two sessions: Team presentations
- Additional team meetings necessary to complete plan team project and presentation; scheduled by respective teams

Three Standardized Measures of DIHC Outcomes

- Likert scales, ranging from 0-5, with 5 highest)
- Pre- and Post-test measures of DIHC student outcomes
 - *Attitudes toward Healthcare Teams - Scale 0-5 (*Heinemann et al, 1999)*
 - *Knowledge of Education and Scope - Scale 0-4*
 - *Critical Components of Team Behavior - Scale 0-4*

*Heinemann, G.D., Schmitt, M.H., Farrell, M.P., and Brallier, S.A. (1999). *Development of an Attitudes toward Health Care Teams Scale*. 22(1), 123-142.

Student Outcomes from Participation in DIHC

- Course evaluations indicated student satisfaction with elective course and find value in experiences (Scale 1-5)
- Highly valued IP shadowing ($M = 4.8$)
- Highly rated small group facilitators for encouraging teamwork ($M = 4.9$) and participation ($M = 4.9$)

Student Outcomes from Participation in DIHC

- Students indicated (Scale 1-5):
 - There is value in working with other professions ($M = 4.9$)
 - The course enhanced students' appreciation of teamwork ($M = 4.8$)
 - The course increased students' knowledge of other professions ($M = 4.8$)
 - The course improved students' team skills ($M = 4.7$)

Student Outcomes from Participation in DIHC

Pre- and post-assessments revealed statistically significant changes in attitudes regarding:

- Benefits of IP collaborative care
- Increases in students' knowledge of other disciplines (educational preparation and contributions to healthcare team)
- Gains in various critical components of effective team membership

Conclusions

- Outcomes of DIHC indicate highly successful IP honors course
- Experiences allow students to participate together on IP healthcare teams that positively change their attitudes about benefits of IP healthcare
- Participation leads to increased understanding of other professions' educational requirements and scope of practice
- Measureable improvements in critical components of effective teams

David Nelson (PT Student)

- Importance of interprofessionalism
- Understanding professional responsibilities
- Reduced sense of hierarchy
- Faculty as colleagues
- Most memorable presentation (Gift box as metaphor for communication)



Participants: Now It's YOUR Turn!

- **Participant Small Group Discussions:** (40 minutes);
Brainstorm potential for implementation of similar program in other universities
 - Topics
 - Professions included
 - Ensuring authenticity
 - Overcoming challenges
 - Faculty development
 - Evaluation methods
 - Sustainability
- **Small Group Report and Summation:** (30 minutes)

SUMMARY: Small Group Reports