

Evaluation of Interprofessional Education Intervention for Undergraduate Health-Care Students.

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Abstract

Introduction: Interprofessional education (IPE) provides health care students with the training necessary to be ready to collaborate and to work effectively in interprofessional teams. The aim of this work is to develop a robust authentic IPE intervention and to employ an evidence-based approach in assessing students' resulting performance and behaviour.

Method: Medical and pharmacy students were assigned in pairs to work together online to undertake a hospital discharge process. The intervention was repeated three times using three different patient scenarios. A multi-modality approach to assessment of students was taken to gain a better understanding of student learning and improvement. Data were collected from a validated scale completed by an interprofessional assessment team, discharge letters completed by students, written feedback provided by the assessment team, student reflections on their performance, and focus groups conducted with the students and the assessment team.

Results: The assessment team completed 54 Interprofessional Professionalism Assessments (IPA) of the students' performance, evaluated 27 discharge letters and 31 student reflections, which were received from the eighteen students who participated. Additionally, nine focus groups were conducted with students, and one focus group was conducted with the assessment team. The third IPE iteration showed a statistically significant improvement in students' interprofessional behaviour. The discharge letter, used as a proxy for patient outcome, also improved over the IPE iterations.

Conclusion: The developed and implemented intervention and assessment approach illustrated the benefits of repeating the same IPE intervention for students to develop skills and assess improvement. In the assessment, having the opportunity to provide qualitative feedback is important to provide a more global assessment of student performance. This IPE study was distinguished from other IPE studies in its ability to capture the impact of interdependence, as students worked with different partners across each iteration.

References (maximum three)

World Health Organisation (2010) Framework for Action on Interprofessional Education & Collaborative Practice. Geneva

