

Practical Tips to Develop a Successful Interprofessional Community Outreach Initiative

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Gina Baugh, Amy Burt, and Kimeran Evans

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Those who purchase CE credit:

- MUST sign in to receive credit
- Will be sent a certificate after the Summit

******If you would like CE credit but have not purchased it, see Registration**

Faculty

- Gina Baugh, PharmD, Director of Interprofessional Education, Clinical Associate Professor, School of Pharmacy
- Amy Kurowski-Burt, MOT, OTR/L, Assistant Professor, Division of Occupational Therapy, School of Medicine
- Kimeran Evans, PT, DPT, Assistant Professor, Division of Physical Therapy, School of Medicine

Objectives

- Describe the interprofessional community outreach initiatives at one institution and the impact on clinical practice activities.
- Explain the importance of evolving a program through continuous quality improvement.
- Discuss a comprehensive evaluation process for interprofessional outreach initiatives.
- Utilize appropriate debriefing techniques following interprofessional education activities.
- Understand the challenges of interprofessional activities, both internal and external.

I. Interprofessional Education (IPE) at West Virginia University (WVU)

Gina Baugh

WVU Office of Interprofessional Education

GOAL: To provide learning experiences that foster the development of critical thinkers and compassionate professionals capable of functioning effectively as members of a healthcare team.

Three Phase Model

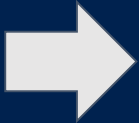
Stages of Development

Phase 1

Phase 2

Phase 3

Novice



**Advanced
Beginner**



Competent



Proficient



Expert

The Evolution of our IPE Model

- Phase I: Didactic sessions
 - Eleven disciplines
 - Six annual session
 - IPEC Competencies
 - Common topic areas



The Evolution of our IPE Model

- Phase II: Simulation activities
 - STEPS Center
 - High fidelity mannequins
 - Standardized patients



The Evolution of our IPE Model

- Phase III: Clinical practice experiences
 - Community outreach activities
 - Health system experiences
 - Acute care
 - Ambulatory care



II. Program Evolution

Amy Burt

The FIRST Idea! Fall Screens

- Physical therapy, occupational therapy, and pharmacy
- Fall screenings at an independent living facility (grant funded)
 - PT= balance screens
 - OT= environmental screens
 - PHAR= medication screens
- How was it IPE?
 - Pre-screening meetings
 - Group discussion afterwards



Rural Fall Screens

- OT, PT, and PHAR
 - Students, faculty, and preceptors
- Fall screenings in rural community centers (grant funded)
 - 2 days, information sessions about fall prevention and initial screenings then follow-up to discuss recommendations
 - Issue adapted equipment as needed
- How was it IPE?
 - Students developed educational sessions for the community center attendees
 - Collaboration with recommendations, this varied per participant



4 Sites with Follow-Up

- OT, PT, and PHAR
- Fall screenings at 4 local senior apartment complexes
 - Rolling screenings every session
 - Issue adapted equipment as needed
- How was it IPE?
 - Pre-session team meetings
 - Mixed screening teams
 - Collaboration on recommendations and adapted equipment needed



Three Sites, Three Topics

- OT, PT, and PHAR
- Educational sessions with interactive stations
 - Diabetes awareness and education
 - Fall prevention
 - Health literacy
- How was this IPE?
 - Interdisciplinary teams created each session



Health Fairs

- OT, PT, PHAR, Music Therapy, Audiology, and Speech and Language Therapy
- Provided 3 Healthy Aging Fairs to rural counties in WV
 - Interactive stations
- How was this IPE?
 - Interdisciplinary groups planned each station



III. Program Evaluation & Assessment

Kimeran Evans

Assessment and Evaluation: *Our Journey*



Assessment and Evaluation: *Your Journey*



<https://athleticbodysystem.wordpress.com/2009/11/02/the-journey-of-developing-a-lean-body/>

Assessment v. Evaluation

- Assessment: measurement of outcomes for *individual* learners or participants
- Evaluation: systematic gathering and interpretation of evidence enabling judgment of *program* effectiveness and value

Program Assessment Overview

- Supports your purpose statement
- Associated with your outcomes
- Considers
 - Curricular and program objectives
 - Level of learner/participant
 - Setting

"There is no one-size-fits-all tool for interprofessional education (IPE)." - Institute of Medicine, 2014

Kirkpatrick's Model for Educational Assessment

Assessment Level	Explanation	Assessment Type	Examples
1: Reactions	Learners' views on the learning experience and its interprofessional nature	Evaluations	Evaluation of the experience
2a: Attitudes/Perceptions	Changes in attitudes or perceptions between groups (pre to post)	Knowledge tests	(KSA's) Pre-post surveys Self-Report or Observation Tool
2b: Knowledge/Skills	Changes in knowledge or skill between groups (pre to post)	Surveys Skills Performance Measures	
3: Behavioral Change	Transfer of interprofessional learning to practice	Observation Simulation (Debriefing)	
4a: Organizational Change	Broader changes in the organization and delivery of care	Quality Measures	Chart Reviews Self Study Error Counts Morbidity/Mortality
4b: Benefits Patients, Families, Communities	Improvements in health or well-being of all		

Program Assessment

- 360° Assessment
 - Students
 - Faculty
 - Participants
 - Community Sites



<http://hrpeople.monster.com/news/articles/3108-10-ways-to-get-the-most-from-a-360-degree-leadership-assessment>

Student Assessment

- Most common method of IPE Assessment
- Most commonly measures attitudes and perceptions
- Does not capture all levels of educational assessment
- Choices can be overwhelming
- Often overlapping
- Minimally validated
- Our examples:
 - RIPLS
 - IEPS
 - IPEC Competency Survey

Student Assessment

Readiness for Interprofessional Learning Scale (RIPLS)

- Parsell & Bligh, Medical Education, 1999
 - 120 students from 8 healthcare disciplines
 - Reliability (Cronbach's Alpha)
 - Overall = 0.90
- Kurowski-Burt et al., Journal of Interprofessional Education and Practice, 2017
 - 57 students from 3 healthcare disciplines (PT, OT, Pharmacy)
 - Administered pre/post project

<https://nexusipe.org/informing/resource-center/ripls-readiness-interprofessional-learning-scale>

Student Assessment

Interdisciplinary Education Perception Scale (IEPS)

- Original tool widely reported in literature but statistical analysis not performed
 - Hawk et al., 2002, Academic Medicine
 - Hayward et al., 2005, Journal of Allied Health
 - Goellen et al., 2006, Medical Education
- Adapted 12 item tool
 - McFayden et al., 2007, Journal of Interprofessional Care
 - Reliability (Cronbach's alpha)
 - Total scale = .87-.88

<https://nexusipe.org/informing/resource-center/ieps-interdisciplinary-education-perception-scale>

Student Assessment

Interprofessional Education Collaborative (IPEC) Competency Survey

- Dow et al., Journal of Interprofessional Care, 2014
- Administered to 481 health professional students at Virginia Commonwealth University in Richmond, Virginia

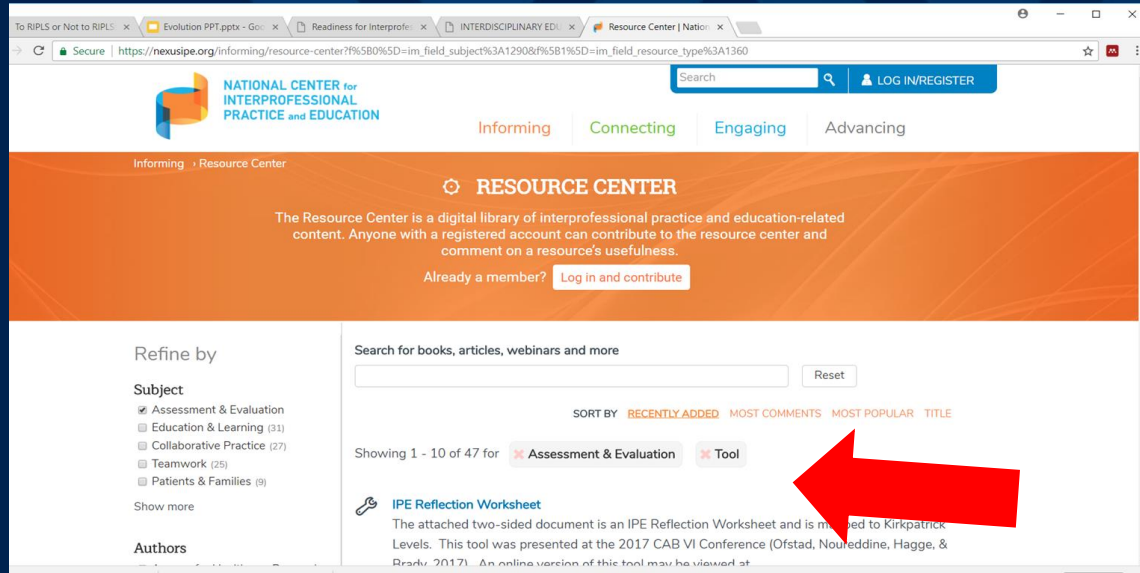
IPEC Competency Survey Instrument

INSTRUCTIONS: Using the following 5-point scale, please rate the items based on your educational experience in the health care environment. Each item preceded by "I am able to..."		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Values and Ethics Domain						
1	Place the interests of patients at the center of interprofessional health care delivery.	1	2	3	4	5
2	Respect the privacy of patients while maintaining confidentiality in the delivery of team-based care.	1	2	3	4	5
3	Embrace the diversity that characterizes patients and the health care team.	1	2	3	4	5
4	Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions.	1	2	3	4	5
5	Work in cooperation with those who receive care and those who provide support or care.	1	2	3	4	5
6	Develop a trusting relationship with patients, families and other team members.	1	2	3	4	5
7	Demonstrate high standards of ethical conduct and quality of care in my contributions to team-based care.	1	2	3	4	5
8	Manage ethical dilemmas specific to interprofessional patient centered care situations.	1	2	3	4	5
9	Act with honesty and integrity in relationships with patients, families, and other team members.	1	2	3	4	5
10	Maintain competence in my own profession appropriate to my scope of practice or level or training.	1	2	3	4	5
Roles and Responsibilities Domain						
11	Communicate my roles and responsibilities clearly to patients, families, and other professionals.	1	2	3	4	5
12	Recognize my limitations in skills, knowledge, and abilities.	1	2	3	4	5
13	Engage diverse healthcare professionals with complementary professional expertise to develop	1	2	3	4	5

Inter...pdf ^

<https://nexusipe.org/informing/resource-center/interprofessional-education-collaborative-ipecc-competency-survey>

Student Assessment Resources



The screenshot displays the Nexusipe Resource Center website. The header includes the logo for the National Center for Interprofessional Practice and Education, navigation tabs (Informing, Connecting, Engaging, Advancing), and a search bar with a 'LOG IN/REGISTER' button. The main content area features a large orange banner with the text 'RESOURCE CENTER' and a description of the digital library. Below this, a search bar is present with a 'Reset' button. On the left, a 'Refine by' sidebar shows filters for 'Subject' (Assessment & Evaluation, Education & Learning, Collaborative Practice, Teamwork, Patients & Families) and 'Authors'. The search results show 'Showing 1 - 10 of 47 for' with filters for 'Assessment & Evaluation' and 'Tool'. A red arrow points to the 'Tool' filter. The first result is 'IPE Reflection Worksheet', described as a two-sided document used for Kirkpatrick Levels, presented at the 2017 CAB VI Conference.

To RPLS or Not to RPLS: x Evolution PPT.pptx - Go! x Readiness for Interprof... x INTERDISCIPLINARY EDU... x Resource Center | Nation... x

Secure https://nexusipe.org/informing/resource-center?f%5B0%5D=im_field_subject%3A12908&f%5B1%5D=im_field_resource_type%3A1360

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RESOURCE CENTER

The Resource Center is a digital library of interprofessional practice and education-related content. Anyone with a registered account can contribute to the resource center and comment on a resource's usefulness.

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Refine by

Subject

- ☒ Assessment & Evaluation
- ☐ Education & Learning (31)
- ☐ Collaborative Practice (27)
- ☐ Teamwork (25)
- ☐ Patients & Families (9)

Show more


Authors

Search for books, articles, webinars and more

Reset

SORT BY RECENTLY ADDED MOST COMMENTS MOST POPULAR TITLE

Showing 1 - 10 of 47 for ☒ Assessment & Evaluation ☒ Tool

 **IPE Reflection Worksheet**

The attached two-sided document is an IPE Reflection Worksheet and is modeled to Kirkpatrick Levels. This tool was presented at the 2017 CAB VI Conference (Ofstad, Noureddine, Hagge, & Brady, 2017). An online version of this tool may be viewed at

<https://nexusipe.org/informing/resource-center>

Faculty Assessment

- Regular planning and debriefing sessions
 - Since Fall 2014!
- Structured and semi-structured qualitative assessment
 - Meetings
 - Electronic mail
 - Online learning environment
- Continuous quality improvement

Participant Assessment

- Assessed
 - Learning
 - Program evaluation
- Mixed-methods
 - Self-created surveys
 - Open-ended qualitative questions

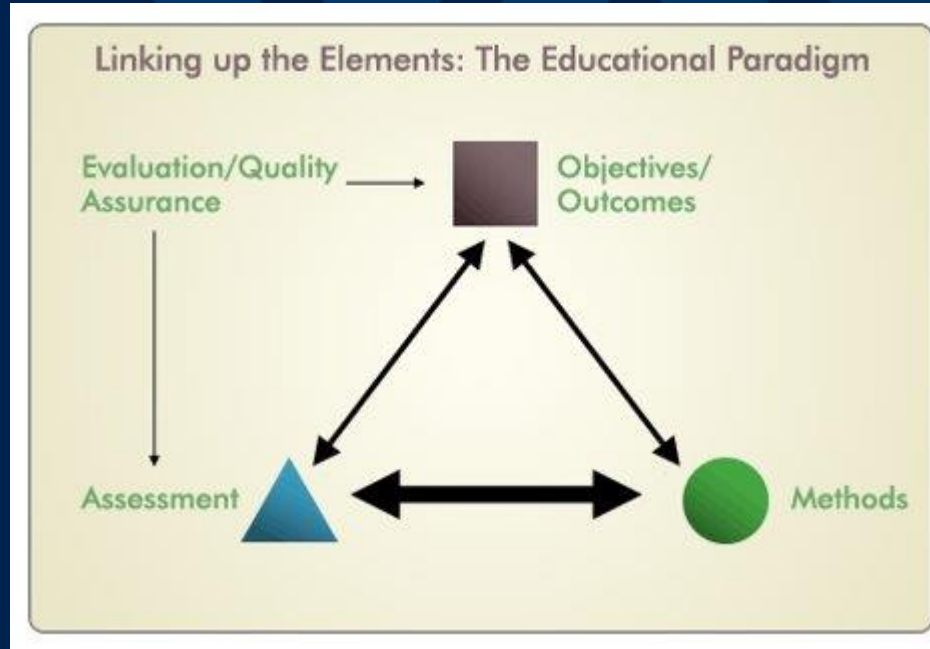
Program Assessment Activity 1

- Community Health Project: Fall Screenings
 - Setting: Local Independent and Assisted Living Facility
 - 3 disciplines participating (PT, OT, Pharmacy)
 - One faculty/clinical mentor on site per discipline
 - Performed fall risk assessments with scheduled follow up sessions several weeks later
- *Ideas for assessment?*

Program Assessment Activity 2

- Community Health Project: Healthy Aging Fair
 - Setting: Various regional community centers
 - 6 disciplines participating (PT, OT, Music Therapy, Pharmacy, SLP, Audiology)
 - One faculty/clinical mentor on site per discipline
 - 10 stations with various topics related to healthy aging
- *Ideas for assessment?*

Program Evaluation



IV. Debriefing

Gina Baugh, Amy Burt and Kimeran Evans

Debriefing

Overall

- Interactive, bidirectional
- Reflective conversation or discussion
- Goal of improving future practice

IPE

- Teamwork vs. content
 - IPEC competencies
- Co-facilitators
- Objective

Different Types of Debriefing

- GAS
- + Delta
- Debriefing with good judgement
- Advocacy inquiry
- Circular questioning

Evolution of our Debriefing Model

- Faculty & staff debriefing
 - Continuing professional development
 - Quality improvement
- Student debriefing
- Formal vs. informal

Helpful Tips for Debriefing

- As the facilitator, understand the details and process of the project.
- Relate debriefing to the objectives of the project.... stay on task with this focus.
- Provide a safe environment for learning. It's ok if the students forgot something, they need to learn from their errors.

The Questions

- Have a list of guided reflection questions
 - generic and specific
- Be curious about **what** they did and **why** they did it
- Try to understand the students' thought processes
- Take advantage of teaching moments

Sample Questions

- Do you think you achieved your objectives?
- Who was the leader? How did this leader emerge?
- Were you satisfied with your work?
- Is there anything else you would like to discuss?

Debriefing Activity

Objectives for Activity 2

- Students from multiple disciplines will provide healthcare education and screenings to seniors in WV.
- Students will participate in IPE activities to improve communication, leadership, teamwork/ collaboration, patient safety, and self-efficacy.

Program Assessment Activity 2

- Community Health Project: Healthy Aging Fair
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V. Successes and Challenges

Gina Baugh

Successes

- Provide healthcare education and screenings to rural communities
- Student education
 - IPEC competencies
- Fulfills accreditation standards

Successes

- Additional IP collaborations
- Scholarship
- Support from administration
- Awards and recognition



Challenges

- Scheduling
- Resources
- Lack of understanding of IPE
- Student participation
- Framework for initiatives
- Assessment methods

Key Points to Remember

- Collaborate with faculty committed to IPE
- Don't be afraid to make changes and try something new
- Remember to assess programs from a variety of viewpoints
- Don't forget about the importance of debriefing
- Meet often with your faculty and staff partners
- Be a positive role model for your students
- Have fun!

Thank You

