Learner-Developed and Centered IPHE Curriculum at UCSF

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Inspiration

• Align professional schools with UCSF’s strategic plan
• Create and deploy curriculum that advances interprofessional (IP) competencies
• Explore innovative frontiers:
  • Does early exposure to IPHE enhance IP teamwork?
  • Do our current metrics deliver meaningful information?
• What is the impact of IP student team leadership on IPHE curriculum design and efficacy, and on student teams?

Curricular Innovations

Results: Curriculum Surveys

Pre- and Post-Curriculum Surveys (n=65)

<table>
<thead>
<tr>
<th>RPLS Subscale</th>
<th>Pre-Mean (SD)</th>
<th>Post-Mean (SD)</th>
<th>P-value &lt;0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork/</td>
<td>4.49 (0.49)</td>
<td>4.37 (0.69)</td>
<td>.152</td>
</tr>
<tr>
<td>Collaboration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Identity</td>
<td>4.24 (0.61)</td>
<td>4.06 (0.71)</td>
<td>.021</td>
</tr>
<tr>
<td>Roles/</td>
<td>2.06 (0.80)</td>
<td>1.95 (0.78)</td>
<td>.391</td>
</tr>
<tr>
<td>Responsibilities</td>
<td>3.06 (0.94)</td>
<td>2.78 (0.78)</td>
<td>.022</td>
</tr>
</tbody>
</table>

IEPS Subscale

| Competency/Autonomy           | 4.69 (0.64)   | 4.43 (0.80)    | .037          |
| Perceived Need for Cooperation| 3.69 (1.21)   | 3.68 (1.16)    | .962          |
| Perception of Actual Cooperation | 4.85 (0.62) | 4.51 (0.91)   | .027          |

Action

Six learners representing dentistry, medicine, nursing, pharmacy and physical therapy piloted a novel interdisciplinary yearlong IPHE curriculum for 500 1st-year learners

Analysis of 2009-2010 IPHE Curriculum

• Online engagement in curriculum declined over the year
• Few students did required readings
• Majority enjoyed integrated learning & small group experiences

Goals of 2010-2011 IPHE Curriculum

• Create learning objectives targeting readiness for IP learning
• Enhance student engagement via blended learning techniques
• Promote IP communication skills
• Build longitudinal IP relationships
• Incorporate health policy reform

Assessment

• RPLS
• IEPS
• Satisfaction Survey

2010-2011 IPHE Curriculum

Learning Objectives

1. Demonstrate knowledge of the roles, how to collaborate, when to refer
2. Initiate ongoing relationships within an interprofessional small group
3. Discuss how health policy reform will impact interprofessional teamwork
4. Explain the role of IPHE day as it relates to professionalism and continued professional development
5. Summarize established relationships among IPHE collaboration, job satisfaction, quality of patient care, and safety
6. Identify effective techniques for contributing opinions, insights and information to team problem-solving

Results: Satisfaction Survey

IPHE DAY 1

“I [liked] meeting students from other schools – observing team-based approach to health care in action – learning more about different roles, other professions.”

“The discussion was extremely stimulating and enriching in understanding the roles of each profession and the effectiveness of a healthcare team.”

“[Suggestions for improvements:] Maybe have the students role play? Continue to have faculty endorse the purpose of it and make room (give credit) in the curriculum for it, or students won’t be into it.”

IPHE DAY 2

“Listening to the speakers of the first panel tied together what we’ve been discussing on CLE to real-life applications in our health care system.”

“The small break out sessions allowed me and other professional students to discuss interprofessional ideas and to get to know each other.”

“The program can be improved by showing more visuals, putting many of the discussions into cases that have happened before and how before and how they can be looked at and resolved.”

Results: Leadership Skills

Expected

Project management/delegation

Surprise

Value of the process over the project

Self-reflection and constructive feedback

Vested interest in professional development

Effective team collaboration

Gaining insight into the roles and responsibilities of other professions

Conclusions

• Significant decreases in the pre- and post-curriculum surveys in the domains of Professional Identity, Competency/Autonomy and Perception of Actual Cooperation
• Impacts of curriculum on first-year learner attitudes and skills are inconclusive because currently available validated tools do not capture or identify nature of change
• Impacts of curriculum creation and implementation on student leadership team confirm that early exposure to authentic collaboration in IP teams is effective in increasing awareness of roles and augmenting teamwork skills.

Limitations

• Single institution (UCSF)
• No comparison group
• Low response rate
• Limitations of assessment tools
• Acculturation

Looking Forward

• Develop new assessment tools to determine the catalyst of IP collaborative growth and measure the changes within the domains
• Implement small-group, problem-based learning
• Create authentic and clinically relevant experiences

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References


