

BACKGROUND

- Focus: Physician – Nurse relationship during patient hospitalization
- Curricular activity to improve communication, team work 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

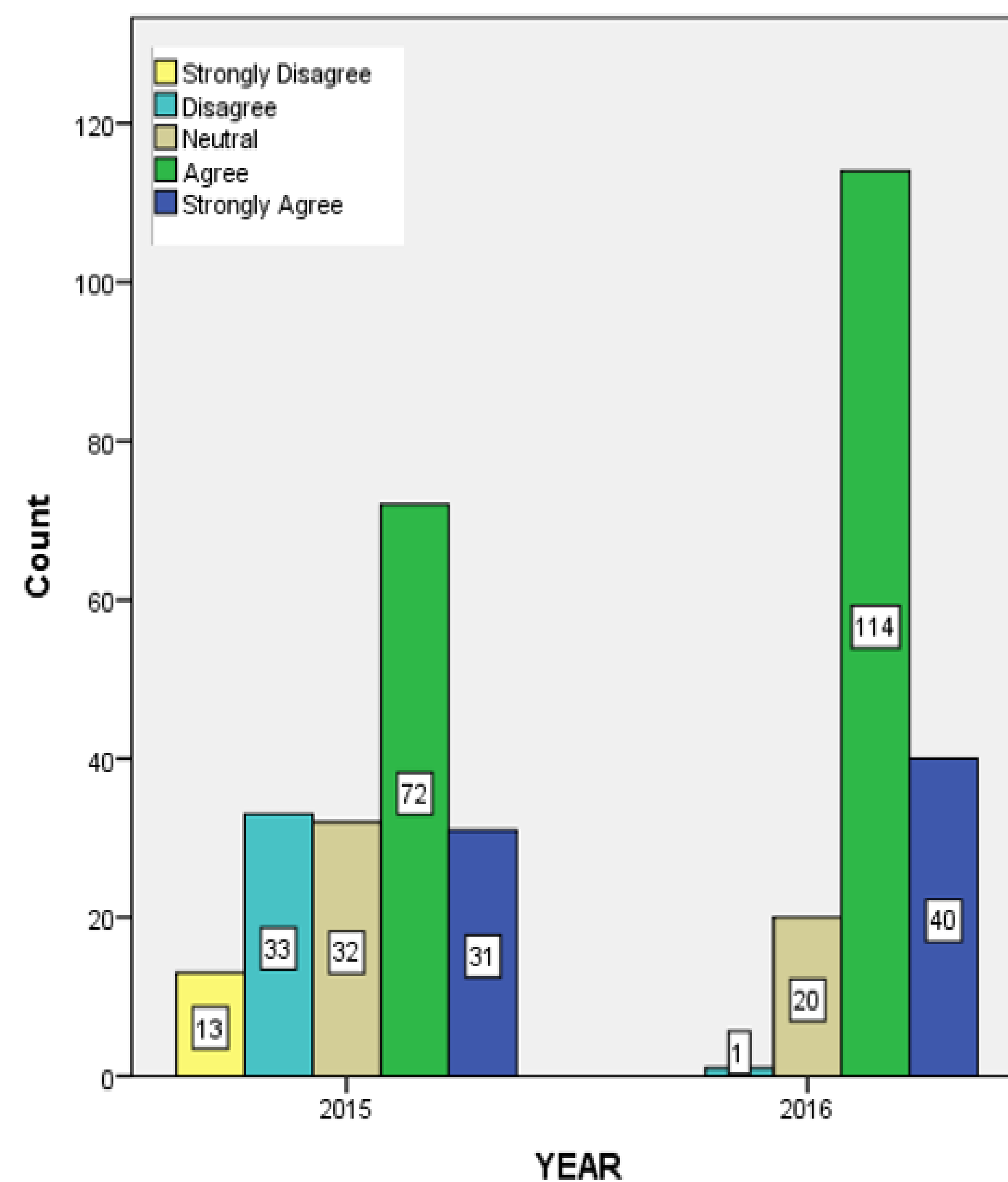
RESULTS/OUTCOMES



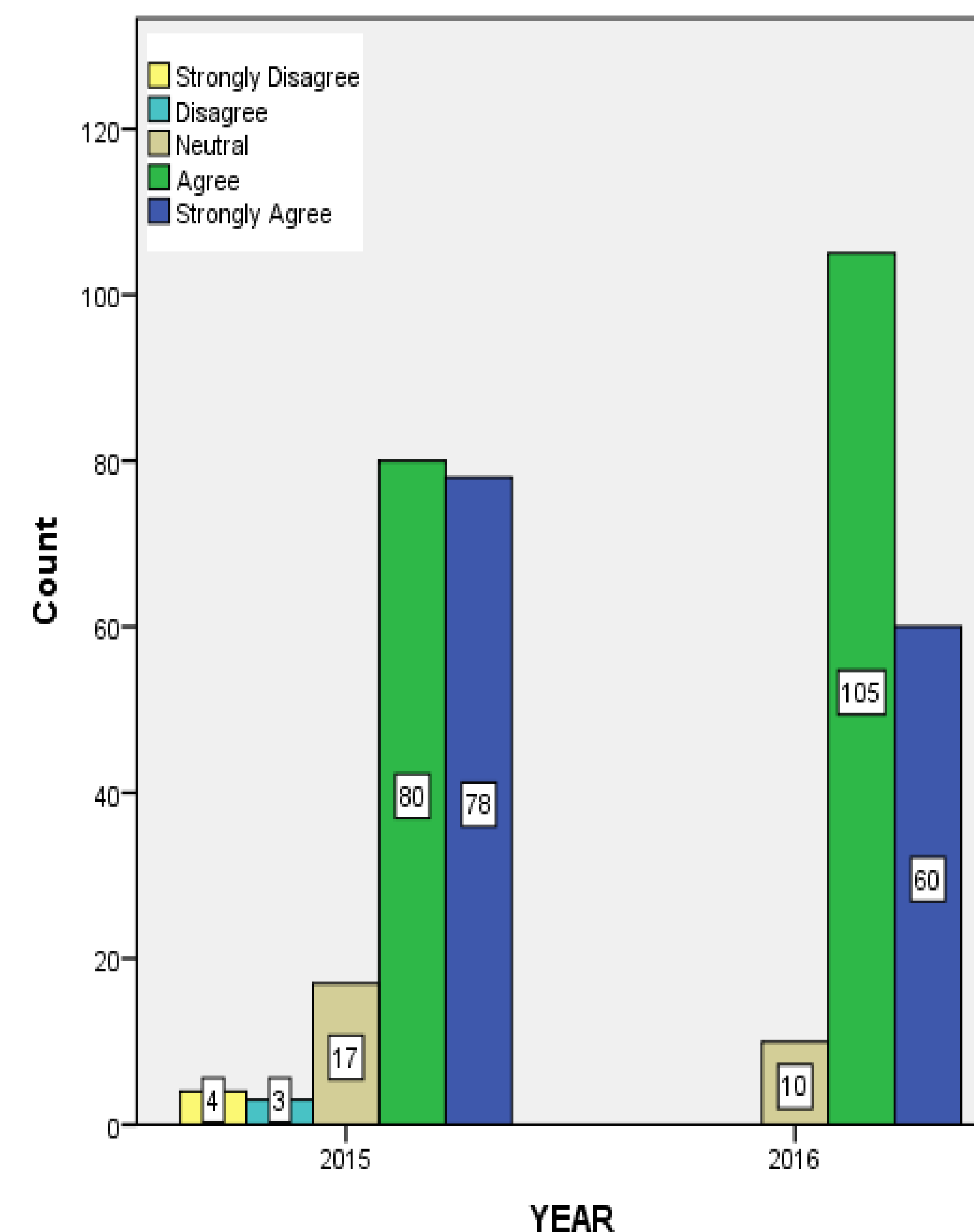
CHANGES MADE (PDSA CYCLES)

- 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.

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 are more likely to develop the competencies needed for quality collaborative care for patients (IPEC, 2011)
- Student and faculty feedback demonstrated increased knowledge, interest in QI/IPE education
- IPE joint health professional class that incorporated different teaching strategies (Egg Drop Exercise) enhanced learning, developed relationships, and greater knowledge about each others professions

NEXT STEPS

- Review of class inquiry and worksheets provided faculty data to evaluate the learning session
- Student compliance with the completion of IHI Open School Modules ensured minimum competency in QI principles through the inclusion of knowledge-based questions as a requirement of completion
- Post class QI worksheets determined
- Understanding of small change concepts including: identifying specific aims in an improvement project, determining outcome measures, and writing a small 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.
- Interprofessional Education Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel*. Washington, D.C.: Interprofessional Education Collaborative.
- Salamonson, Y., Everett, B., Koch, J, Wilson, I., & Davidson, P. "Learning Strategies of First Year Nursing and Medical Students: A Comparative Study." *International Journal of Nursing Studies* 46.12 (2009): 1541-547.