INTERPROFESSIONAL GRAND ROUNDS

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Program Collaborators

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  - Pamela Basehore, EdD, MPH
  - Anita Chopra, MD, FACP
  - John Pennisi, DO
  - Drew Maygren, DO
  - Tony Tran, DO
  - Kathy Alburger

- **Rutgers School of Nursing**
  - Patricia Sayers, DNP, RN
  - Marian Nowak, DNP, MPH, RN, CSN, FCN

- **Rutgers School of Health Related Professions**
  - Charlyn Moellers, BS RRT-CPF, Respiratory Therapy Program
  - Stephanie Muth, PT, PhD, NCS, Doctor of Physical Therapy Program
The RowanSOM Interprofessional Grand Rounds was a two-hour program designed to create an atmosphere where students from different health care professions can interact and collaborate on a complex case to develop a comprehensive plan of care.

A team of interdisciplinary faculty facilitated the case-based group discussions.
Learning Objectives

- Explain the importance of effective team communication in a healthcare setting
- Stimulate team skills in respectful communication and cooperation by creating collaborative interprofessional groups
- Report increased knowledge of other health care professions and individual confidence in taking an active role as a member of an interprofessional team
Program Format

- Small groups of 5 to 7 students representing different health care professions
- The small group design created a collaborative atmosphere and allowed open communication among the students from all professions
Program Outline

- Flash Mob Video
- Transitions of Care Case Review
- Case Study Questions via “Scratch-off Ticket”
- Gait Video
- Case Study Questions via iClickers
- Faculty Debriefing
- Program Assessment
Transitions of Care Case

- A complex geriatric case where the patient has been recently discharged from the hospital
- Developed by a group of interprofessional faculty
- Designed to allow learners from each health care profession to contribute their own unique skill set and expertise
Student Learners

- **RowanSOM**
  - 2nd year Medical Students (N=134)
- **Rutgers University**
  - 4th year Nursing Students (N=28)
  - 1st and 2nd year
    - Physical Therapy Students (N=53)
  - 1st and 2nd year
    - Respiratory Therapy Students (N=20)
Epstein Educational Enterprises has developed a unique multiple-choice learning and assessment system called the Immediate Feedback Assessment Technique, ("IF-AT").

Website: http://www.epsteineducation.com/home/
Gait Video

360 Degree Turn with cane
Program Assessment

N=235 Students (who completed assessment forms)

<table>
<thead>
<tr>
<th>Health Care Profession</th>
<th>Degree</th>
<th>Year</th>
<th>Mean Age M (SD)</th>
<th>Gender % Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Students (N=134)</td>
<td>DO</td>
<td>2</td>
<td>25.48 (2.68)</td>
<td>45%</td>
</tr>
<tr>
<td>Nursing Students (N=28)</td>
<td>BSN, RN</td>
<td>4</td>
<td>26.88 (7.17)</td>
<td>82%</td>
</tr>
<tr>
<td>Physical Therapy Students (N=53)</td>
<td>DPT</td>
<td>1 (N=27)</td>
<td>24.08 (1.53)</td>
<td>66%</td>
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<tr>
<td>Respiratory Therapy Students (N=20)</td>
<td>RT, RRT, Associate’s</td>
<td>1 (N=12)</td>
<td>32.56 (6.43)</td>
<td>55%</td>
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Program Assessment

- Students felt that they learned “somewhat” more about the roles of other health care professionals than they knew before the program.
- The majority of the participants felt that all group members acted as leaders or participated equally.
- Nearly 70% of all students felt very comfortable sharing their own treatment recommendations with the group.
Student Comments

- “I think we all worked great as a team, all taking leader and participant roles and discussing options for case work.”
- “We’re all leaders – we took turns.”
- “[We] all had specific area of expertise.”
- “Everyone had valuable feedback to give.”