

Interprofessional Education in Rural Kansas: A Pilot Project



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Purpose

The purpose of this project was to create and evaluate intentional interprofessional and collaborative clinical experiences among family nurse practitioner students, medical students, pharmacy students, RNs, nurse practitioners, and pharmacists in rural Southeast Kansas.

Background & Significance

There is a national movement calling for aligning Interprofessional Education and clinical practice redesign to achieve the Quadruple Aim in healthcare (improving clinician experience, enhancing patient experience, improving population health, and reducing costs). Improving the training of interprofessional health professions students may help address the goals of the Quadruple Aim.

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Methodology

Mixed-methods descriptive design selected to measure levels of satisfaction with Interprofessional Education and to explore perceptions of phenomenon in the words of the participants.

Sample

- Purposive sample of 16:
- Three FNP students from Pittsburg State University
 - Five medical students from the University of Kansas Medical Center
 - Five pharmacy students from the University of Kansas Medical Center
 - One staff RN
 - Two staff nurse practitioners



Data Collection

- Audio-recorded interviews after the IPE experience using a semi-structured guide.
- Post-Interprofessional Education Experience Survey to quantify the value of interprofessional practice experiences.

Findings

Analysis identified three main themes related to student experiences with:

- 1)collaborating with other health professionals. **“To be able to collaborate with each other in future care of patient for overall quality and safety.”**
- 2)complementing other health professional’s roles. **“Complement each other’s roles to fulfill ultimate goal of holistic patient care.”**
- 3)gaining respect and knowledge of other health professional’s roles. **“Knowing what other medical professionals are trained to do.”**



Results

Question	5 Strongly Agree N (%)	4 Agree N (%)	3 Neutral N (%)	2 Disagree N (%)	1 Strongly Disagree N (%)	N/A N (%)
Participating in the interprofessional practice experience was a valuable learning experience.	14 (87.5)	2 (12.5)				
Interacting with interprofessional learners was valuable.	14 (87.5)	2 (12.5)				
Interacting with interprofessional preceptors was valuable learning.	13 (81.25)	2 (12.5)	1 (6.25)			
After participating in the interprofessional practice experience, I will use information/ skills gained.	13 (81.25)	3 (18.75)				

Implications

The data and identified themes support the use of Interprofessional Education in providing valuable learning opportunities to foster critical thinking in graduate nursing education.

References

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