

B10ii: Early Findings from a Longitudinal Mixed-methods Study of the Development and Implementation of Interprofessional Education: A Californian Perspective

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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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

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IPE Sessions for 1st Year Students



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



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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Focus

Mixed-methods formative and summative evaluation

- Curriculum effectiveness
- Curriculum improvement
- Lessons for the field

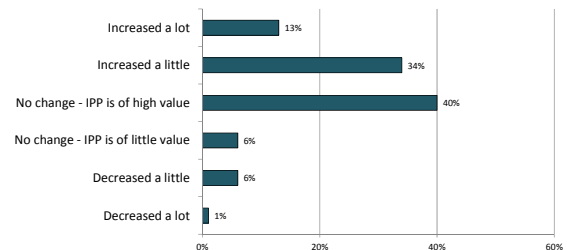
Data Collection

- 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

How, if at all, has your perception of the value of interprofessional practice changed as a result of today's (IPE3) workshop?
(n=421)



Changes in Validated Scale Scores

Subscales		Normalized Mean		Change
		Baseline	Follow-up	
IEPS	Competency & Autonomy (n=311)	45.4	46.0	+ 0.6
	Perception of Actual Cooperation (n=309)	76.3	75.0	- 1.3
	Perceived Need for Cooperation (n=311)	89.9	87.0	- 2.9 ***
UWE	Interprofessional Relationships (n=306)	76.0	78.9	+ 2.9 ***
	Interprofessional Interaction (n=308)	46.1	48.7	+ 2.6 ***
	Communication & Teamwork (n=305)	59.6	61.0	+ 1.4 **
	Interprofessional Learning (n=307)	86.2	84.5	- 1.7 **

***p<.001, **p<.01, *p<.05

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

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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 and 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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