Enhancing Quality Improvement and Teamwork Skills in Health Professions Students through Collaborative Interprofessional Education (IPE)

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Learning Together:
Rationale/Need

**Focus:** Physician-Nurse relationship during patient hospitalization

**Curricular activity:**
- Improve communication, teamwork knowledge, skills, and collaboration
- Culture of patient safety & outcomes based care

**References:**
- IOM, Association of Medical Colleges, American Association of Colleges of Nursing, and Institute for Health Care Improvement emphasizes the importance of IPE (IPEC, 2011)
Collaborative Team Change Project

- Based on BSOM AMA Grant (REACH)
- Change Project - Innovative Educational Activity QI/IP Teaching Strategy
- CON & BSOM Faculty/Students

Specific Aim:
- Construct QI/IPE joint educational activity involving new teaching strategies among BSOM and CON health professional students to enhance QI/IPE knowledge and skills.
Teaching together:
Methods/Description

- **Interprofessional Education (IPE)**
  - Occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes (WHO, 2010).

- **Educational Curricular Activity—3 Phases**
  - #1: Completed IHI Basic Certificate
  - #2: Lecture Burst—Highlighted PDSA, QI Principles
  - #3: Student Teams applied QI knowledge to game-based learning activity (egg drop)

- **Sample/PDSA Cycle**
  - (60 teams/384 students in a 2 year study)
Experiential Learning:
Methods/Description

**Following lecture:**
- Teams provided 4 eggs, materials, and instructed to prepare packages for their eggs to protect their eggs while being dropped from a ladder
- Material cost provided
- Teams tested their groups plan/changes
- Group decisions/strategies was a PSDA cycle

**Instruments Utilized:**
- Student Perceptions of IP Clinical Education (SPICE-R)-completed post intervention followed by group debrief
- Post Quality Olympics Survey Evaluation Tool
Results

- Changes made
  - **SPICE-R Question 1:**
    92% of the participants agree that working with students from another health profession enhances their education.
  - **SPICE-R Question 5:**
    95% agree that participating in educational experiences with students from another health profession enhances their future ability to work in an interprofessional team.
Results

- **SPICE-R Question 7:**
  88% of the participants agree that they understand the roles of other health professionals within an interprofessional team.
Results

The QI Olympics is an effective tool to become more familiar with the PDSA Cycle?

The interprofessional team experience was a useful component of my health professions education?
Lessons Learned

- IPE & QI learning strategies should be imbedded “early” into health care professions curricula
  - Provided an opportunity to learn fundamental patient safety culture and attitudes, knowledge, and skills innovative educational teaching strategies.

- Learners who collaborate develop competencies needed for quality collaborative care for patients (IPEC, 2011)

- Student & faculty feedback demonstrated increased knowledge, interest in QI/IPE education *

- IPE joint health professional classes that incorporated different teaching strategies
  - Enhanced learning, developed relationships, and greater knowledge about each others professions
Evaluation/Next Steps

- Review of class inquiry and worksheets provided faculty data to evaluate the learning session

- Student completion of IHI Open School Modules
  - Minimum competency in QI principles

- Post class QI worksheets determined
  - Understanding of small change concepts including: identifying specific aims in an improvement project, determining outcome measures, and writing a plan for change based on a personal change scenario
References


Presentation Reflection:

- How do "you" build high performing interprofessional teams?
  - + Communication Skills, trust, understanding other professions various training, etc.,?

- What can "you" do to build stronger healthcare teams?
Questions

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