

# The development of an IPE workshop for Students from up to Four Professions

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### Introduction

In this project we included participants from four healthcare professions:

- Allied Health
- Medicine
- Nursing
- Pharmacy



The goals of the workshops were to provide healthcare students with:

1. Opportunities to work with other healthcare students
2. Practice in the Shared Core Healthcare Competencies adapted for this project

The Shared Core Competencies to guide workshop development:

#### 1. Interprofessional communication

*Healthcare students/professionals communicate in a collaborative, responsible and culturally sensitive manner*

#### 2. Shared decision-making

*Healthcare students/professionals include all stakeholders in the decision-making process regarding patient healthcare outcomes*

#### 3. Role Clarification

*Healthcare students/professionals understand and respect the role and responsibility of all stakeholders*

#### 4. Patient and family centered-care

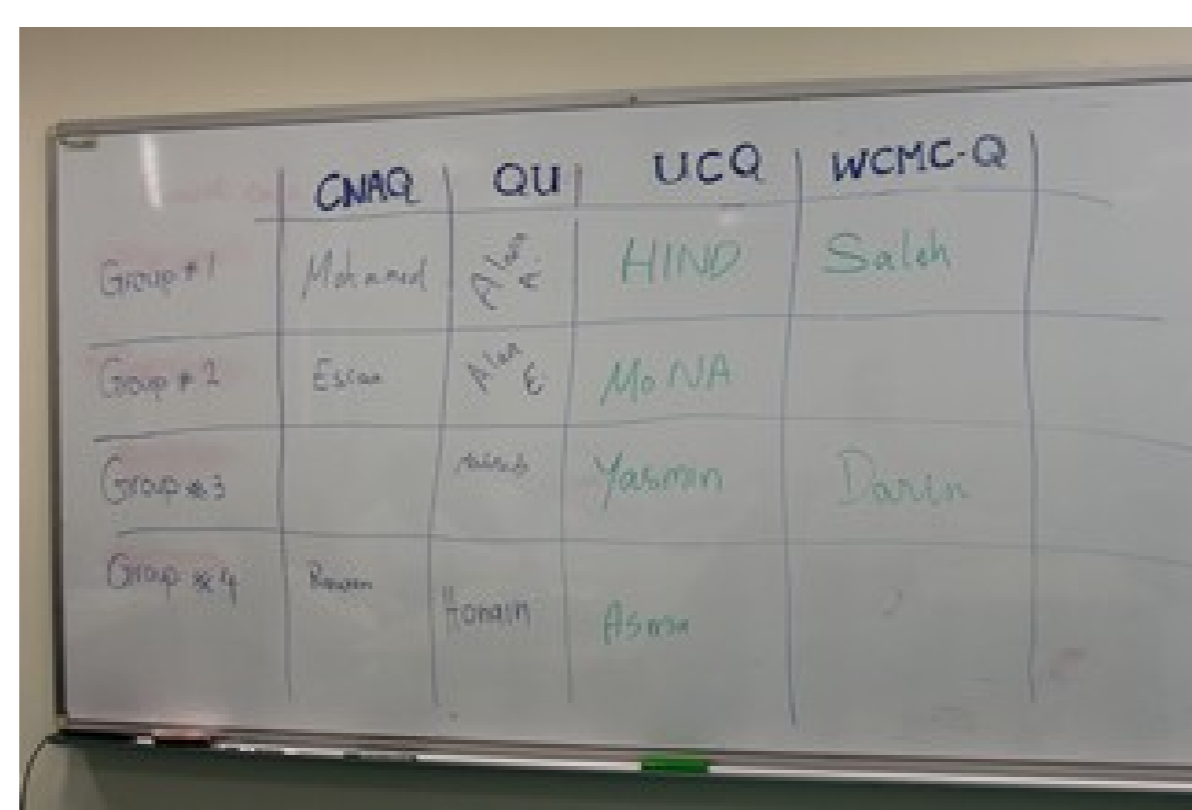
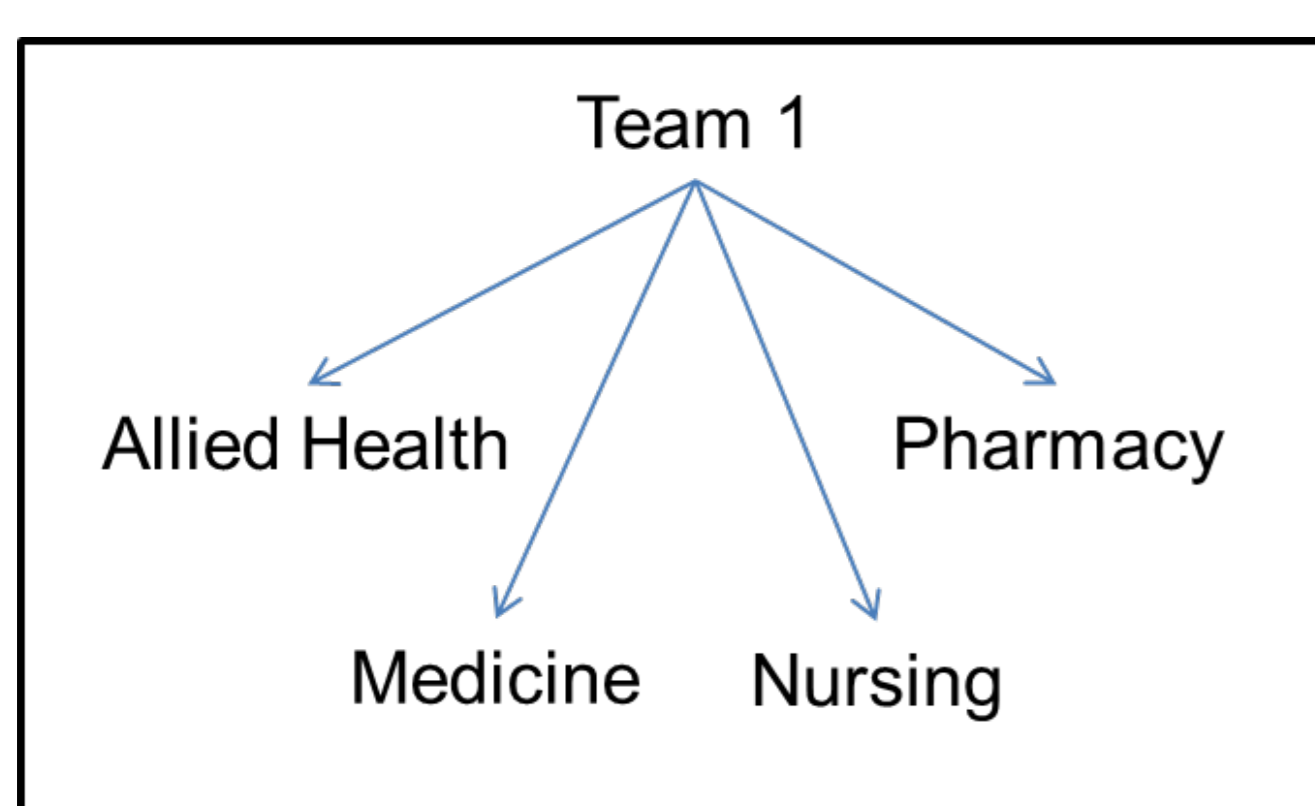
*Healthcare students/professionals seek out, integrate and value the input, and the engagement of the patient and family as part of the healthcare team*

Workshop Activities had to:

- Provide practice in one or more competencies
- Use Games to provide non-threatening environment
- Use Healthcare Scenarios to simulate real situations
- Exercise caution to ensure no activities are beyond participant knowledge
- Be able to accommodate 4 simultaneous sets of activities (4 groups)

Participants:

- 64 in total
- 4 workshops, 16 participants each
- Each workshop included 4 representatives from each profession
- Form groups based on 1 representative from each profession



### Games Development

- Games had to be fun and had to have a level of difficulty and excitement
- Included games that led to shared decision making and collaboration
- Added a time element to increase excitement

- 1) Island Game – Select 4 items to help you survive until rescued
- 2) Logo Game – Develop a logo for your team
- 3) Consensus Game– Decide which employees to retain



### Scenario Development

- Scenarios scheduled after games to ensure level of group cohesion first
- Needed to include healthcare elements but retain focus on IPE
- Could not be beyond participant knowledge (i.e., 2<sup>nd</sup> year students)
- Iterative design through inclusion of content experts
- Train actors for scenarios



Final set of Scenarios:

- 1) Food Poisoning
- 2) Asthma
- 3) COPD
- 4) Flight Emergency

### Logistical Issues

#### Scheduling

- Target sample was 64 participants, 16 from each discipline
- Different academic schedules made attendance of all 64 impossible
- Broke into 4 workshops of 16 participants, 4 from each discipline
- Had to schedule on a weekend to ensure maximum likelihood of attendance

#### Scenario Resources

- Needed to run 4 concurrent sessions to make best use of time
- Used simulation lab beds allowing for same-room sessions
- Used 'wizard-of-oz' technique to show e.g., vital statistics
- participants at specified intervals in the scenario.

### Results

#### Participants

- 58 participants
- The age of students ranged from 19 to 30.
- There were 47 female and 11 male students.

Program	Year in Program				Total
	1	2	3	4	
Nursing	2	9	3	4	14
Medicine		4	1	4	9
Pharmacy		6	9	2	17
Pharmacy Technician			7		7
Respiratory Therapist			7		7
EMS			4		4
<b>Total (%age)</b>	2 (3%)	37 (64%)	13 (22%)	6 (10%)	58 (100%)

Student responses upon completion of the workshop:

- *Communicating and knowing more about the other healthcare students were the highlight of the workshop. I learned more on the other healthcare roles, so I intend to apply how to effectively communicate with them to have better patient care. Suggestions: Please add more activities and simulations lab scenarios as these are really effective*
- *I would use this practice in a work life. Because it helped a lot to communicate with the other professionals and know/gain more knowledge.*
- *It was an amazing opportunity to work with different professionals. As a result of the workshop, when I see other professions at the hospital I will communicate with them*
- *I now better understand each profession role in the team and how to cooperate together to provide better patient centered care*
- *I got a clear idea of what to expect from other team members and where my focus in my major has to be*

### Conclusion

This study has attempted to address teaching IPE to undergraduate students from different healthcare backgrounds while considering a new teaching procedure different from the traditional classroom frame. The students liked the experience and had asked to be involved in more similar workshops for the significant information they were able to get.



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