Advancing Quality Improvement and Teamwork Skills in Health Professions Students Through Collaborative Interprofessional Education (IPE)

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**BACKGROUND**

- Focus: Physician – Nurse relationship during patient hospitalization
- Curricular activity to improve communication, teamwork, knowledge, skills, and collaboration
- Culture of patient safety & outcomes – based care
- IOM, Association of Medical Colleges, American Association of Colleges of Nursing, and Institute for Health Care improvement emphasizes the importance of IPE (IPEC, 2011)

**PROJECT AIM**

- Specific Aim: Construct new QI/IPE activity.
  - Introduce Patient Safety (PS) and Quality Improvement (QI) principles
  - Plan-Do-Study-Act (PDSA) Cycle
  - Introduce team-based skills
  - Interprofessional education knowledge
- Student Population (BSOM & CON)
  - Nursing (Seniors) and Medical students (M1)
  - Format: Experiential learning within teams
  - Blended Nursing (225) and Medical (159) students = total 384
- Focus: Improved patient experiences, outcomes, fewer adverse events, and lower cost (Triple Aim, 2009)

**PROJECT DESIGN/STRATEGY**

- Educational Curricular Activity - 3 Phases:
  - #1: Completed Institute of Healthcare Improvement (IHI) online modules
  - #2 Lecture Burst - highlighted PDSA, QI Principles
  - #3 Student teams applied QI knowledge to game-based learning activity (Egg Drop)
- Each group (>60 teams/384 students- in a 2 year study)
- 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 PDSA 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/OUTCOMES**

- **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 on an interprofessional team.

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

- **SPICE-R Question 9:**
  99% of participants agree that Health professionals should collaborate on interprofessional teams.

**CHANGES MADE (PDSA CYCLES)**

**REFERENCES**