Building collaborations: Designing and implementing an interprofessional course in the health professions

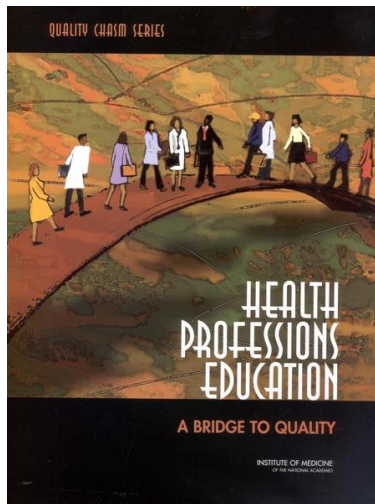Meg Zomorodi PhD, RN, CNL

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Before we begin
A little about you...

- What profession are you?

- Have you been to a CFE showcase before?

- Interested in IPE?
  - Have a collaborator?

Why collaborate?

- A story of connections…

Choosing the Team

Not all IPE is Created Equal

- "When students [or providers] from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes"

- WHO-2010

Our Model:
Designed by Students for Students

- Independent study with 6-7 health professions graduate students

- Faculty mentors

- Students developed objectives, learning activities, and designed modules

- Content validity

- Students were our best recruiters for the fall!

The Final Product:

- Blended learning format
  - 6 Modules
  - 5 face to face sessions

- Students then participated in a clinical immersion experience in the spring semester as team members in primary care

- Interprofessional faculty took the lead for face to face sessions

The Students (N=23)

Professions Represented:

- 4 Nursing
- 4 Medicine
- 7 Pharmacy
- 6 Public Health/Nutrition
- 2 Social Work

19 continued to an immersion experience in the spring

Overcoming Challenges
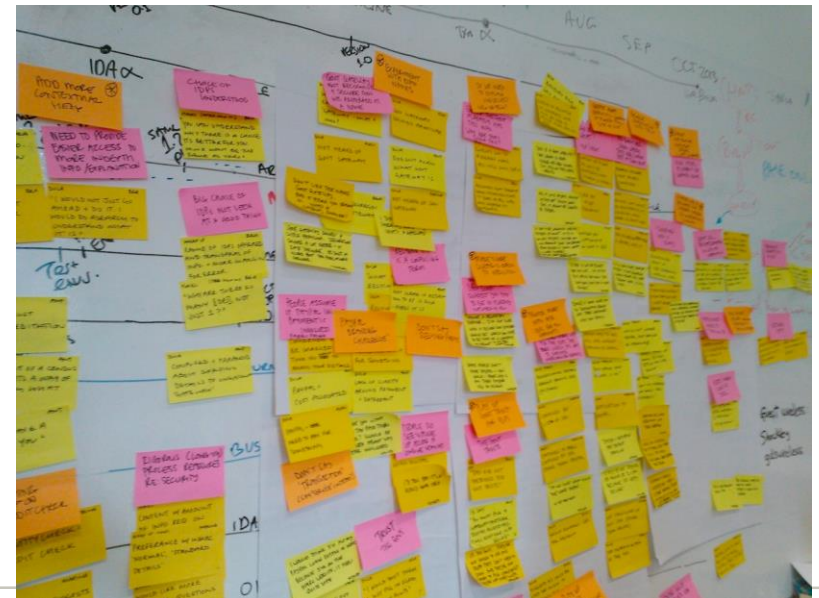
Logistics and Scheduling

Lack of Central Coordinator

IPE is a new focus, faculty development needed

Resources: faculty time

Operationalizing the 'pilot'

A Word about Scheduling

Student Outcomes (AITCS)

Group (n=23)	Pre total	Post total	Pre DM	Post DM	Pre Coop	Post Coop	Pre Coord	Post Coord
ALL	2.65 (0.87)	3.30 (0.72)	2.63 (0.87)	3.24 (0.70)	2.77 (0.75)	3.42 (0.63)	2.53 (1.02)	3.25 (0.84)
RN	2.24 (0.84)	3.08 (0.79)	2.21 (0.74)	2.99 (0.77)	2.48 (0.79)	3.23 (0.68)	2.00 (1.02)	3.06 (0.95)
Pharm	2.81 (0.69)	3.53 (0.64)	2.81 (0.69)	3.48 (0.61)	2.84 (0.67)	3.55 (0.64)	2.75 (0.74)	3.67 (0.75)
MD	2.96 (0.73)	3.45 (0.59)	2.87 (0.69)	3.29 (0.64)	3.07 (0.76)	3.73 (0.45)	3.00 (0.78)	3.38 (0.5)
PH	2.48 (1.00)	3.14 (0.72)	2.48 (1.08)	3.08 (0.72)	2.58 (0.66)	3.29 (0.57)	2.35 (1.19)	3.08 (0.88)
SW	2.92 (0.94)	3.21 (0.63)	2.79 (0.88)	3.35 (0.54)	3.45 (0.69)	3.18 (0.66)	2.75 (0.28)	2.94 (0.68)

Student Reflections

- A deeper value of their own professional roles and contributions to the patient care team

- Encouraging others to work at the top of their license

- Flexibility in leadership styles

- Increased understanding of the care system and systems-based thinking
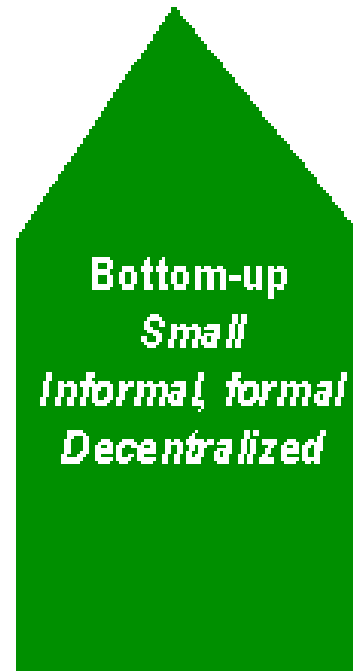
Faculty Reflections

Which Approach is Best?

Other Challenges/Opportunities?