

Interprofessional Collaborative Learning: Benefits & Barriers to Shared Learning Between NP & DPT Students

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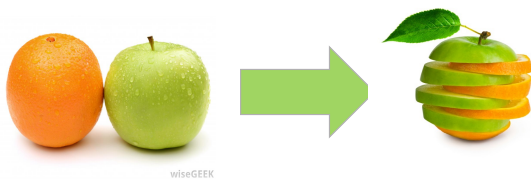
Introduction

Inter-professional Education (IPE) is: "When students from two or more professions learn about, from, and with each other, to enable effective collaboration and improve health outcomes.¹ Challenges with IPE curriculum development include coordinating demanding student schedules and faculty workload.²

Purpose

The overarching goals of this project:

- Increase students' awareness of IPE, and promote inter-professional collaboration in the management of individuals with a cancer diagnosis.
- Engage students between disciplines in face to face and virtual collaboration culminating in recorded power point presentations.
- Utilize the Readiness for Interprofessional Learning Scale (RIPLS) to measure of student's perception of IPE.
- Share faculty experiences regarding strategies for success with future IPE learning activities



Learning Activity

January 2016

- Formal IPE project orientation "kick off event"
- Randomly assigned student teams (11)
- Random assigned oncology topics
- Pre program RIPLS on Survey Monkey™

February -March 2016

- Teams developed a recorded PowerPoint presentation (Brain Shark™)
- Presentations limited to 15 slides, 10 minute duration
- AMA format

March 2016

- Teams posted Presentations on Wiki page
- Teams posted peer review critiques
- Teams developed 3 exam questions for final exam
- Post program RIPLS completed
- Communication feedback survey form completed

Benefits

- High quality presentations delivering content shared by both disciplines
- IPEC Competencies:
 - Values & ethics
 - Cooperative learning between disciplines
 - Roles & Responsibilities
 - Fostered relationships to advance patient care
 - IP Communication
 - Effective use of technology to enhance team function

Barriers

- Student schedule conflicts, (within & between majors)
- Variations in professional and personal life stages
- Pre-determined professional assumptions
- Technology knowledge deficit / challenges
PowerPoint proficiency lacking with some students
BrainShark™ recorded presentation software, lack of user expertise amongst students.

Faculty Observations

- RIPLS score did not improve after intervention. May be a result of timing of data collection
- Academic stressors amongst students may have contributed to negative comments about experience
- Lack of awareness of each disciplines' scope of practice was evident despite collaborative learning
- Range and mean ages of NP versus DPT may contribute to some variation in IPE competence
 - NP = mean age 33 years, range 25-55
 - DPT = mean age 26, range 26-35

Recommendations for future IPE projects

- Dedicated schedule for IPE experiences with health disciplines
- Earlier placement of IPE learning activities in curriculum
- Multiple semesters of IPE
- Consider creative collaborative learning activities using simulation
- Extend IPE learning to shared practicum/clinical settings

References

1. World Health Organization (2011). Framework for action on interprofessional education and collaborative practice. Geneva, Switzerland: World Health Organization.
2. Loversidge, J., & Demb, A. (2014). Faculty perceptions of key factors in interprofessional education. *Journal of Interprofessional Care*, 1-7.