

An Interprofessional Case-based Experience to Improve Health Professions Students' Interprofessional Competency

Sebastian Schormann, William Walker, Allison Shorten, PhD, Peter Bosworth, MBA, Penni Watts, PhD, Shelly Camp
University of Alabama at Birmingham

Background and Purpose

- Interprofessional education (IPE) is an educational approach that encourages collaboration among health professionals¹
- Research supports that IPE improves health professions students' interprofessional attitudes and skills thereby leading to improved patient outcomes^{2,3}
- IPE can be implemented in curriculum through structured learning experiences that address IPE core competencies¹

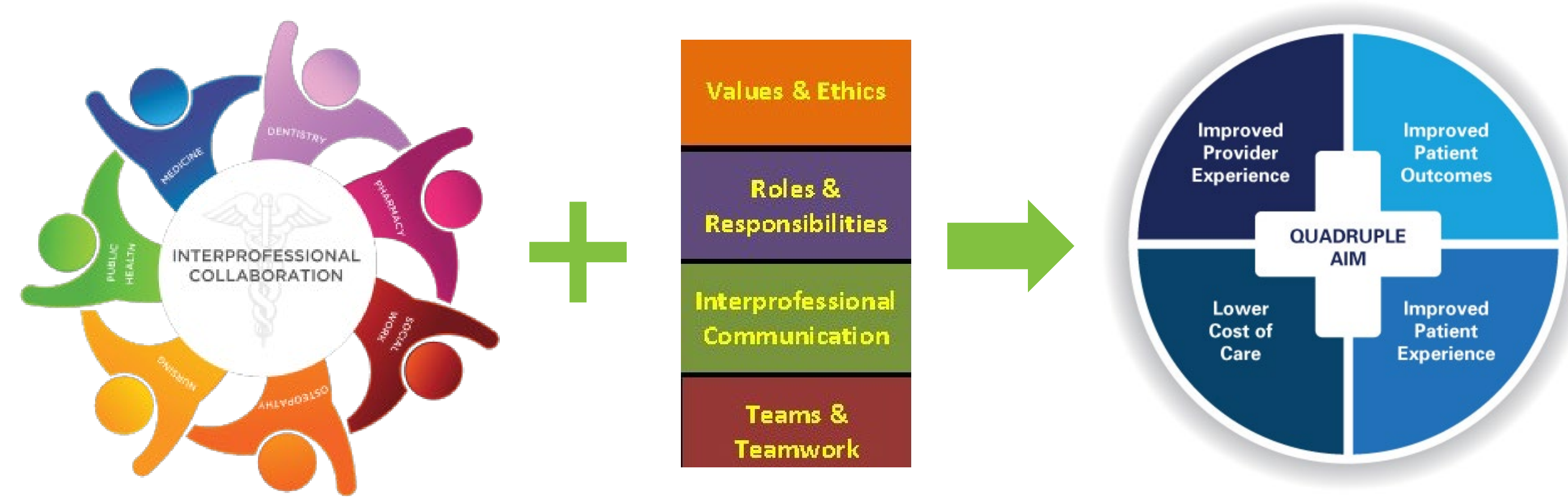


Figure 1. Visual representation of a method for IPE implementation involving structured learning experiences with interprofessional collaboration and the 4 core competencies of IPE. Overall, this leads to improved learner and patient outcomes.

- A 2015 report by the Institute of Medicine challenged for increased IPE in health professional education³
- **Goal: pilot a new IPE learning experience in the form of a team-based case study that addressed issues of aging, mental health, and social determinants of health**

Methods

Participants:

- 45 students from nine health professions were grouped into interprofessional teams of 10-15

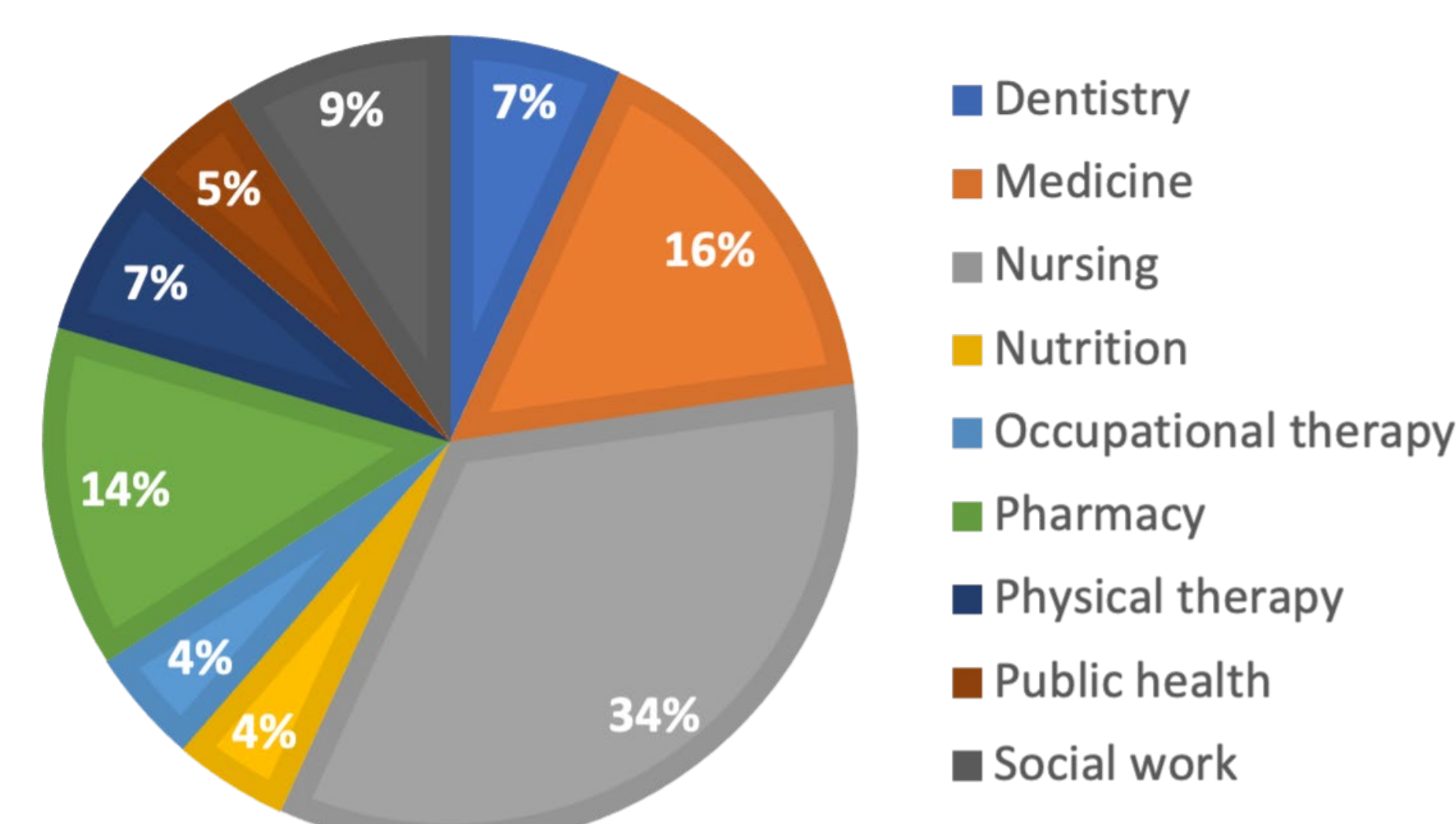


Figure 2. Chart showing relative proportions of health professions students during the structured learning experience.

Methods continued

Before the case study:

- Students created an elevator pitch describing their specialty
- Students completed the pre-ICCAS survey⁴

Using the following scale, please rate your ability for each of the following statements:
1 = "Poor"; 2 = "Fair"; 3 = "Good"; 4 = "Very good"; 5 = "Excellent"

Statement	1	2	3	4	5
1. Promote effective communication among members of an interprofessional (IP) team					

Figure 3. Example item from the ICCAS survey – a validated instrument to evaluate effectiveness of interprofessional experiences using self-reported interprofessional competency.

During the case study (1.5 hours):

- Students listened to an introduction on interprofessional teamwork and shared their elevator pitch
- Students reviewed the case and prioritized goals reflecting the patient's goals and their own role in the healthcare field

After the case study:

- Students reflected and shared takeaways on the experience
- Students completed the post-ICCAS survey⁴

Results

ICCAS scores:

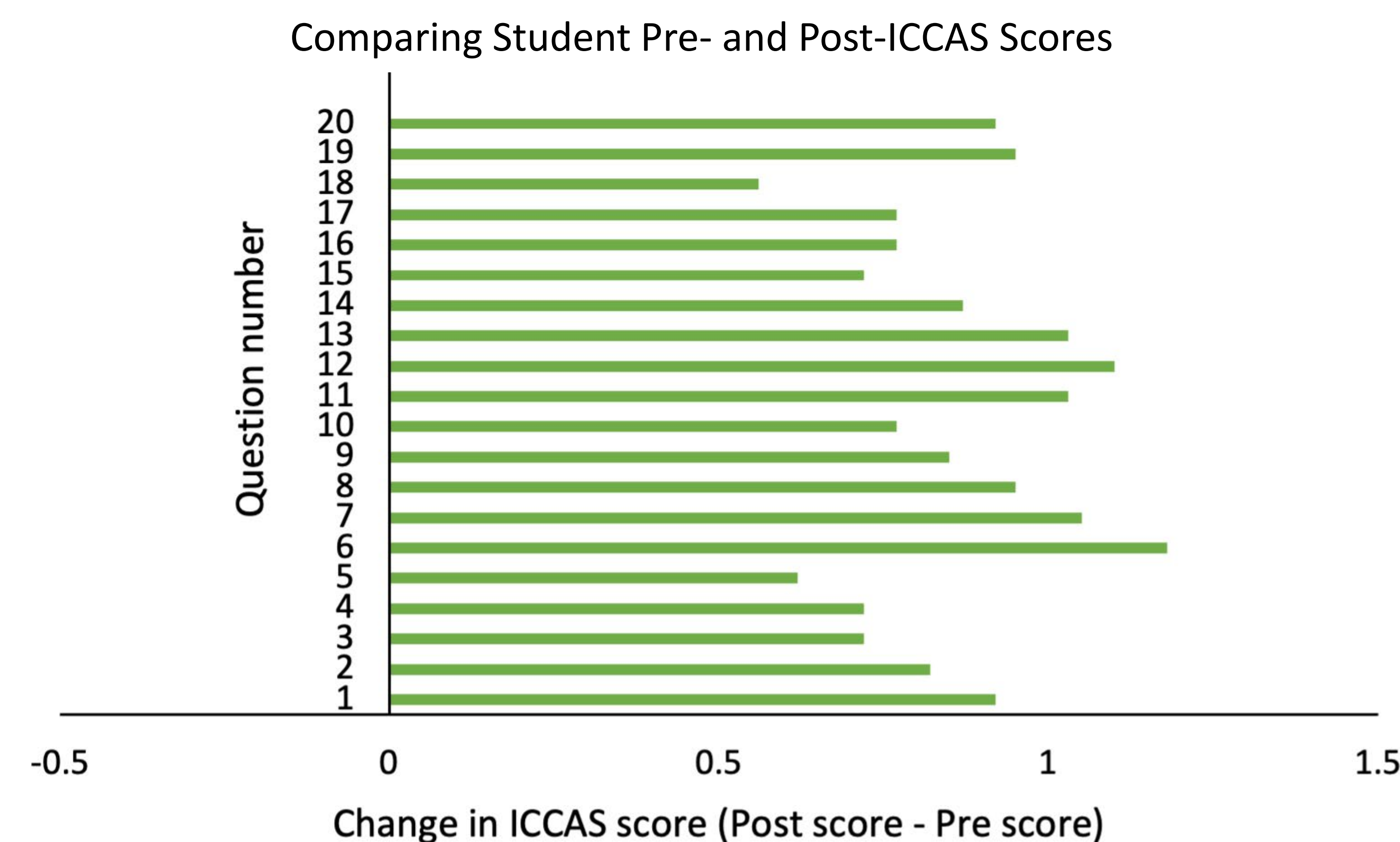


Figure 4. Graph comparing student responses (n=39) on the pre- and post-ICCAS survey. Results were converted numerically using the following scale: poor = 1, fair = 2, good = 3, very good = 4, excellent = 5. Scores were averaged for the pre- and post- ICCAS survey and the difference (Post – Pre) is graphed above.

Results continued

Student impressions:

- Question 21: Compared to before the learning activity, my ability to collaborate interprofessionally is: **"very good"**
- **97%** thought the learning experience was valuable

"An effective exercise - I learned from the other team members"
"It was great to work with multiple professions"

Figure 5. 2 example student responses on the ICCAS survey following the structured learning experience.

Discussion

- Students improved across every item on the 21 questions ICCAS survey. The greatest increases were in Q6, 7, 12.
 - Q6: ability to seek out team members to address issues
 - Q7: ability to work effectively with team members to enhance care
 - Q12: ability to recognize how others' skills and knowledge complement and overlap with my own
- Students vocalized their support, and almost all saw it as a valuable learning experience
- **Conclusion:** this pilot supports that IPE implemented in structured learning experiences improves student confidence in their own interprofessional competency
- **Future goal:** increase the IPE exposure and expand the diversity of patient cases to represent other key challenges

References

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