Interprofessional Education on Rotation: Tracking IPEC Competencies and EPA 9 via Online Reflective Journal Entry Submissions and Assessments

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Introduction

Lincoln Memorial University-DeBusk College of Osteopathic Medicine (LMI-DCOM) was established in August 2007 in Harrogate, Tennessee. DCOM’s mission is centered on the premise that the cornerstone of meaningful existence is service to humanity. This poster will illustrate a model for providing students a platform for developing interprofessional competencies in health care through partnerships that form organically with health professionals during clinical rotations. Methods for tracking and assessing journal entries focused on IPEC competencies and entrustable professional activities (EPA 9) will be demonstrated.

EPA 9

Collaborate as a Member of an Interprofessional Team

Methods

Third and fourth year students choose clinical and nonclinical professionals to learn about while rotating at select required rotations. Students submit online journal entries describing their experiences using reflection prompts mapped to outcomes and rubric dimensions used for assessment.

Interprofessional Categories

- Clinical Professionals (non-physician)
- Non-clinical professionals

Reflection Rotations

- OMS-III
  - Internal Medicine
  - Obstetrics/Gynecology
  - General Surgery
  - Family Medicine
  - Pediatrics
- OMS-IV
  - Emergency Medicine
  - Rural/Underserved Inpatient Care
  - Rural/Underserved Outpatient Care

Results

Medical Student Journal Entry:
“Communication with the CRNA in regards to the surgical cases was vital for the patient’s care... Their knowledge and confidence in their role allowed the cases to run smoothly and assured families who were worried. He made adjustments as necessary based on the patient's behavior and comments, which prevented major complications and allowed the cases to run smoother.”

Excerpt relates to Interprofessional Communications (IPEC) Outcome (CCT)

Improvements

- Prompts were repetitive; should be more specific
- Appreciated wide range of professionals to journal about
- Learned about what different professionals do
- Too many Journal entries assigned

Conclusion

A formalized process for assessing interprofessional collaborative practice via self-reflection during clinical rotations has been well received by students and faculty grader. Refinement is ongoing.

Student Pre/Post Data

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<thead>
<tr>
<th></th>
<th>PRE (N=22)</th>
<th></th>
<th>POST (N=9)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Agree</td>
</tr>
<tr>
<td>Journing about the experiences had with various clinical and nonclinical health care team members broaden my learning about...</td>
<td></td>
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<tr>
<td>the roles and responsibilities of other health care professionals</td>
<td>9%</td>
<td>5%</td>
<td>41%</td>
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<tr>
<td>the relationship between team work and patient outcomes</td>
<td>9%</td>
<td>4%</td>
<td>41%</td>
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<tr>
<td>how Interprofessional communication can prevent medical errors</td>
<td>9%</td>
<td>14%</td>
<td>36%</td>
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<tr>
<td>how Interprofessional collaboration affects patient outcomes</td>
<td>9%</td>
<td>5%</td>
<td>55%</td>
</tr>
<tr>
<td>I recommend formalization of Interprofessional interactions during rotations for future medical students</td>
<td>14%</td>
<td>5%</td>
<td>46%</td>
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</tbody>
</table>

|                      | Strongly disagree | Disagree | Agree | Strongly agree |
| Journing about the experiences had with various clinical and nonclinical health care team members broaden my learning about... | | | | |
| how Interprofessional collaboration affects patient outcomes | 0% | 0% | 67% | 33% |
| the roles and responsibilities of other health care professionals | 0% | 0% | 44% | 56% |
| the relationship between team work and patient outcomes | 0% | 0% | 44% | 56% |
| how Interprofessional communication can prevent medical errors | 0% | 0% | 33% | 67% |
| I recommend formalization of Interprofessional interactions during rotations for future medical students | 0% | 10% | 33% | 44% |

References:

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LMU-DeBusk College of Osteopathic Medicine, Harrogate, TN