Laura Bekes

Early findings from a longitudinal mixed-methods study of the development and implementation of interprofessional education:
A Californian perspective
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University of California, San Francisco

Brief History of IPE at UCSF
2003 – IPE Task Force established
2006 – IPE Day 1 (all 1st year students)
2009 – Instructional grants: IPE focus
IP Standardized patient program
IPE Day 2 added
2012 – IPE Center established
IPE days 1-4
IPE Faculty development

The Chancellor’s Challenge
Vision: UCSF graduates will be able to work collaboratively and interprofessionally to advance and enhance patient care, public service, and research.

Objective: Every UCSF student shall have interprofessional didactic, clinical, research, and/or laboratory experiences that facilitate an appreciation of the diversity of knowledge and perspectives inherent in interprofessional teams that enhance patient care, public service, and research

IPE Sessions for 1st Year Students
IPE 1 Kick-off event in the Gym with all students
- Welcome and Introductions
- Keynote Introductions
- Deans’ Panel Discussion
- IPE Year One Overview (tobacco cessation theme)
- Break-out into small groups
- Introductions, standardized patient video with tobacco cessation theme, discussions and exercises

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IPE Sessions for 1st Year Students
- IPE 2: Students interview a HCP pre-meeting and present. They discuss provider roles with emphasis on tobacco cessation and interprofessional collaboration
- IPE 3: Students learn how to use the SBAR framework for communication then design and perform a basic interview with a tobacco user
- IPE 4: Students report on interview and discuss strategies and opportunities for interprofessional collaboration

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Collaborating Across Borders IV: Transformative Change from the Classroom to Practice
June 12 – 14, 2013 | Vancouver, BC
**Focus**

Mixed-methods formative and summative evaluation
- Curriculum effectiveness
- Curriculum improvement
- Lessons for the field

**Data Collection**

- Pre/post surveys (n=313)
  - University of West England Scale
  - Interdisciplinary Education Perceptions Scale
- Session evaluation surveys (n=454, 450, 448, 430)
- Student focus groups (n=43)
- Facilitator feedback surveys (n=59, 50, 41, 33)

**Findings**

- After IPE1, 99% of students agreed or strongly agreed that they understand the concepts and impetus for IPE and why it is important
- IPE1: 76% of students met at least 5 of the 6 learning objectives
- IPE2: 59% of students met all 3 learning objectives (31% met 2 of 3)
- IPE3: 72% of students met all 3 learning objectives (23% met 2 of 3)
- IPE4: 80% of students met at least 3 of the 4 learning objectives

**Changes in Validated Scale Scores**

<table>
<thead>
<tr>
<th>Subscales</th>
<th>Normalized Mean Baseline</th>
<th>Normalized Mean Follow-up</th>
<th>Change</th>
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</thead>
<tbody>
<tr>
<td>Competency &amp; Autonomy (n=311)</td>
<td>45.4</td>
<td>46.0</td>
<td>+0.6</td>
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<tr>
<td>Perception of Actual Cooperation (n=309)</td>
<td>78.3</td>
<td>75.0</td>
<td>-1.3</td>
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<tr>
<td>Perceived Need for Cooperation (n=311)</td>
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<td>87.0</td>
<td>-2.9</td>
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<td>Interprofessional Relationships (n=106)</td>
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<tr>
<td>Interprofessional Interaction (n=308)</td>
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<td>48.7</td>
<td>+2.6</td>
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<tr>
<td>Communication &amp; Teamwork (n=305)</td>
<td>59.6</td>
<td>61.0</td>
<td>+1.4</td>
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<tr>
<td>Interprofessional Learning (n=307)</td>
<td>86.2</td>
<td>84.5</td>
<td>-1.7</td>
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</tbody>
</table>

**Student Feedback on the Curriculum**

- Include an intentional social component for building rapport and providing unstructured time to ask questions
- Offer a number of interprofessional activities such as
  - Service learning opportunities
  - Lunchtime lectures
  - Interprofessional shadowing
- Augment and enhance the course content and reconsider the mode by which that content is provided
Facilitator Feedback on the Curriculum

- Make explicit links between IPE content and patient safety
- Challenge students to elevate the conversation on interprofessional practice and training
- Include concrete examples of situations in which IPE works and doesn’t work, and address what to do when IPE isn’t working

Discussion

- Students value interprofessionalism want to engage in meaningful IPE experiences that provide opportunities for:
  - Developing hard and soft skills
  - Observing and participating in concrete examples of teamwork and collaborative care
- Small changes in students’ validated subscale scores
- May need a finer instrument to measure meaningful changes in attitudes, perceptions and behaviors

Next Steps

- Further analyze quantitative and qualitative data
- Refine IPE Days curriculum
- Review evaluation and assessment tools

Questions?

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