

STUDENT INVOLVEMENT IN INTERPROFESSIONAL CURRICULUM DEVELOPMENT – THE STUDENT PERSPECTIVE

AUBREY JONES PHARM.D CANDIDATE

KENJI TANABE M.D. CANDIDATE



University of Colorado
Denver | Anschutz Medical Campus

OUTLINE

- PURPOSE
- BACKGROUND
- METHODS
- RESULTS
- CONCLUSION



PURPOSE

- TO EXPLAIN THE BENEFITS OF INVOLVING STUDENTS IN THE COURSE IMPROVEMENT PROCESS FOR AN INTERPROFESSIONAL EDUCATION PROGRAM



BACKGROUND

- WE ARE ONE OF 25 MEDICAL CAMPUSES IN THE NATION THAT HAVE AN INTERPROFESSIONAL PROGRAM
- INTERPROFESSIONAL EDUCATION IS INTEGRAL TO HEALTH PROFESSIONAL TRAINING



BACKGROUND

- AS PROGRAMS ARE NEW, IMPLEMENTATION IS HARD TO ACCOMPLISH
 - MANY STUDENTS DO NOT RECOGNIZE THE IMPORTANCE OF THIS CURRICULUM
- WE BELIEVE THERE IS AN IMPORTANCE TO HAVING STUDENTS PARTICIPATE IN CURRICULUM DEVELOPMENT

METHODS

- 2014 WAS THE INAUGURAL YEAR OF THE NEW INTERPROFESSIONAL EDUCATION (IPE) CLASS AT UNIVERSITY OF COLORADO ANSCHUTZ MEDICAL CENTER
- THIS PROGRAM WAS REQUIRED FOR ALL FIRST AND SECOND YEAR HEALTH PROFESSIONAL STUDENTS ON CAMPUS
 - NURSING, MEDICAL, PHARMACY, PHYSICIAN'S ASSISTANT, PHYSICAL THERAPY, AND DENTISTS



METHODS

- EACH PROGRAM ELECTED 1-2 STUDENT REPRESENTATIVES TO SERVE ON THE IPE COUNCIL.
- IPE STUDENT REPRESENTATIVES
 - ATTENDED WEEKLY DEBRIEF SESSIONS WITH FACULTY MEMBERS FOLLOWING THE CLASS
 - GATHERED INPUT FROM FELLOW STUDENTS THROUGH VARIOUS METHODS
 - MET INDEPENDENTLY WITH COURSE DIRECTORS



RESULTS

“OUR EXPERIENCE AND INSIGHTS AS STUDENT REPRESENTATIVES”



DEBRIEF SESSIONS



- 30-45 MINUTES FOLLOWING EVERY SESSION
- UNIQUE STUDENT PERSPECTIVE
 - THE IRAT TESTING WAS OFTEN CONFUSING AND THROUGHOUT THE COURSE, QUESTIONS BECAME MORE REFLECTIVE OF WHAT WE ACTUALLY READ AS PRE-READING
- IMMEDIATE, REAL TIME FEEDBACK
 - STUDENT VOICES BALANCED THE STRONG FACULTY REACTION TO A ROLE PLAYING SESSION

STUDENT REPRESENTATIVES AS ADVOCATES

- ADDRESSED CONCERNS OF FELLOW STUDENTS
 - GENERAL STUDENTS LEARNED TO UNDERSTAND DEBRIEF STRUCTURE
- ADDRESSED THE “WHY” BEHIND IPE
- REASSURANCE THAT STUDENT CONCERNS WERE BEING HEARD
 - DESIRED SESSION FOCUSING ON THE DIFFERENT PROFESSIONS CAME TO FRUITION THROUGH STUDENT VOICE
 - BUILT CONFIDENCE AMONGST STUDENT BODY IN THE FEEDBACK PROCESS



RESULTS



- THE STUDENT BODY WANTED TO LEARN MORE ABOUT EACH OTHER'S PROFESSIONS
- AS STUDENT REPRESENTATIVES WE BROUGHT THIS UP TO THE COMMITTEE AND GAVE SUGGESTIONS AS TO HOW WE COULD WORK THIS IN
- ULTIMATELY THIS LEAD TO THE CREATION OF A SESSION WHERE WE LEARNED EVERYONE'S SKILLS AND ABILITIES

BENEFIT TO THE STUDENT REPRESENTATIVES

- PRACTICED SKILLS LEARNED IN IPE (CONFLICT RESOLUTION AND STRUCTURED FEEDBACK)
 - DEBRIEF SESSIONS – NAVIGATING CONFLICTING OPINIONS
- LEARNED ABOUT COURSE SETUP AND LOGISTICS
 - SEVERAL OF THE REPRESENTATIVES ARE INTERESTED IN EDUCATION IN THEIR RESPECTIVE PROFESSIONS AND THIS WAS A GREAT LEARNING EXPERIENCE FOR THEM AS A STUDENT

CONCLUSION

- ENGAGING STUDENT REPRESENTATIVES HAS AN IMMENSE VALUE IN DEVELOPING AN INTERPROFESSIONAL EDUCATION COURSE
- STUDENT REPRESENTATIVES HAVE UNIQUE INSIGHT AND GREATER ABILITY TO CONNECT TO THEIR PEERS
- GIVES STUDENTS AN OPPORTUNITY TO DEVELOP AS LEADERS AND ADVANCE THEIR INTERPROFESSIONAL SKILLS



QUESTIONS?

