

Development of Large Biannual Interprofessional Student Training Seminars in a Rural State

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Purpose

- To expand current IPE training opportunities to a larger and broader interprofessional student audience.
- Create sustainable sessions to teach IPEC core competencies and provide an opportunity for student interactions across disciplines.

Background

Over the past several years at the University of Montana, momentum has been building through small scale IPE efforts including; electives, SIMS events and targeted training sessions. In 2018, faculty began to strategize ways to create quality IPE training for a larger number of students. The UM College of Health Professions and Biomedical Sciences (CHPBS) partnered with the Montana Geriatric Education Center (MTGEC) and Montana State University College of Nursing to develop 3 large IPE seminars.



Design

In the fall 2018, faculty began planning a 3-hour pilot seminar for the spring. The program focus was IP collaborative practice in the context of caring for elderly patients. Faculty from Pharmacy, Nursing, Social Work, Communication Sciences and Disorders, Physical Therapy, and Public Health were involved in the development process. Funding and administrative support was provided through MTGEC and UM CHPBS.

Following the success of the first event, two subsequent dates were selected for the 2018-2019 academic year. In fall 2019, the second event was held for health professional students newly entering our programs. The seminar was designed to provide an introduction to IPE and explore two core competencies: Roles/Responsibilities and Values/Ethics.

In spring 2019, the third seminar was held which was a similar format to the initial pilot. The training was for advanced clinical learners with a focus on geriatric care. We piloted a web-based conferencing option for a small student cohort joining remotely.



Overview of Events

Date	Agenda	Attendance	Disciplines
April 2018	<ul style="list-style-type: none"> Deans' welcome IPE overview Nursing Home team panel discussion Case study small group activity Debrief 	Students: 123 Facilitators: 12	<ul style="list-style-type: none"> Pharmacy PT SW CSD/SLP Family Medicine Nursing Public Health
Sept 2019	<ul style="list-style-type: none"> Welcome and IPE introduction Icebreaker activity Roles/responsibilities matching game Implicit bias presentation Ethics mini-cases Debrief 	Students: 218 Facilitators: 30	<ul style="list-style-type: none"> Nursing Pharmacy PT SW CSD/SLP Medical Radiology tech Medical lab sciences Clinical Psychology
April 2019	<ul style="list-style-type: none"> Welcome Icebreaker activity - Student IPE group CHC team panel discussion Stroke Management Case discussion Debrief 	Students: 191 Facilitators: 30	<ul style="list-style-type: none"> Pharmacy PT CSD/SLP Nursing Public Health Medical lab sciences SW



Data Collection Methods

- Student sign-in rosters at events
- Post-seminar student evaluations
- Faculty and planning committee debrief sessions
- Student and facilitator informal feedback

Seminar Evaluation Results

Post Seminar Questions	April 2018	Sept 2018	April 2019
Today's training provided a valuable opportunity to learn from, with and about students from other professional programs.	Strongly Agree 50 (82.1%) Agree 44 (45.8%) Neutral 2 (2.1%) Disagree 0 Strongly Disagree 0	124 (64.8%) 58 (30.2%) 2 (1%) 0 2 (1.57%)	69 (54.33%) 49 (38.58%) 7 (5.51%) 2 (1.57%) 0
Today's training provided information and experiences that I can use in real-world practice settings.	Strongly Agree 48 (50%) Agree 42 (43.8%) Neutral 6 (6.3%) Disagree 0 Strongly Disagree 0	117 (60.9%) 62 (32.3%) 5 (2.6%) 0 2 (1%)	59 (46.46%) 53 (41.73%) 10 (7.87%) 4 (3.15%) 1 (0.79%)
Today's training required clinical skills appropriate to my level of training.	Strongly Agree 48 (50%) Agree 45 (46.9%) Neutral 0 Disagree 2 (2.1%) Strongly Disagree 0	109 (56.8%) 57 (29.7%) 14 (7.3%) 1 (1%) 4 (2.1%)	57 (44.88%) 55 (43.41%) 8 (6.3%) 5 (3.94%) 2 (1.57%)

Student Comment Highlights

- 'I knew how important collaboration was but now I know it is necessary. We are all specialists in our areas to some degree and we need each other to provide well-rounded healthcare.'
- 'Soft skills can be some of the hardest to master and understand.'
- 'There are a lot of professions I know little about others roles, but learned so much today and even made some new friends.'
- 'Confusing jargon was explained by other students'
- 'Ask questions to get people involved and comfortable, listen and give others a chance to speak'
- 'Very impressive seminar. It shed knowledge on the behind the scenes importance of each healthcare team member and what they bring to the table.'
- 'Enjoyed the experience, I know very little about others' roles, I was more comfortable than I thought I would be.'
- 'Success of treatment is dependent on cooperation of the medical team.'

Conclusions

- Large biannual IPE seminars have been a successful and sustainable approach to host training sessions for a large number of healthcare professional student a rural state.
- Through our partnerships, the IPE faculty have been able to feasibly provide valuable IPE experiences and meet accreditation requirements for various programs.

Reflections

- Common IPE challenges: Space, funding, scheduling, event management, and balance of student numbers/training level.
- Utilization of IPEC core competencies assisted with the development of educational goals and outcomes.
- Thoughtful design of activities, creation of an inclusive learning environment, shared goals across programs and collaborative team effort were some of the keys to success.

Resources

- IPEC Core Competencies for Interprofessional Collaborative Practice: 2016 Update
- IPEC MedEdPORTAL at <https://www.mededportal.org/collection/interprofessional-education/>
- National Center for Interprofessional Practice and Education Resource Center at <https://nexusipe.org/informing/resource-center>

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