

2008 APTR Institute for Interprofessional Prevention Education Final Team Project Report

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1. Title/Focus for your IPE prevention initiative

Development of Interdisciplinary Team Skills in Health Professional Students: A pilot study

With the increased costs of healthcare on the one hand and the millions of individuals uninsured or underinsured on the other, the roles and responsibilities of health professionals to improve population health is more critical than ever. Health professional education needs to shift focus from healthcare to clinical prevention and population health to prepare clinicians ready to meet the challenge of Health People 2010 objectives to promote health and prevent disease. To work effectively together in the community, health profession graduates need to understand their respective roles and responsibilities in population health. Health professional education should develop and facilitate the integration of skills of interprofessional healthcare team members to collaboratively address societal needs. The purpose of the overall project was to integrate to the existing curricula common and explicit learning objectives related to interprofessional team skills in the context of prevention and health promotion.

Faculty members from the Schools of Pharmacy and Health Professions – pharmacy, occupational therapy and physical therapy - and Dentistry were involved in the development of the educational material. Students from pharmacy, nursing, health administration, occupational therapy and physical therapy received the developed training.

- Was there an existing core IPE faculty team prior to this project?

All faculty members involved in this project are core faculty in School of Pharmacy and Health Professions' Office of Interprofessional Scholarship, Service and Education.

2. Goals you seek to achieve

The specific objectives of the pilot project were to develop learning objectives and content related to interprofessional team skills and assess team competencies before and after the explicit curriculum was taught.

- This can be considered a **primary prevention pilot program** as it was delivered to all students participating in two specific interprofessional activities: the CLARION case competition Creighton University team, and the Interprofessional Geriatric Experience.
- The educational methods or approaches used were one to three hours of training using the module developed – facilitated discussion and activities – interprofessional team assignment, and post assignment debrief.
- One of the programs was a 1-credit elective course whereas the second program was integrated into existing curricular activities.

3. Progress to date

Using the Medical University of South Carolina team building curriculum -Creating Collaborative Care (C3, 2008), learning objectives related to interprofessional team knowledge, skills and attitude were developed and content piloted twice – once over over two different session (three hours total) to a small interprofessional students group – four students - brought together to participate in the University of Minnesota 2009 Clarion Case Competition, and modified to a one-hour training session to 90 students from physical therapy, occupational therapy and pharmacy participating in an interprofessional geriatric experience. The final specific behavioral learning objectives from the training module and experience are to - in the **Knowledge domain** – 1) define the significance of interprofessional team collaboration for healthcare, 2) explain different types of teams and team members' roles, 3) describe the stages of team development and variables influencing team development, 4) identify effective teamwork behaviors, and 5) discuss attributes and attitudes of effective teams, - in the **Skills domain**– 6) demonstrate task-oriented behaviors that contribute to reaching the group objectives by proposing goals or actions, defining problems, suggesting procedures, seeking information, offering information or idea, clarifying, summarizing, asking for consensus, and accountability, and 7) maintain positive socioemotional behaviors and communication by setting standards, resolving conflicts, demonstrating openness and acknowledging feelings, - and finally in the **Attitude domain** – 8) demonstrate positive attitudes for teamwork, mutual trust and respect, and openness to feedback.

- Is your project proceeding as you had planned?

Overall yes.

- Number of students involved:

4 students in Spring of 2009 – pharmacy, nursing, health administration, and occupational therapy

90 students in Fall 2009 – physical therapy: 32, occupational therapy: 42, and pharmacy: 16

- Have you modified any elements of your project from your original plan?

We had to streamline the initial training from 3 hours to 1 hour to accommodate curricular schedule. While doing so, we further refined how we wanted to make the developed training readily available to faculty - we decided to upload on our website shorter instructional modules – power point slides, activities and resources - addressing specific core learning objectives related to team skills and team building.

- Explain any unexpected outcomes from your project; positive, negative and other.

None

- Which instructional strategies have worked best?

Facilitated discussion, experiential learning, and post-experience debrief

- Are there any instructional strategies you would change?

Shorter modules related to 1 or 2 specific learning objectives as opposed to one course covering all learning objectives.

4. Important decisions made (or contemplated)

- Based on what you have learned thus far, what would you have done differently?

We started small – a pilot course for 4 students – modified it and presented it to a bigger group. To accommodate for integration into the existing curriculum, we decided to the content available into multiple short modules related to 1 or 2 very specific objectives as opposed to one full course covering all learning objectives. This way, it is easier for instructors of record to pick and chose what they specifically need.

5. Lessons learned or new perspectives acquired so far

- Explain any unanticipated outcomes from your project, both positive and negative.
- Given your experience thus far, would any other type of training or preparation have been helpful?

We need to pursue Faculty Development on how to facilitate interprofessional collaboration in students both in the classroom and in the clinic. People think that it is easy, but reality proves differently.

6. Challenges faced

Scheduling of students across professions, adding content to already full courses, integration to existing curricular content

7. Evaluation plans/instruments being used

A mixed-method evaluation design was used to assess the development of team skill competencies. Hepburn, Tsukuda and Fasser's Team Skill Scale was modified to assess team competencies pre- and post-training. Team competencies evaluation and critical self-reflection were used to assess team competencies exhibited by the team, and individual perspective towards interprofessional team collaboration throughout the process.

8. Note any Institutional Change – not yet but working on it... grassroots efforts! Keen interest on interprofessional education

9. Note any new products that were developed through your project and consider uploading them to the APTR Prevention Education Resource Center PERC website www.teachprevention.org for other faculty to use if appropriate.

We will be glad to upload the series of short modules when completed.

10. Other items of interest to share

- Has your team participated in specific activities designed to help you work together more effectively? If yes, please explain.

No

- What impact on the curricula at your institution do you anticipate will emerge as a result of your interprofessional prevention education initiative?

We are hoping that making readily available short online modules will facilitate faculty buy-in. This would be an attempt that all students in the School would receive the SAME content information that we could then integrate into community-engagement activities.

- Please share future plans you have for advancing interprofessional prevention education activities at your institution.

Planning for interprofessional education facilitation training for both faculty and clinical instructors across the health sciences using a ‘train-the-trainer’ model.

Appreciation of the complexity of interprofessional teamwork and team skills competencies are developed over time. Explicit learning objectives and interprofessional curriculum content related to team skills building is critical to provide health professional student with the tools to successfully meet the challenge of tomorrow's healthcare. The next steps to this project are to determine where in the various health professions curricula related to prevention and health promotion these objectives related to interprofessional team skills would best be integrated.