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Abstract Title:

Interprofessional Education (IPE) Grand Rounds: Enhancing Clinical Relevance in Interprofessional Education

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Disclosures

The authors have no relevant financial or non-financial relationships to disclose.

Learning Objectives

1. Appreciate the effectiveness and importance of including clinically relevant content in Interprofessional Education (IPE) innovations.
2. Describe opportunities and challenges for implementation and evaluation of a new student-led Interprofessional Education (IPE) Grand Rounds program.
3. Formulate a roadmap for designing, executing and evaluating an Interprofessional Education (IPE) Grand Rounds program at their own institution.

Overview: IPE Grand Rounds

- Novel extra-curricular interprofessional initiative designed to increase student exposure to real-world collaborative practice teams
- Led by a team of students from multiple healthcare professions and open to students from any profession at TJU

Background: The Beginning

- Early exposure to IPE led students to seek out additional opportunities to further their understanding of interprofessional teamwork in real-world clinical settings
- With support from Jefferson Center for Interprofessional Education (JCIFE), student champions assembled a student-led IPE interest group, developed a core mission statement, overarching goals, and planned pilot
- Hosted pilot event in April 2014 and, then, we were off and running...

Video Clip



Background: Student Organization

- Student leaders took steps to become an Official Student Organization
 - Created bylaws, developed mission statement, set IPE Grand Rounds Goals
 - Presented proposal to Student Organization Committee
 - Elected officers
 - Garnered faculty advisor/JCIPE support

Implementation: IPE Grand Rounds

- **Developing a format:**
 - 50 minute panel presentation/discussion
 - Collaborative practice team presents a case study, discusses their respective roles, expertise and teamwork styles
 - Interactive question and answer session
 - Student participants completed a post-survey to assess their learning and engagement

Implementation, cont.

- “Behind the scenes” preparation:
 - Recruited practice teams
 - Developed “marketing” flyer
 - Advertised to students
 - Provided FOOD!!
 - Prepared and distributed pre-readings
 - Developed evaluation surveys

Wednesday, October 15 in DePalma

Students: Attend the IPE Grand Rounds hosted by JSIPE!



Wednesday, October 15

DePalma Auditorium

12 to 1 p.m.

**Panel Presentation:
Dispo Dilemma/Rehab
Team**

Registration Required

Presentation Teams



SICU Team
4/2014

Pilot



Dispo
Dilemma/Rehab
Team
10/2014



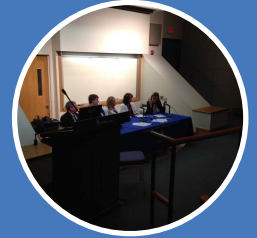
Falls Clinic
Team
11/2014



Senior Adult
Oncology Team
1/2015



MICU Team
2/2015



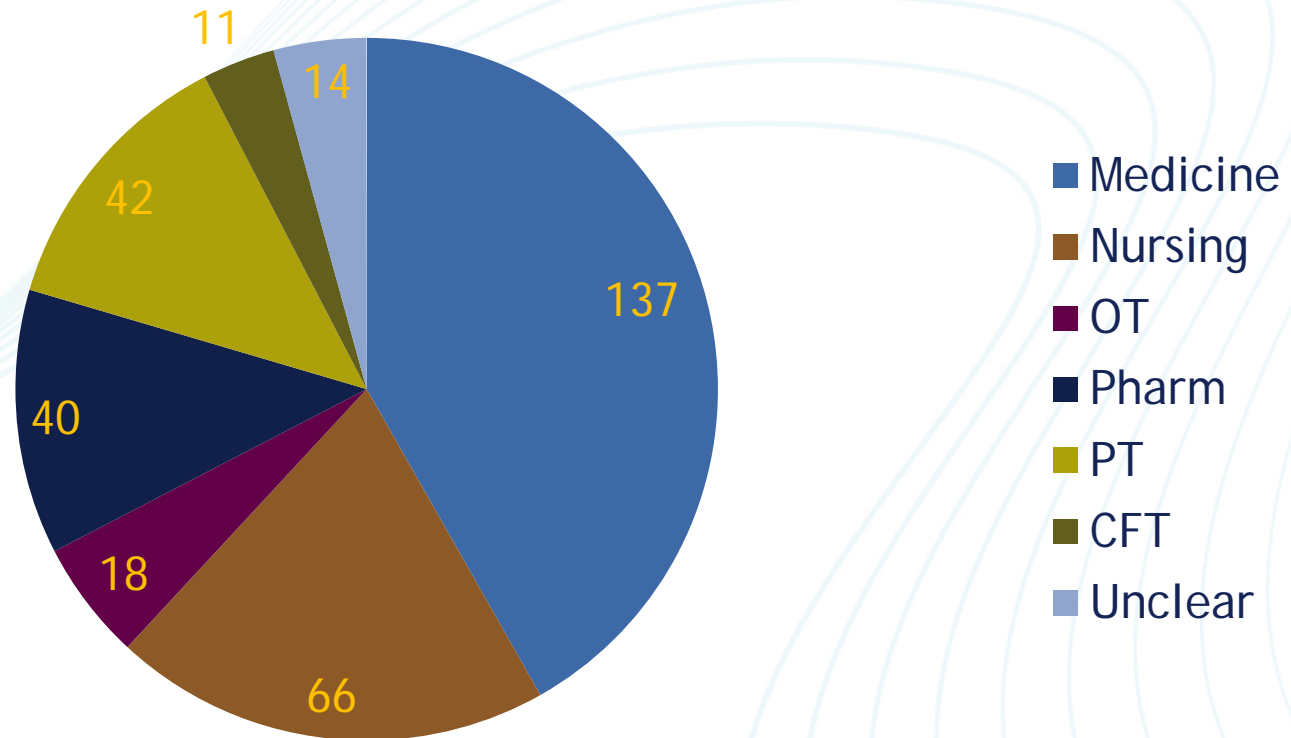
Palliative Care
Team
3/2015

First year as part of IPEP menu

EVALUATION: IPE GRAND ROUNDS

Evaluation: Who Attended?

Student Attendance



A total of 328 students have attended the 6 IPE Grand Rounds so far!

Evaluation: Post-Survey

IPE Grand Rounds hosted by Jefferson Students for Interprofessional Education (JSIPE)

1. Title of IPE Grand Rounds: _____
2. Discipline (please circle): CFT Medicine Nursing OT Pharmacy PT Other _____
3. Level of training (please circle): First year Second year Third Year Other _____

Please indicate your level of agreement with the following items:

	Strongly Disagree	Disagree	Agree	Strongly Agree
4. After participating in this panel discussion, I have a better understanding of interprofessional teamwork.	1	2	3	4
5. The panel provided me with practical information that will help me in my clinical/professional experience.	1	2	3	4
6. I would like to attend future IPE Grand Rounds events.	1	2	3	4

- Post-Survey: Three 4-point Likert scale questions and two open-ended questions
 - Q1: After participating in this panel discussion, I have a better understanding of Interprofessional teamwork in (Insert Team)
 - Q2: The panel provided me with practical information that will help me in my clinical/professional experience
 - Q3: I would like to attend future IPE Grand Rounds events

Evaluation: Results

- 98% reported a better understanding of interprofessional teamwork with a mean score of 3.29
- 94% felt that the panel provided them with practical information that will help them in clinical/professional experience, with a mean score of 3.18
- 89% indicated that they would like to attend future IPE Grand Rounds events, with a mean score of 3.02

Qualitative Results

Q4: At what point did you feel most engaged in the discussion?

Response	Rehab (10/14)	Falls Clinic (11/14)	Sr. Onc. (1/15)	MICU (2/15)	Palliative (3/15)	Total
Q&A	3	19	5	23	43	103
Case Study	5	2	14	17	33	76
Discussion of Roles	6	8	19	8	8	55
Specific Role	3	5	10	8	8	34
Throughout	5	2	0	3	11	23
Other*	4	0	5	4	4	25

Qualitative Results

Q5: At what point did you feel most distracted or lose interest in the discussion?

Response	Rehab (10/14)	Falls Clinic (11/14)	Sr. Onc. (1/15)	MICU (2/15)	Palliative (3/15)	Total
Never	6	16	16	19	42	108
Q&A	0	2	4	10	21	40
Length	10	1	8	2	8	29
Specific Role	2	5	6	5	4	24
Case Study	0	4	2	11	6	23
Not Understanding	4	0	5	9	0	18
Discussion of roles	1	5	0	0	4	12
Other*	3	4	11	6	14	40

Open Ended Responses

"I really liked the woman from pastoral services. Here was a member of the team that I had no idea even existed, and I could immediately see how crucial her role was! I learned a lot at the panel, this was great!"

- 2nd year Medical Student

"During the social work portion of the discussion. Being a CFT student, Health Mentors does not always feel like it is for me. I appreciate the small moments when there is a glimpse into how people in the mental health field can participate in interprofessional experiences."

- 2nd year CFT Student

Open Ended Responses, cont.

"I really liked how they admitted the faults in the systems and explained how they worked around them. As a result of this talk this [interprofessional rounding] is something that I would like to see used in my place of future employment and knowing the faults and solutions helps to try and implement something like this."

- 2nd year PT Student

"It was very interesting to hear how different disciplines were able to work together to create a very beneficial rounding process for both the hospital and the patient. I think it was very important hearing that someone is assigned to be the "facilitator" so that way, the team members are not always just looking toward the physician [to be the leader]"

- 2nd year Pharmacy Student

Open Ended Responses, cont.

"The grand rounds was designed for students, but was about a very specific topic that many of us were not acquainted with- it became difficult at some points to follow the acronyms and terms they were using within the short 1 hour session."

- 2nd year Medical Student

CQI: Response to Student Feedback

- Based on overwhelmingly positive student response, “IPE Grand rounds” incorporated into newest version of Jefferson’s longitudinal IPE Curriculum (the Jefferson Health Mentors Program) for the 2014-2015 academic year
- IPE Grand remains a thriving part of Module 4 “menu” of IPE and Practice learning activities

Lessons Learned

- Make sure the panelists know who is in the audience
- Be specific about the format AND timing of the sessions
- Make sure as many professions are represented as possible
- Encourage audience participation through Q and A

IPE Grand Rounds for 2015-2016

Hepatology
Team
10/2015



Emergency Dept
Team
11/2015



Team TBD
1/2015



Team TBD
2/2015



Urology Team
3/2015

Future Directions

- Students are interested in future IPE Grand Rounds focused on specific topics rather than just “units” or “specialties”:
 - Communication
 - Problem solving
 - Managing a “typical patient” from admission to discharge

Conclusions

- Further exploration of the efficacy of student-led IPE Grand Rounds as an extra and intra-curricular intervention is needed
- Initial positive feedback indicates that this novel approach may help to bridge the gap between classroom-based, faculty-led IPE and real-world clinical experience
- Replicable model for other institutions looking to expand or enhance their existing IPE to better prepare graduates for providing effective collaborative care.

QUESTIONS???



Any questions for IPE Faculty and Staff Advisor?
Contact Us!

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