

# 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

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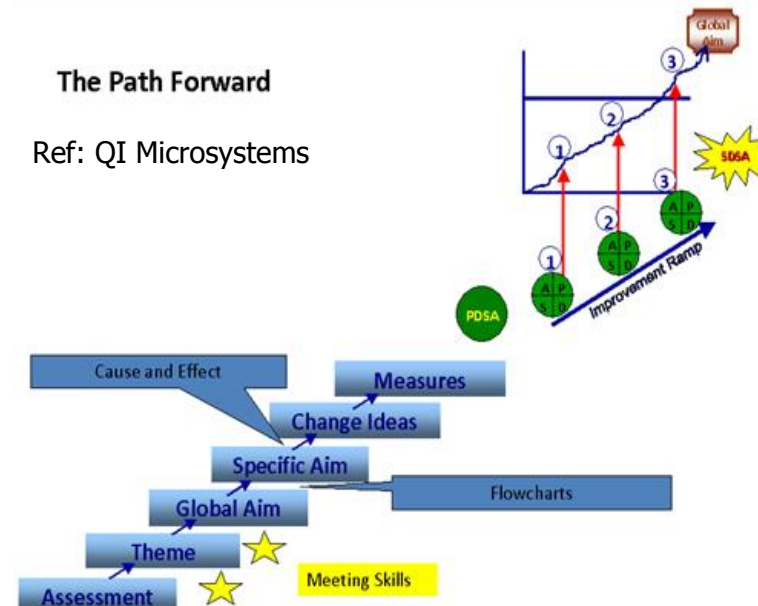


## ■ Specific Aim:

- Construct QI/IPE joint educational activity involving new teaching strategies among BSOM and CON health professional students to enhance QI/IPE knowledge and skills.

The Path Forward

Ref: QI Microsystems





# 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.

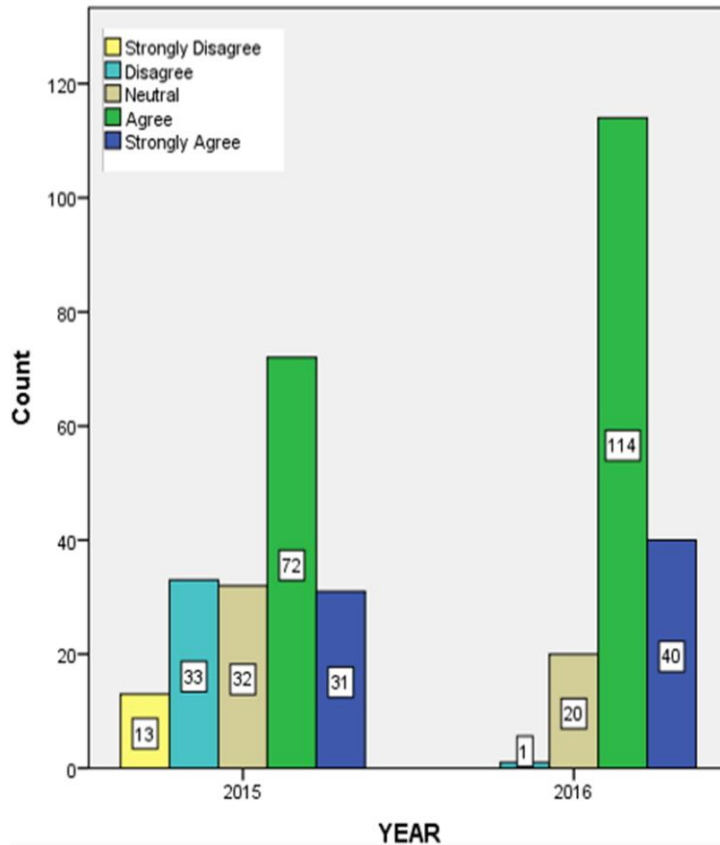
# Results

- **SPICE-R Question 7:**

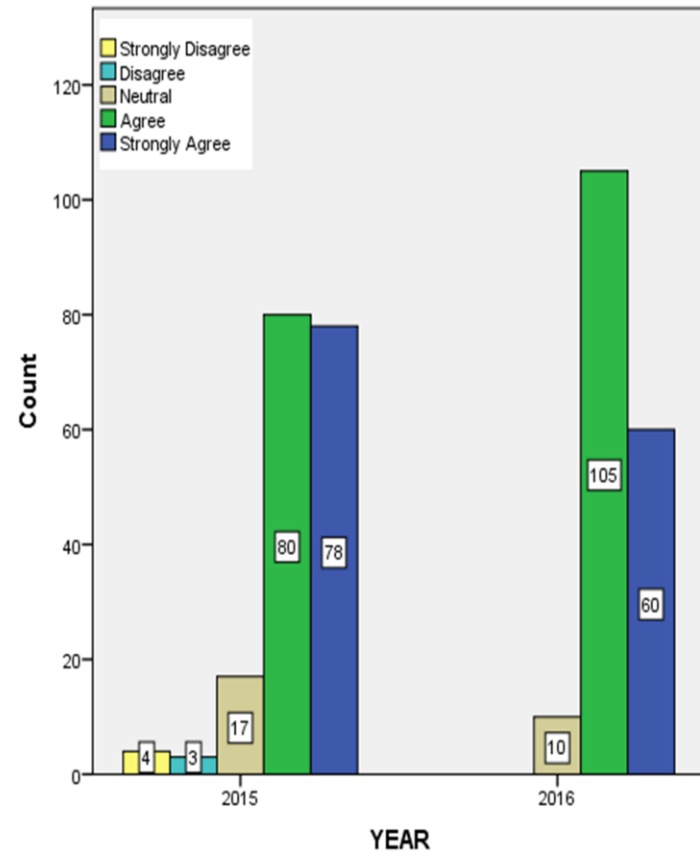
88% of the participants agree that they understand the roles of other health professionals within an interprofessional team.

# 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

Dominguez, Daniel G., David S. Fike, Eric J. Maclaughlin, & Joseph A. Zorek. "A Comparison of the Validity of Two Instruments Assessing Health Professional Student Perceptions of Interprofessional Education and Practice." *Journal of Interprofessional Care* 29.2 (2014): 144-49.

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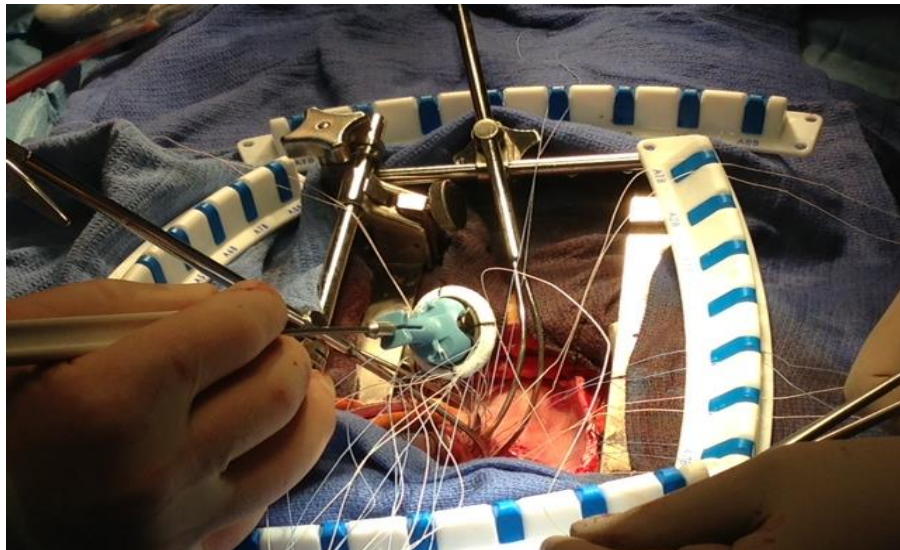
*Core competencies for interprofessional collaborative practice: Report of an expert panel.* Washington, D.C.: Interprofessional Education Collaborative.

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# 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

## Contact Information

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