Embedding IPE: It's Easier Than You Think

Presenters:

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The Challenge:

- Provide an interprofessional experience for students that:
  - Is RELEVANT
  - Does not require a lot of faculty time
  - Can be done with little to no additional resources
  - Has little to no additional burdens on our students
  - Creates meaningful opportunities for learning

The Solution:
Interprofessional Policy Exercise

▶ Policy-focused assignment

▶ Legislation in the 2017 MD General Assembly

▶ Fit within existing course requirements

▶ One in-person 2.5 hour class

▶ Joint Blackboard page for all students and faculty

▶ Minimal pre-class work by students (about 2-3 hours)

Course Materials

- Professional Codes of Ethics from each profession: nursing, social work and law

- 2016 IPEC Core Competencies

- Proposed bill

- Assignment

Faculty only: facilitator's guide for the joint class

Faculty Responsibilities

- Recruitment or selection of students
  - Law- 4, social work- 5, nursing 7
- Determine date and location of joint class
- Agree upon legislation
- Finalize agenda and responsibilities for class
- Jointly lead class
- Distribute and collect assessment tools
- Enter and analyze assessment results

Spring 2017 Interprofessional Policy Initiative

Goal: to develop a better understanding of how different disciplines view and address a population health issues through public policy

- ▶ **Before class**
  - ▶ Review materials
  - ▶ Complete assessment
  - ▶ Review bill
  - ▶ Answer questions

- ▶ **During class**
  - ▶ Discuss questions with own profession
  - ▶ Discuss questions in interprofessional groups
  - ▶ Debrief

15–850.

    (A)   (1)   THIS SECTION APPLIES TO:

        (I)   INSURERS AND NONPROFIT HEALTH SERVICE PLANS THAT PROVIDE COVERAGE FOR PRESCRIPTION DRUGS UNDER INDIVIDUAL, GROUP, OR BLANKET HEALTH INSURANCE POLICIES OR CONTRACTS THAT ARE ISSUED OR DELIVERED IN THE STATE; AND

EXPLANATION: **CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.**
[Brackets] indicate matter deleted from existing law.

        (II)   HEALTH MAINTENANCE ORGANIZATIONS THAT PROVIDE COVERAGE FOR PRESCRIPTION DRUGS UNDER INDIVIDUAL OR GROUP CONTRACTS THAT ARE ISSUED OR DELIVERED IN THE STATE.

    (2)   AN INSURER, A NONPROFIT HEALTH SERVICE PLAN, OR A HEALTH MAINTENANCE ORGANIZATION THAT PROVIDES COVERAGE FOR PRESCRIPTION DRUGS THROUGH A PHARMACY BENEFITS MANAGER IS SUBJECT TO THE REQUIREMENTS OF THIS SECTION.

    (B)   AN ENTITY SUBJECT TO THIS SECTION MAY NOT APPLY A PRIOR AUTHORIZATION REQUIREMENT FOR METHADONE, BUPRENORPHINE, OR INJECTABLE NALTREXONE.

Students Readiness for an IPE Experience

- Readiness for Interprofessional Learning Scale
  - 19 questions
  - Students rate statement on a likert scale
    - 1 – strongly disagree; 3 – neutral; 5 – strongly agree
  - Examples
    - Shared learning will help me to understand my own limitations
    - Communication skills should be learned with other health-care students
    - I don't want to waste my time learning with other health care students
  - Group average 80.2 (SD=9.6) out of possible 95
    - Range was 66 – 91

Interdisciplinary Education Perception Scale (pre and post)

- 18 – item Questionnaire (range of 18 – 108)
  - Students rate statement on a likert scale
    - 1 – strongly disagree; 3 – somewhat disagree; 4 – somewhat agree; 5 – strongly agree
- Increase in average score post event of 5.03 (t(14)= 2.46, p=0.028, r=.86)
  - Pre-score – 84.8 (SD=12.3)
  - Post score 89.8 (SD=15.5)

A few interesting responses

▶ Individuals in my profession make every effort to understand the capabilities and contributions of other professions.

  ▶ Increase in average score post event of 5.03 ($t(14)= 3.16$, $p=0.07$)

    ▶ Pre-score – 4.3 (SD=1.3)

    ▶ Post score 5.2 (SD=0.7)

▶ Individuals in my profession have a higher status than individuals in other professions.

Response	Pre	Post
Strongly Disagree	0	1
Moderately Disagreed	4	1
Somewhat Disagree	4	4
Somewhat Agree	6	5
Moderately Agree	0	2
Strongly Agree	1	2

A few interesting responses

- Individuals in my profession demonstrate a great deal of autonomy.
  - Pre-event: 11/15 students responded Moderately or Strongly Agree
  - Post-event: 10/15 students responded Moderately or Strongly Agree
- Individuals in other professions often seek the advice of people in my profession.

Response	Pre	Post
Strongly Disagree		
Moderately Disagreed		
Somewhat Disagree	2	
Somewhat Agree	5	5
Moderately Agree	4	2
Strongly Agree	4	8

Student Feedback:

"At first I was skeptical about this project as the bill was focused on healthcare law and that is a topic I have very little experience with. I was apprehensive about having to explain things to nursing students who understood the medical aspects of these drugs and to social work students who understood the larger framework behind the bill and why it was so important for the state of Maryland. After careful preparation both individually and as a clinic, I went into today's meeting feeling more confident and ultimately I think our discussions were successful. It was nice to interact with new people and hear differing views on the matter, particularly the ideas and concerns of other non-law students. Most of our interactions on a day to day basis are with lawyers or judges, thus it was refreshing to actually discuss law and social issues with people who have entirely different skill sets and bases of knowledge, separate from my own.

It is my hope that you will continue to keep this exercise a part of the clinic curriculum for any student who may be interested. In short, I think having the opportunity to work and collaborate with others is a valuable skill to have. In the future, we may very well interact with other professionals and having the chance now to see what that is like will help inform law students for their future endeavors."

-Second year law student

Lessons Learned

- Timing of the legislative session
- Assessment tools geared toward health care IPE
- Select a bill with the potential for varying viewpoints
- Short ice-breaker is helpful