Interactive Workshop - Integrating Interprofessional Activities, Community Practice Partners and Simulations into Health Care Professions Programs

Abstract Content:

Interprofessional collaboration is vital for the provision of quality patient care. Thoughtfully designed educational programs, with input from community practice partners, can help health professions students develop interprofessional competencies including values and ethics, roles and responsibilities, interprofessional communication and teamwork (IPEC, 2011) with emphasis on respect. The authors and representatives from multiple community agencies were involved in developing interprofessional education (IPE) activities including realistic simulations to be integrated into the curriculums of various health professions programs in their college. This presentation will provide opportunities for participants to explore creative methods for implementing IPE activities and simulations into their own health professions programs.

This interactive workshop will involve small group exercises designed for the purpose of creating interprofessional simulation scenarios to be used to help health care profession students explore current health care issues and improve their collaborative problem solving abilities.

Targeted audience – educators interested in implementing IPE opportunities.

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Integration of interprofessional collaboration into the health care environment has been shown to increase patient satisfaction, reduce health care costs, and improve patient outcomes (Hogg et al., 2009). While health care educators have faced increasing pressure to integrate IPE into curricula of future healthcare professionals, practical how to information for the effective integration of IPE activities into healthcare curricula is sparse (Reeves et al., 2009; Thistlewaite & Moran, 2010). Very little information is available on how to best engage community partners in this effort.

In the Fall of 2012, faculty and staff at a public university began exploring best practice for the integration of effective IPE activities and simulations into the curricula of their occupational therapy (OT), nursing, social work, athletic training, exercise science, and medical laboratory science programs.

An IPE committee was formed, with the charge of supporting the integration of IPE activities into courses throughout the College. The IPE committee promoted the development of activities and simulations utilizing the Interprofessional Education Collaborative's (IPEC) Interprofessional Collaborative Practice Domains model as a guide. The ultimate goal of all IPE activities and simulations within the College was to enhance students' understanding of the roles of each health profession in various patient care scenarios; improve interprofessional communication skills; and promote teamwork skills. This college has successfully engaged community healthcare partners in the collaborative creation of multiple meaningful IPE simulation activities. The OT, Nursing, Social Work, Medical Lab Science, and Kinesiology students regularly participate in IPE simulation exercises. The Interprofessional Collaborative Competencies Attainment Survey (ICCAS) is being used to measure outcomes of these activities.

By the end of this presentation, attendees will be able to explore potential barriers and facilitators that may impact IPE implementation at their institution; identify assessment tools that might be used to evaluate the impacts and effectiveness of IPE programs; discuss strategies to engage community partners in the development of meaningful IPE simulations that address current issues and create ways to effectively incorporate IPE activities and simulations into their own curricula for the purpose of helping students from multiple disciplines explore the value of interprofesional partnerships.

Author Biographies –

Jean Prast, OTD, OTRL is an Associate Professor in the Master of Science in Occupational Therapy Program at Saginaw Valley State University. She has been an occupational therapist for 13 years in a variety of settings including inpatient acute care, outpatient, community-based practice, and academics. Her specialty areas include neurology, program development, fieldwork education, and interprofessional education. She also serves as the Coordinator for Interprofessional Education in the College of Health and Human Services.

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Andrea Frederick, DHA, MSN, RN, is Associate Professor of Nursing at Saginaw Valley State University. Previously, she was a director of nursing at MidMichigan Medical Center in Midland, Michigan. Her career in nursing, nursing management and health care administration spanned over thirty years. Her academic interests include critical care nursing, continuing education for RNs, health care finance, and interprofessional development. Dr. Frederick emphasizes the value of diversity in thought and experience that people of differing backgrounds bring to solving complex health care problems.