Inter-Professional Education (IPE)
Diabetes-Themed Activities

Dr. Stella Major MBBS, FRCGP

Innovations in Global and Medical Health Education Conference
Doha, Qatar
18th January, 2015
Acknowledgments

- Mrs. Christina Barnardo
- Mrs. Gemma Fabricante
- Mr. John Samples
- Mrs. Lan Sawan
- Dr. Mohamad Verjee
- Dr. Ziyad Mahfoud
- Simulated patients

- Mrs. Alla El Awaisi
- Dr. Ahmed Awaisu
- Mr. Ahmed Al Kaddour
- Dr. Kerry Wilbur
Background

§ Delivery of safe, effective patient care draws upon the experiences & expertise of many health disciplines.

§ Health professional training programs increasingly introducing IPE learning opportunities.

§ IPE: two or more professional groups learning with, from and about each other at the same learning event, to improve collaboration and quality of care. (WHO 2010)
IPE in Qatar

- IPE committee @ College of Pharmacy, Qatar University.
- Representatives from all health professions education colleges in Qatar.
- Goal is to promote IPE into pre-licensure training of all health professionals training in Qatar.
- This academic year, medical students joined IPE curricular activities for the first time.
Goals of the activity
40 medical & 20 pharmacy
3rd year students
IPE activity competencies

- Professional Role clarification
- Inter-professional communication
- Patient-centered care
- Shared decision-making

In small groups, reading vignette
Role clarification
Simulated Patients
Interviewing Patient
Discussion within groups & tutor
Our study aims

To determine the participants’

§ Prior IPE experience.
§ Attitudes towards inter-professional learning prior to and post IPE event (intervention).
§ Preferred format for IPE learning
§ Views on assessment of IPE events.
Study Methods

§ All students were invited to complete the RIPLS survey prior to the IPE and at its conclusion.

§ Voluntary participation

§ Ethical approval was obtained

§ RIPLS survey measures students’ attitudes to shared learning; Validated (Parsell & Bligh 1999); in Gulf Nations (El Zubeir et al. 2006)
RIPLS Survey Instrument

- Demographic characteristics & prior IPE experience
- 29 attitudinal statements; Likert scale 1-5 (strongly agree to strongly disagree)

- FOUR sub-categories
  - Teamwork and collaboration
  - Negative & Positive Professional Identity
  - Roles and responsibilities
  - Patient centered care
Data Analysis

§ Focused on those who filled both pre and post IPE event (20 pharmacy and 15 medical students)

§ Demographics were summarized

§ RIPLS Negatively worded questions were recoded. Overall scores were summarized using means and standard deviations and compared pre vs. post event using paired t-test

§ Attitudes and preferred learning format were summarized using frequency distributions

§ IBM-SPSS version 22 was used for data analysis.
### Demographics of Respondents

<table>
<thead>
<tr>
<th></th>
<th>Pre &amp; post survey</th>
<th>Response rate</th>
<th>Ages 20-24 yrs</th>
<th>Gender</th>
<th>RIPLS done before</th>
<th>Prior IPE Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacy N=20</td>
<td>20</td>
<td>100%</td>
<td>100%</td>
<td>Female 100%</td>
<td>Yes 30%</td>
<td>Yes (95%)</td>
</tr>
<tr>
<td>Medical N=40</td>
<td>15</td>
<td>38%</td>
<td>93%</td>
<td>Female (33%) Males (67%)</td>
<td>Yes 0%</td>
<td>Yes (7%)</td>
</tr>
<tr>
<td>Overall N=60</td>
<td>35</td>
<td>58%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Mean Score Difference

(Post - Pre)

<table>
<thead>
<tr>
<th>Overall N=35</th>
<th>Mean Score (SD) Pre</th>
<th>Mean Score (SD) Post</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Scale 29 items together</td>
<td>118.4 (12.3)</td>
<td>122.7 (17.0)</td>
<td>0.068</td>
</tr>
<tr>
<td>Teamwork &amp; Collaboration</td>
<td>39.4 (4.1)</td>
<td>40.7 (6.4)</td>
<td>NS</td>
</tr>
<tr>
<td>Professional Identity</td>
<td>29.0 (5.1)</td>
<td>29.9 (5.7)</td>
<td>NS</td>
</tr>
<tr>
<td>Roles and responsibilities</td>
<td>11.5 (2.4)</td>
<td>12.1 (2.7)</td>
<td>NS</td>
</tr>
</tbody>
</table>
Teamwork & Collaboration

Teamwork skills are essential for all students
Relationship with other professionals

For small group learning to work, students need to trust and respect each other
Negative Professional Identity

It is NOT beneficial for undergraduate health care students to learn together
Positive Professional identity

Shared learning will help to clarify the nature of patient problems
Relationship with patients

Establishing trust with my patients is important to me
Roles & Responsibilities

Pharmacy
I'm not sure what my professional role will be

- Strongly disagree
- Disagree
- Uncertain
- Agree
- Strongly agree

Medicine
I'm not sure what my professional role will be

- Strongly disagree
- Disagree
- Uncertain
- Agree
- Strongly agree
Roles and Responsibilities

I'm not sure what my professional role will be (medicine only)
Preferred format of Inter-professional learning (medicine & pharmacy)
Should IP learning be assessed?

Yes; Interprofessional learning should be assessed.
Study Limitations

- Small sample size limits generalizability
- Might suggest a self select group
Conclusions

§ Attitudes of all learners towards readiness to learn together, were favorable.
§ Overall mean scores of the 29 attitudinal statements, improved post activity.
§ Clarification of Roles and responsibilities improved post event for medical students.
§ IPE Workshop and events are preferred format.
§ Opinions vary regarding assessing IPE events.