

# Student Perceptions of an Interprofessional Experience in a Clinic Setting

Kimberly Ference, PharmD<sup>1,2</sup>; Kathleen Hirthler, DNP, CRNP, FNP-BC<sup>1,2,6</sup>; Virginia Clarke, PhD, RN, CNE<sup>3,6</sup>; Diana Easton, MPAS, PA-C<sup>4,6</sup>; Vera Walline, MPH, MCHES<sup>5,6</sup>

<sup>1</sup>Volunteers in Medicine, Wilkes-Barre, Pa; <sup>2</sup>Wilkes University, Wilkes-Barre, Pa; <sup>3</sup>Luzerne County Community College, Nanticoke, Pa; <sup>4</sup>King's College, Wilkes-Barre, Pa; <sup>5</sup>Northeast PA AHEC, LaPlume, Pa; <sup>6</sup>Northeastern/Central Pennsylvania Interprofessional Education Coalition

## Objectives

1. Employ knowledge of one's role and roles of other professions to assess healthcare needs while maintaining mutual respect and shared values.
2. Communicate as a team for maintaining health and treatment of disease.
3. Apply principles of team dynamics to plan and deliver patient/population-centered care that is safe, timely, efficient, effective, and equitable.

## Background

- Integration of interprofessional (IP) principles in student learning requires interactive, experiential opportunities for promoting patient-centered care.
- Students employing principles from *Core Competencies for Interprofessional Collaborative Practice* (2011), while immersed "real time" in a clinical setting for innovative team-based learning, can develop interprofessional competencies for building team-based frameworks in workplaces.

## Methods

- This pilot project, occurred at a volunteer clinic serving the working uninsured.
- Students from the following disciplines participated in the project:
  - Nursing (3)
  - Pharmacy (2)
  - Physician assistant (1)
- Students participated in 4 interprofessional sessions

### Week 1

- Orientation to Volunteers in Medicine (VIM)
- Patient care as per standard at VIM
- Orientation to IPE at VIM
- Review outline for 4 sessions
- Discussion on IPE
- Discuss expectations for case presentation
- Self reflection and journaling
- Focus: observation of IP team member roles (Values/Ethics)

### Week 2

- Patient care as per standard at VIM
- Discussion about IP activities
- IP care management planning session of case presentation
- Self reflection and journaling
- Focus: 1 combined IP experience of all students based upon case study discussed in week 1 (Teamwork / Team-based Care)

### Week 3

- Patient care as per standard at VIM
- Presentation of case study by students
- Discussion about IP activities
- Self reflection and journaling
- Focus: usual procedure of IP team at VIM (Communication - with patients, families and other healthcare professionals)

### Week 4

- Patient care as per standard at VIM
- Discussion - focus group questions
- Closing remarks
- Evaluation
- Focus: usual procedure of IP team at VIM (Roles and Responsibilities - knowledge of individual role and roles of other professions to meet patient needs)

## Results

Students completed an evaluation of the program using the following questions:

### Student Program Evaluation

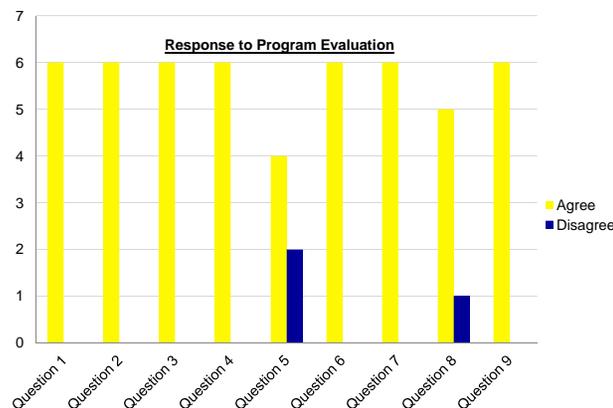
After participating in the IP experience at VIM:

1. I am prepared to work with individuals of other professions with mutual respect.
2. I am able to compare and contrast the roles and responsibilities of other healthcare providers in the assessment and addressing of healthcare needs of patients.
3. I am more competent to communicate effectively with patients, families, and other healthcare professionals.
4. I am confident in my ability to participate on an interprofessional team.
5. The orientation was helpful in preparing me for the IPE experience at VIM.
6. The journaling process was effective in assisting me to reflect on my experiences at VIM.
7. Working with the student team to assess and develop a plan for our patient was an effective experience in healthcare teamwork.
8. At VIM, I had an adequate opportunity to interact with patients.
9. At VIM, I had the opportunity to work with students from other healthcare professions.

The following likert scale was used to answer the above questions:

Strongly Disagree Disagree Slightly Disagree Slightly Agree Agree Strongly Agree

## Results



## Discussion

### Strengths

Hands-on learning in an IP environment where students interacted with real patients  
 Students exposed to the role of other professionals and gained confidence in their own skill set  
 Application of evidence-based practice by all healthcare professionals lead to a comprehensive patient care plan  
 Teamwork (dynamics) fostered communication and respect  
 Students worked toward a common goal to provide patient-centered care  
 Practitioner role models fostered IP learning and teamwork  
 Patient population less demanding on time constraints (appreciation of care, extended time spent with provider, care not based on money)  
 Changed student perception of underserved population  
 Increased individual value (independence within the team and development of professional worth)

### Weaknesses

Journal questions too specific and specified length unrealistic  
 There was not a provider with prescribing authority on both teams  
 Abundance of nursing students making individual contact with patient difficult  
 Orientation was not perceived as helpful to students  
 Organization (time, projects, objectives) could be improved to meet student needs  
 Students wanted more hands-on patient interactions with team approach

### Opportunities

Develop a more student-focused, objective evaluation (journaling and focus groups)  
 More faculty presence from each discipline during the sessions (mentoring/role modeling)  
 Gain patient perspective on type of care (IP vs. individual) and discuss expectations  
 Discuss faculty perceptions of IPE experience  
 Information gained during debriefing was extremely valuable (assure there is a formal debriefing at future IPE experiences)

### Challenges

Scheduling of students  
 Patient scheduling/volume (no-show vs. overscheduled)  
 Potential for student lack of motivation  
 Time-management (patient waiting too long)

## Conclusion

Student feedback revealed a greater appreciation for other professions and improved communication across disciplines.  
 The experience improved students comfort level for future interactions with other professions.  
 Students felt that "real time" patient care was enhanced based on utilization of strengths from each discipline.