

The Effectiveness of an Introductory Interprofessional Course in Building Readiness for Collaboration in the Health Professions

Anthony Breitbach PhD, ATC - Saint Louis University

Katie Eliot PhD, RDN - University Of Oklahoma Health Sciences Center

International Network for Health Workforce Education

2nd European Conference of Health Workforce Education and Research

Dublin, Ireland - January 9, 2019



SAINT LOUIS
UNIVERSITY™



NATIONAL ATHLETIC TRAINERS' ASSOCIATION
INTERNATIONAL
COMMITTEE



Acknowledgement

- This presentation has been supported by a International Speaker Program Grant from the International Committee of the National Athletic Trainers' Association.
- The presentation has no other conflicts of interest.



Acknowledgement

- We would also like to acknowledge the following colleagues on our teaching and research team:
 - Leslie Hinyard PhD, MSW
 - Eileen Toomey MS



SAINT LOUIS
UNIVERSITY™



NATIONAL ATHLETIC TRAINERS' ASSOCIATION
INTERNATIONAL
COMMITTEE



Objectives

- The end of this presentation the participant will be able to:
 - Describe methods of pedagogy intentionally designed to improve teamwork and collaboration skills.
 - Describe methods used in the assessment of students' attitude toward and confidence in collaboration.

IPE at Saint Louis University (SLU)

- Interprofessional Education has been formalized at Saint Louis University for over 10 years
- Helped students become quickly integrated into the culture of the medical campus
- Has become an instrument to improve mutual understanding among the faculty, staff and students
- Instrumental in faculty recruitment and development



SAINT LOUIS
UNIVERSITY™



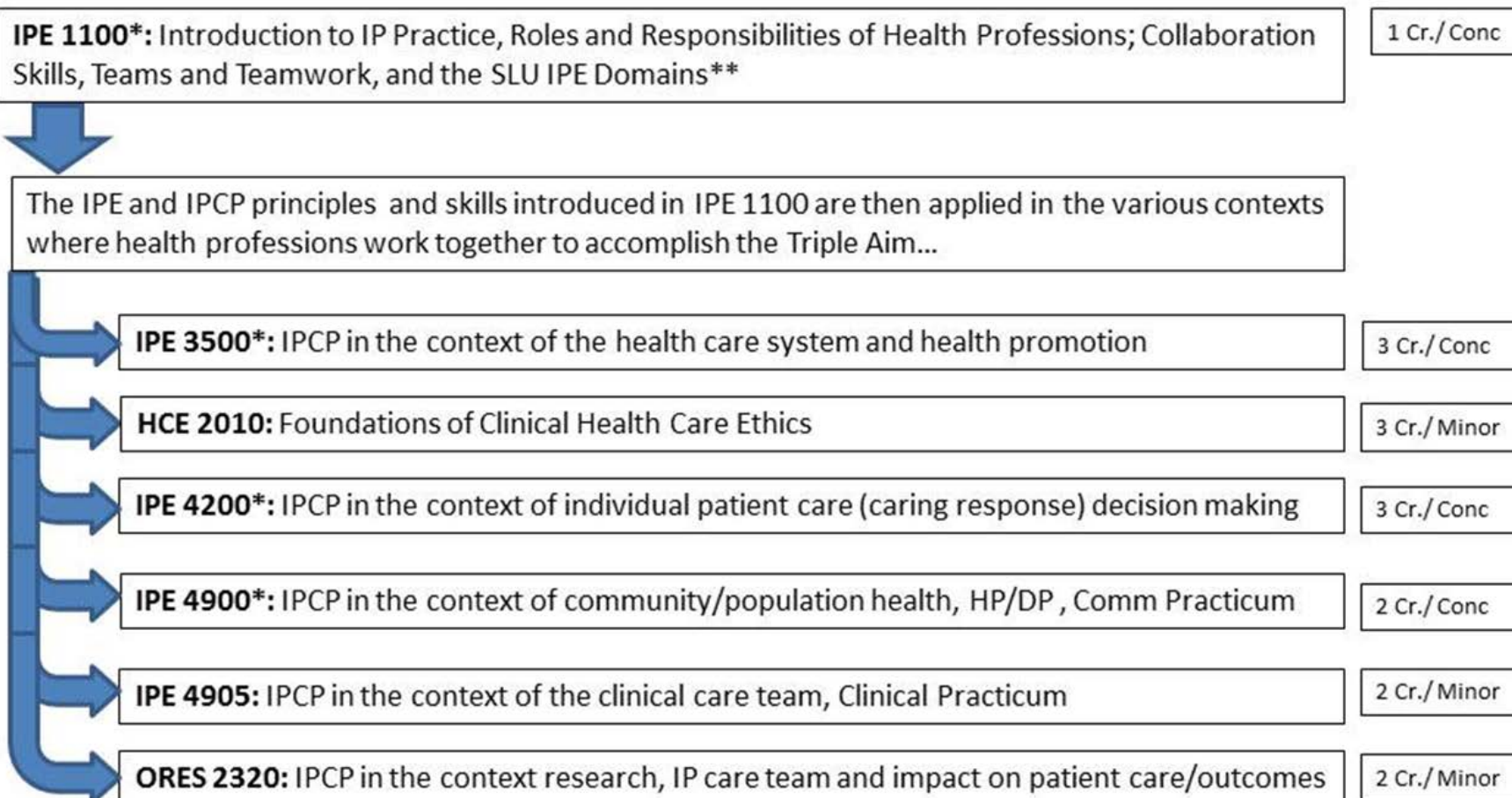
NATIONAL ATHLETIC TRAINERS' ASSOCIATION
INTERNATIONAL
COMMITTEE



NATIONAL ATHLETIC TRAINERS' ASSOCIATION
HEALTH CARE FOR LIFE & SPORT

Conceptual Framework of SLU Minor in Interprofessional Practice (IPP)

(Concentration in IPP:4 courses/9 credits. Minor in IP Practice 7 courses/16 credits)



David Pole/Irma Ruebling 5/23/14 *Concentration in IP Practice

** Five SLU IPE Domains include: Interprofessional Practice, Patient-Centered Care, Wellness, Patient Safety & Quality, and Social Justice

Criteria for IPE Learning Experiences

- Students represent at least two health professions
- A minimum of one objective involves demonstrating a level of achievement related to interprofessional competencies
- Content relating to interprofessional competencies is included
- At least one assignment includes interprofessional team work
- Student evaluation includes an assessment of growth in interprofessional competence



SAINT LOUIS
UNIVERSITY™



NATIONAL ATHLETIC TRAINERS' ASSOCIATION
INTERNATIONAL
COMMITTEE

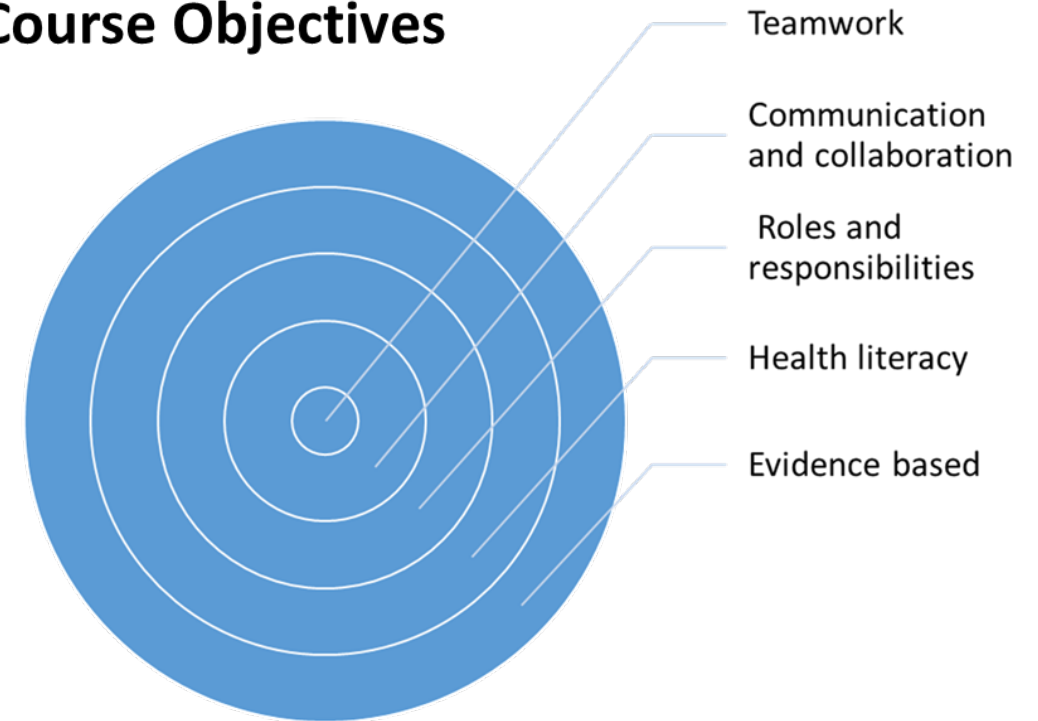


IPE 1100

Introduction to Interprofessional Health Care

Designed to provide students in health care professional programs with introductory knowledge of interprofessional teamwork within an evolving health care system.

Course Objectives



SAINT LOUIS
UNIVERSITY™



NATIONAL ATHLETIC TRAINERS' ASSOCIATION
INTERNATIONAL
COMMITTEE



Keys to Learning Experience

- Intentional design to allow for organic learning
- Leverage technology to decrease instructional support demands
- Create structure where students get guidance and practice using teamwork skills
- Focus on team activities in class and individual work outside of class
- “Walk our talk” through team teaching
- Design course to explicitly communicate schedule and course expectations
- Emphasize interaction through a relevant learning continuum
- Peer assistant from IPE office at each class session to manage classroom and technology issues



SAINT LOUIS
UNIVERSITY™



NATIONAL ATHLETIC TRAINERS' ASSOCIATION
INTERNATIONAL
COMMITTEE



Opening Activity

- Week 1 Team Report more structured to allow students to get to know each other and discuss expectations.
- Team Expectations
 - Write a mini-bio for each of your team members:
 - What do you most have in common?
 - What are unique attributes that each of you bring to your team?
 - Respond to the questions below for your interprofessional team in this class:
 - How you will communicate with each other?
 - How you will evaluate if your team is working well together?
- Course Expectations (list 2 each)
 - As STUDENTS...we have the following expectations of this course and the teaching team:
 - If you were an INSTRUCTOR...we would have the following expectations of the students



Team Video Project

- Summative Assignment designed to be shared with peers on last day of class.
- Each team develops a 1 minute video to serve as a “Public Service Announcement” regarding an assigned health topic.
- Material presented must be based on scientific research which must be cited in written assignment
- Process must also be documented in paper, along with student perceptions of the experience.
- [SAMPLE VIDEO](#)



SAINT LOUIS
UNIVERSITY™



NATIONAL ATHLETIC TRAINERS' ASSOCIATION
INTERNATIONAL
COMMITTEE



Evidence Based Searching Assignment

- Led by Liaison Librarian, designed to introduce academic searching and use of proper evidence.
 - Teams are given their Video Project topics prior to class
- Team Assignment:
 - Teams use PubMed features and tools to efficiently search their topic.
 - Teams select 3 relevant citations and provide rationales for selecting those citations.
 - Teams Copy/Paste their search terms and any Filters they used (e.g. English language, publication dates):
 - For each article, teams copy and paste the citation information (title of article, authors, journal info, etc.) and the abstract in the area indicated.



SAINT LOUIS
UNIVERSITY™



NATIONAL ATHLETIC TRAINERS' ASSOCIATION
INTERNATIONAL
COMMITTEE



“My Profession” Assignment

- This 3-part module is designed address knowledge of roles and responsibilities.
 1. Students research their respective profession individual that they can present to their team.
 2. In-class session involves a panel of health professionals/faculty in various professions.
 3. Followed by a “Name That Profession Game” activity on the following class meeting



SAINT LOUIS
UNIVERSITY™



NATIONAL ATHLETIC TRAINERS' ASSOCIATION
INTERNATIONAL
COMMITTEE



Teamwork in Health Care

- Utilizes “Frontline for Hope” episode, which shows teamwork in action

www.childrensforhope.com

- After the video, the patient, his mother and his Physical Therapist talk about teamwork and the voice of the patient in health care.



SAINT LOUIS
UNIVERSITY™



NATIONAL ATHLETIC TRAINERS' ASSOCIATION
INTERNATIONAL
COMMITTEE



Interprofessional Grand Rounds

- Standardized “parent of a patient” simulates a meeting of a family member with an interprofessional team of health professionals.
- Culminating activity where students can see the basic tenets of the course “in action”.
- The students then write an individual structured reflection on the activity.

Self-Assessed Collaboration Skills (SACS) Instrument

- Developed to address the lack of measures to evaluate the effect of IPE courses on the development of collaboration skills in health professional students.
- The Collaboration Self-Assessment Tool (CSAT) rubric (Ofstedal & Dahlberg, 2009), an educational rubric, provided the foundation for the development of the SACS Instrument.

SACS Instrument

I share information with others easily.
It is hard for me to share my ideas with others.
I routinely listen to the opinions of my fellow team members
I regularly acknowledge the efforts of my team members.
I consistently support the efforts of others.
I frequently seek feedback from my team members about the quality of my work.
I routinely go out and get all the information I can from my teammates.
I encourage other team members to get involved in the decisions that affect the team.
I voice my ideas about how the team could work better together.
I consistently participate in team discussions with an open mind.
I seek out different views than my own during team discussions.

11 items, with each item rated using the 7-point scale: 1 = strongly disagree to 7 = strongly agree.



**SAINT LOUIS
UNIVERSITY™**



**NATIONAL ATHLETIC TRAINERS' ASSOCIATION
INTERNATIONAL
COMMITTEE**



Validation of SACS Instrument

- Three pilot studies were conducted in undergraduate IPE courses to develop and validate the Self-Assessed Collaboration Skills (SACS) Instrument.
 - Spring and Fall 2016 IPE courses at SLU
- In addition to the SACS Instrument, the students also completed the following additional instruments:
 - Counterproductive Work Behaviors
 - Voice Behaviors
 - Contextual Team Performance

Validation of SACS Instrument

- The SACS measure demonstrates high internal consistency and both convergent and discriminant validity as a measure of collaboration with three skill dimensions:
 - Information sharing
 - Team support
 - Learning

Correlation of SACS with measures of team behavior and counter-productive behavior.				
Measures	N	Correlation Coefficient		
		Contextual Team Behavior	Counterproductive Work Behavior	
SACS	182	0.26*	0.01	

Note: * $p < .01$



SAINT LOUIS
UNIVERSITY™



NATIONAL ATHLETIC TRAINERS' ASSOCIATION
INTERNATIONAL
COMMITTEE



NATIONAL ATHLETIC TRAINERS' ASSOCIATION
HEALTH CARE FOR LIFE & SPORT

Assessment

- In Spring Semester 2017, the SACS instrument was administered to students in IPE 1100 twice during the semester electronically via Qualtrics.
 - Pretest – Week 1
 - Posttest – Week 15
- Each student was assigned a unique identifier which allowed comparison of longitudinal data.
 - 176 of 270 (65.2%) possible responses included in study.

Results

- Significant improvement in collaboration and teamwork skills
- Self-Assessed Collaboration Skills dimensions:
 - Learning
 - Information Sharing
 - Team Support

		n	M (SD)	Difference	t*
Self-Assessed Collaboration Skills	(Pretest)	176	5.53 (0.63)	0.44	9.94
	(Posttest)		5.97 (0.62)		
Learning	(Pretest)	176	5.38 (0.72)	0.52	9.18
	(Posttest)		5.90 (0.80)		
Information Sharing	(Pretest)	176	5.14 (1.13)	0.43	4.84
	(Posttest)		5.61 (1.05)		
Team Support	(Pretest)	176	6.06 (0.67)	0.27	5.26
	(Posttest)		6.33 (0.60)		

*All paired-samples t-tests were significant at $p < .001$

**All scales were rated on a 1 = strongly disagree, 7 = strongly agree Likert-type scale.

Conclusion

- Increased self-assessed skills in collaboration and teamwork
- Improved appreciation for person-centered collaborative health care
- Readiness to engage in upper level IPE and professional coursework

ISSN 2159-1253

H&IP

The Effectiveness of an Introductory Interprofessional Course in Building Readiness for Collaboration in the Health Professions

Kathrin A. Eliot PhD, RDN *Nutrition and Dietetics, Saint Louis University*

Anthony P. Breitbach PhD, ATC *Physical Therapy and Athletic Training, Saint Louis University*

Eileen Toomey MS *Center for Interprofessional Education and Research, Saint Louis University*

Leslie Hinyard PhD, MSW *Saint Louis University Center for Health Outcomes Research, Saint Louis University*

CITATION: Eliot KA, Breitbach A.P., Hinyard L., Toomey E.,. The Effectiveness of an Introductory Interprofessional Course in Building Readiness for Collaboration in the Health Professions. *Health and Interprofessional Practice*. 2018;3(3).



SAINT LOUIS
UNIVERSITY™



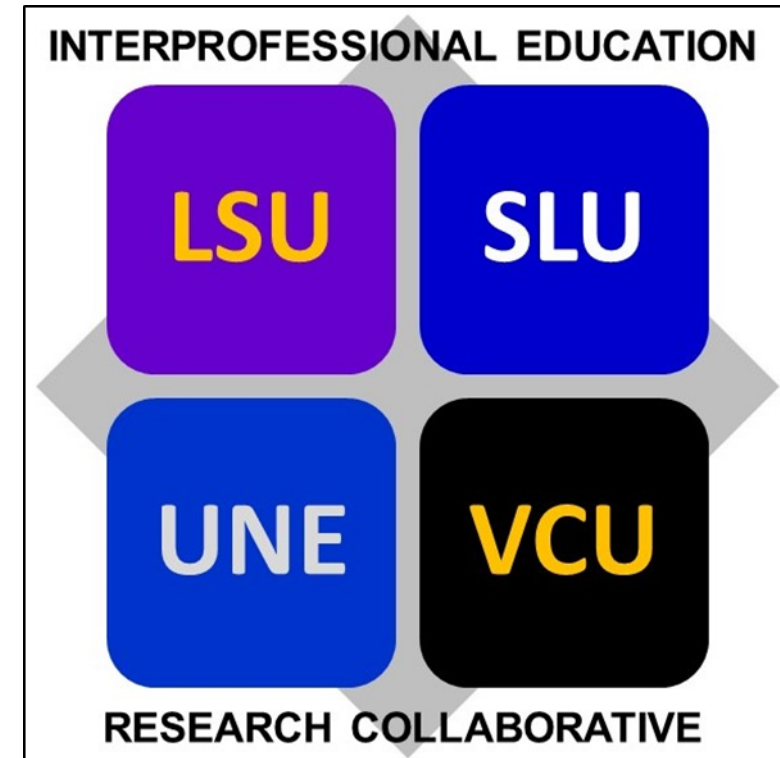
NATIONAL ATHLETIC TRAINERS' ASSOCIATION
**INTERNATIONAL
COMMITTEE**



NATIONAL ATHLETIC TRAINERS' ASSOCIATION
HEALTH CARE FOR LIFE & SPORT

Next Steps

- Introductory Interprofessional Learning Experiences
 - 4 institutions with different levels and contexts
 - Pre-post design coordinated through central database
 - Utilizes common assessment instrument incorporating SACS, UWE-FYE and SPICE-R2
 - Students in Fall 2018 term



SAINT LOUIS
UNIVERSITY™



NATIONAL ATHLETIC TRAINERS' ASSOCIATION
INTERNATIONAL
COMMITTEE



Conclusion

- Early introduction of IPE provides effective foundation and prepares students for teamwork and collaboration the future.
- Intentionally designed pedagogy and preparation allows for “more organic” student learning.



SAINT LOUIS
UNIVERSITY™

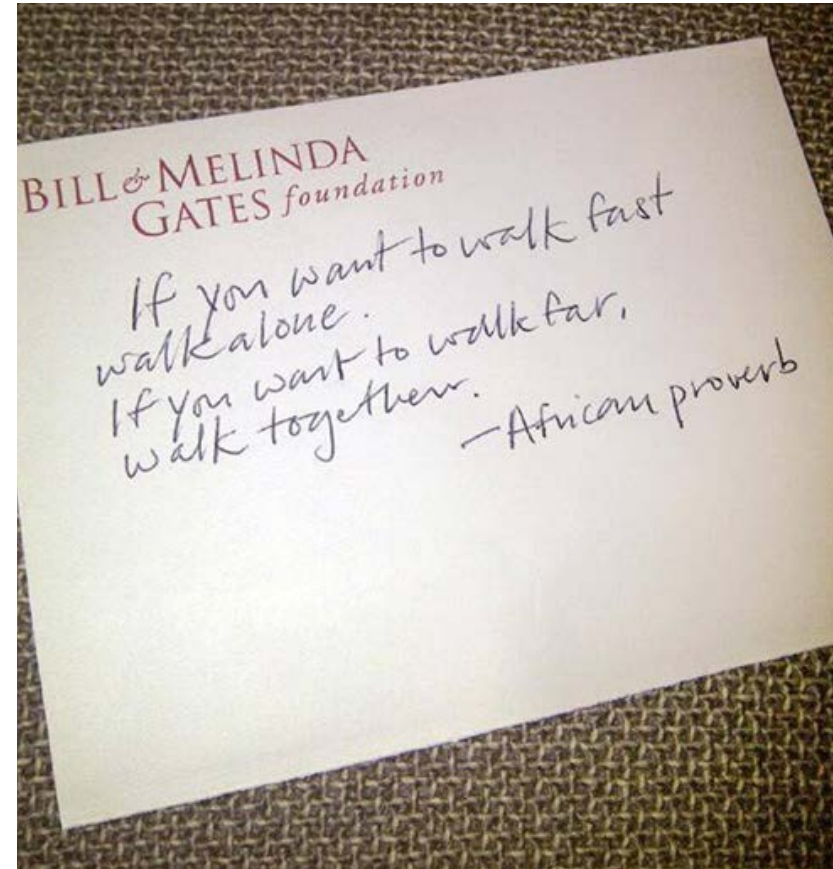


NATIONAL ATHLETIC TRAINERS' ASSOCIATION
INTERNATIONAL
COMMITTEE



Thank you!

- Anthony Breitbach PhD, ATC
 - anthony.breitbach@health.slu.edu
- Kathrin Eliot PhD, RDN
 - Katie-Eliot@ouhsc.edu
- SLU Center for Interprofessional Education and Research
 - ipe.slu.edu



SAINT LOUIS
UNIVERSITY™



NATIONAL ATHLETIC TRAINERS' ASSOCIATION
INTERNATIONAL
COMMITTEE

