Interprofessional Education (IPE) is:
“When students from two or more professions learn about, from, and with each other, to enable effective collaboration and improve health outcomes.”

Challenges with IPE curriculum development include coordinating demanding student schedules and faculty workload.

---

### Purpose

The overarching goals of this project:
- Increase students’ awareness of IPE, and promote inter-professional collaboration in the management of individuals with a cancer diagnosis.
- Engage students between disciplines in face to face and virtual collaboration culminating in recorded power point presentations.
- Utilize the Readiness for Interprofessional Learning Scale (RIPLS) to measure of student’s perception of IPE.
- Share faculty experiences regarding strategies for success with future IPE learning activities.

---

### Benefits

- High quality presentations delivering content shared by both disciplines
- IPEC Competencies:
  - Values & ethics
  - Cooperative learning between disciplines
  - Roles & Responsibilities
  - Fostered relationships to advance patient care
  - IP Communication
  - Effective use of technology to enhance team function

### Barriers

- Student schedule conflicts, (within & between majors)
- Variations in professional and personal life stages
- Pre-determined professional assumptions
- Technology knowledge deficit / challenges
- PowerPoint proficiency lacking with some students BrainShark™ recorded presentation software, lack of user expertise amongst students.

---

### Learning Activity

#### January 2016

- Formal IPE project orientation “kick off event”
- Randomly assigned student teams (11)
- Random assigned oncology topics
- Pre program RIPLS on Survey Monkey™

#### February - March 2016

- Teams developed a recorded PowerPoint presentation (Brain Shark™)
- Presentations limited to 15 slides, 10 minute duration
-AMA format

#### March 2016

- Teams posted Presentations on Wiki page
- Teams posted peer review critiques
- Teams developed 3 exam questions for final exam
- Post program RIPLS completed
- Communication feedback survey form completed

---

### Faculty Observations

- RIPLS score did not improve after intervention. May be a result of timing of data collection
- Academic stressors amongst students may have contributed to negative comments about experience
- Lack of awareness of each disciplines’ scope of practice was evident despite collaborative learning
- Range and mean ages of NP versus DPT may contribute to some variation in IPE competence
  - NP = mean age 33 years, range 25-55
  - DPT = mean age 26, range 26-35

---

### Recommendations for future IPE projects

- Dedicated schedule for IPE experiences with health disciplines
- Earlier placement of IPE learning activities in curriculum
- Multiple semesters of IPE
- Consider creative collaborative learning activities using simulation
- Extend IPE learning to shared practicum/clinical settings

---

### References