Interprofessional Education (IPE)
Pilot Program

Milwaukee School of Engineering (MSOE) – School of Nursing and the Medical College of Wisconsin (MCW)

Problem/Concern Driving Need for IPE

- Healthcare practice is interdisciplinary and requires collaboration and teamwork skills.
- Medical and nursing students lack of knowledge about each other’s background and roles as healthcare providers.
- Specific health issues require the collaborative efforts of medicine, nursing as well as other ancillary healthcare services.

Objective

- Create an immersive, simulated experience where medical students and nursing students together:
  - Gain knowledge of the educational preparation, roles & responsibilities of each other’s profession
  - Identify opportunities for improvement in patient care through collaboration and teamwork
  - Develop communication strategies that cross interdisciplinary lines such as SBAR
  - Develop an early appreciation of the contributions of other members of the healthcare team to address the culture of silos that impacts patient care

Assumptions

- Inter-professional collaborative practice is vital to provide safe, high quality, accessible, patient-centered care.
- Future healthcare providers need exposure to and an understanding of different healthcare disciplines’ distinct body of knowledge, expertise, and skill during their learning process.
- IPE requires moving beyond discipline-specific educational competencies to those competencies of an effective clinical team.
- Experiential learning with simulation is a useful method for educating healthcare students and providers.
- Design and implementation of IPE activities requires planning, foresight, creativity, collaboration, and mutual respect.
- Design and implementation of IPE activities draws from established standards of best educational practices.
IPE Team

- **MSOE – School of Nursing - Ruehlow Nursing Complex**
  - Dr. Jane Paige PhD, CNE
  - Dr. Vikky Carlson-Oehlers DNP
  - Prof. Diane Dettinger MSN
  - Dr. Josie Wollenhaupt PhD

- **MCW Standardized Teaching Assessment Resource (STAR) Center**
  - Dr. Jose Franco MD, Discovery Curriculum Director
  - Dr. Kim Stoner, MD – Foundational Capstone Course Director
  - Dr. Edmund Duthie, MD, Chief Division of Geriatrics/Gerontology
  - Dr. Edmund Callahan MD, Emergency Medicine, Residency Program Director
  - Sue Korek MAED, Discovery Curriculum Medical Education Specialist
  - Judy Radtke, MS - Manager STAR Center
  - Deb Amos, SP coordinator

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*Learning together to work together for better health ...... (WHO)*
Sketch of Program
- Two sessions – continuation of story
  - Clinic setting followed in two weeks at acute care hospital
  - Each discipline gets different parts of the patient’s “story” and in some instances conflicting information.
  - Geriatric patient accompanied by grandchild
- Incorporated TeamSTEPPS videos for communication and leadership
- Ten teams
  - 2 medical students, 2 nursing students, 1 elder SP, and 1 grandchild SP
  - 60 characters plus faculty

Debriefing Structure
- Small groups – 2 to 3 teams
- Reaction Phase (3-5 minutes).
  - What is the first thing that comes to your mind about this simulation experience?
  - What went well and why?
- Understanding Phase (20 minutes)
  - Standardized Patients provide feedback to individual team members (5-10 minutes)
  - Faculty facilitated discussion
- Summary Phase (take away points)
  - Identify one take home point and apply to your future practice

Feedback from Students and Faculty
- Most beneficial
  - Opportunity to communicate with another discipline
  - Experience teamwork and collaboration and see how each party contributes to patient outcomes
  - Practicing SBAR
  - “Learning in simulation is when I find my weakness and how to be stronger.”
- Suggestions for next time
  - More instruction and direction for student role.
  - Clearer direction of the logistics of the simulation activity.
  - Balance providing patient information without cueing too much.
  - Designate one faculty per team for observing, cueing, and debriefing

Next Steps
- Finalize evaluation
- Analyze RIPLS pre and post assessment
- IPE follow up meeting for pilot evaluation and revisions
- Discuss future ongoing incorporation into curriculum
- Seek funding sources
- Explore interest with other institutions