

APTR Institute for Inter-professional Prevention Education
Final Team Project Report
UMKC/CMH: Kit Smith, Trish Marken, Christine Zimmerman *
Chris Kennedy

1. Title/Focus for your IPE prevention initiative: Inter-professional Team Building: An Active Learning Experience

- Professions involved, faculty and students: nursing, medicine, and pharmacy
- Was there an existing core IPE faculty team prior to this project? There was a group of faculty from the three professions meeting about 4 times a year to encourage inter-professional experiences with our high fidelity patient simulator (HFPS), but we were in search of a purpose/goal, which APTR provided. Post Institute, the four of us who attended worked weekly for 1 ½ years to plan and implement our project.

2. Goals you seek to achieve

- Note type of prevention – primary, secondary, tertiary: secondary and tertiary prevention of IPV
- Educational methods or approaches used – [i.e. service-learning, pre/post clinic discussions, web-based, classroom, independent study]: Pre/post evaluations, and short didactic sessions, separated by longer interactive sessions with HFPS
- Was credit offered for the course or was the activity an elective? This was offered as an elective with either a gift card OR clinical hours given as incentive.

3. Progress to date

- Is your project proceeding as you had planned? Yes, we piloted the project in fall '08; we did not meet all of our outcomes, but overall the students felt the course was very helpful.
- Number of students involved: 12 total, 4 from nursing, 4 from medicine, and 4 from pharmacy.
- Have you modified any elements of your project from your original plan? : our original plan/proposal was very general, and was modified numerous times as we planned. We also conducted a pre-pilot in the summer of '08 to work out problems we hadn't anticipated. This pre-pilot especially helped work out details for the simulated scenarios.
- Explain any unexpected outcomes from your project; positive, negative and other: we learned the following unexpected lessons: (1) none of the

students knew about the scopes of practice of the other two professions (this surprised us all the most!); (2) the nursing students were not motivated to participate for gift cards, but preferred clinical credit; (3) we needed to make sure each of the three professions had a reason for being in the patient's room during the scenarios; (4) we realized exactly how time intensive it is to implement such a project, and that electives will not likely serve as the mechanism by which to solidify this type of experience in the respective curriculums.

- Which instructional strategies have worked best?

Are there any instructional strategies you would change? If yes, please explain: the HFPS experiences were very effective in helping the students immediately apply the content presented, so we would definitely use that method again.

4. Important decisions made (or contemplated)

- Based on what you have learned thus far, what would you have done differently? We are on the agenda for the next Health Sciences Dean's meeting in October so that we can try to establish the administrative support necessary to continue implementing this type of project.

5. Lessons learned or new perspectives acquired so far

- Explain any unanticipated outcomes from your project, both positive and negative: as described above in #3.
- Given your experience thus far, would any other type of training or preparation have been helpful? Yes, information on how to sway administrators and gain ongoing resources (not necessarily money, but time that's recognized in workload, perhaps).

6. Challenges faced: the expected challenges/barriers we encountered were: (1) enrolling students from the different professions who were at the appropriate levels of experience to conduct the scenarios and work together; (2) leveling the HFPS experience of the students (some had lots of experience with HFPS, others had no experiences); (3) coordinating very different schedules for the three groups of students; (4) determining incentives to offer; and (5) providing professional support during the classes to address potential emotional distress related to course content (IPV and suicide).

7. Evaluation plans/instruments being used: We had rubrics for the scenarios which did not end up providing meaningful data, as we didn't have inter-rater reliability. However, our pre and post self assessments by students, as well as student evaluations of the project/course, were all implemented and provided important feedback (see form at back of this narrative).

8. Note any Institutional Change: none

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: none

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: none, but we sure got to know one another well during the 1 ½ years of preparing the project, and we still meet occasionally as we work on presentations and manuscripts from the project.

- What impact on the curricula at your institution do you anticipate will emerge as a result of your inter-professional prevention education initiative? Our meeting with the Deans next month, will determine this.

Please explain: The APTR grant was wonderful in providing the financial means to implement our project, and some financial commitment is needed to continue implementing this type of inter-professional course. But the time commitment was huge, and so equally important will be the workload recognition for that time.

- Please share future plans you have for advancing inter-professional prevention education activities at your institution: again, our immediate plan is to meet with administration to seek ongoing, upper level support for inter-professional educational experiences.

Student Objectives	Definitions	Intervention Activities	Measurement activities to determine outcomes	Short Term outcomes	Long Term Outcomes
Describe scopes of practice	Scopes of practice include the specific tasks that pharmacists, physicians & nurses can perform under various conditions	<ol style="list-style-type: none"> 1. websites on definition & what constitutes scopes of practice 2. class discussion & vignettes on respective scopes of practice 3. simulated patient scenario & debriefing 	<ol style="list-style-type: none"> (a) self-assessment (b) 2 accurate statements about the scope of practice of each: pharmacists, physicians & nurses (c) simulation and debriefing 	<ol style="list-style-type: none"> (a) post assessment score > pre-assessment score: not met, but post-scores were all equal to or higher than pre-scores (some pre-scores were very high) (b) 100% students id at least 2 accurate statements about each profession's scope: not met (c) students meet 25 % of scenario rubrics**none of the rubric outcomes could be measured meaningfully 	greater confidence in recognizing and using each team member's full scope of practice

<p>Describe the qualities of an effective team function</p>	<p>Qualities of effective team functioning include:</p> <ul style="list-style-type: none"> a) listening b) full participation c) respectful language d) feedback focused on issue not person e) disclosure of information f) disagreements of issues/not personal g) appropriate body language 	<ul style="list-style-type: none"> 1. articles on effective teams: IOM; Reese & Sontag; Queens 2. Simulated scenario & debriefing with blinded Dr 	<ul style="list-style-type: none"> (a) class discussion (b) simulation and debriefing 	<ul style="list-style-type: none"> (a) post assessment score > pre-assessment score: not met, but post-scores were equal to or higher than pre-scores (b) students meet 25 % of scenario rubrics 	<p>Greater confidence in recognizing and fulfilling team member roles</p>
<p>Identify unique challenges of working on an ad hoc inter-professional team</p>	<p>Differentiation between traditional teams and ad hoc teams</p> <p>Listing of unique challenges of ad hoc teams</p>	<ul style="list-style-type: none"> 1. Handout 2. simulated patient scenario & debriefing where team members are changed for first time 	<ul style="list-style-type: none"> (a) class discussion (b) simulation and debriefing, where team members change for the first time 	<ul style="list-style-type: none"> (a) students identify unique characteristics of ad hoc teams with 90% accuracy: not met (b) students meet 25% of scenario rubric (c) post assessment 	<p>work effectively on ad hoc teams</p>

	<p>a. no prior relationships</p> <p>b. short duration, no investment in team</p>	<p>3. Reflection on how my experience in the first case scenario resembled/differed from other team situations and congruency of experience with ad hoc teams</p>		<p>score > pre-assessment score: as above</p>	
<p>Identify areas of difficult conversations in patient care/professional practice</p>	<p>Definition and characteristics of difficult conversations</p>	<p>1. Article on difficult conversations</p> <p>2. Class discussion & vignettes on difficult conversations</p>	<p>(a) Class discussion</p> <p>(b) 3 accurate statements about difficult conversations</p>	<p>(a) Students identify characteristic of difficult conversation with 90% accuracy: not met</p> <p>(b) 100% of students id at least 3 accurate statements about difficult conversations: not met</p>	<p>Greater confidence in recognizing difficult conversations</p>
<p>Recognized s&s, diagnosis, treatment and referral options for IPV</p>	<p>Definition of IPV</p> <p>Presenting characteristics/diagnosis</p> <p>Treatment and referral options</p>	<p>1. It's Time to Ask program content</p>	<p>(a) Simulation and debriefing rubric</p>	<p>(a) Students meet 25% of scenario rubrics**</p>	<p>Increased awareness and ability to recognized IPV</p>
<p>Demonstrate</p>	<p>Synthesis of course</p>	<p>1. Scenario and</p>	<p>(a) Simulation</p>	<p>(a) Students meet 25%</p>	<p>Increased</p>

	presentations	publication Submit abstracts for presentation	submissions Abstract submissions	manuscripts completed, and are starting a third At least 2 presentations: completed	colleagues
Identify a plan for incorporation of educational module/materials into ongoing programs	UMKC CMH Community	Discuss course content with colleagues	Adoption of the course, or course elements, in ongoing programs	At least one adoption of course or course elements at UMKC, CMH, and in the community: this is not yet complete	Long term impact of project on students and community