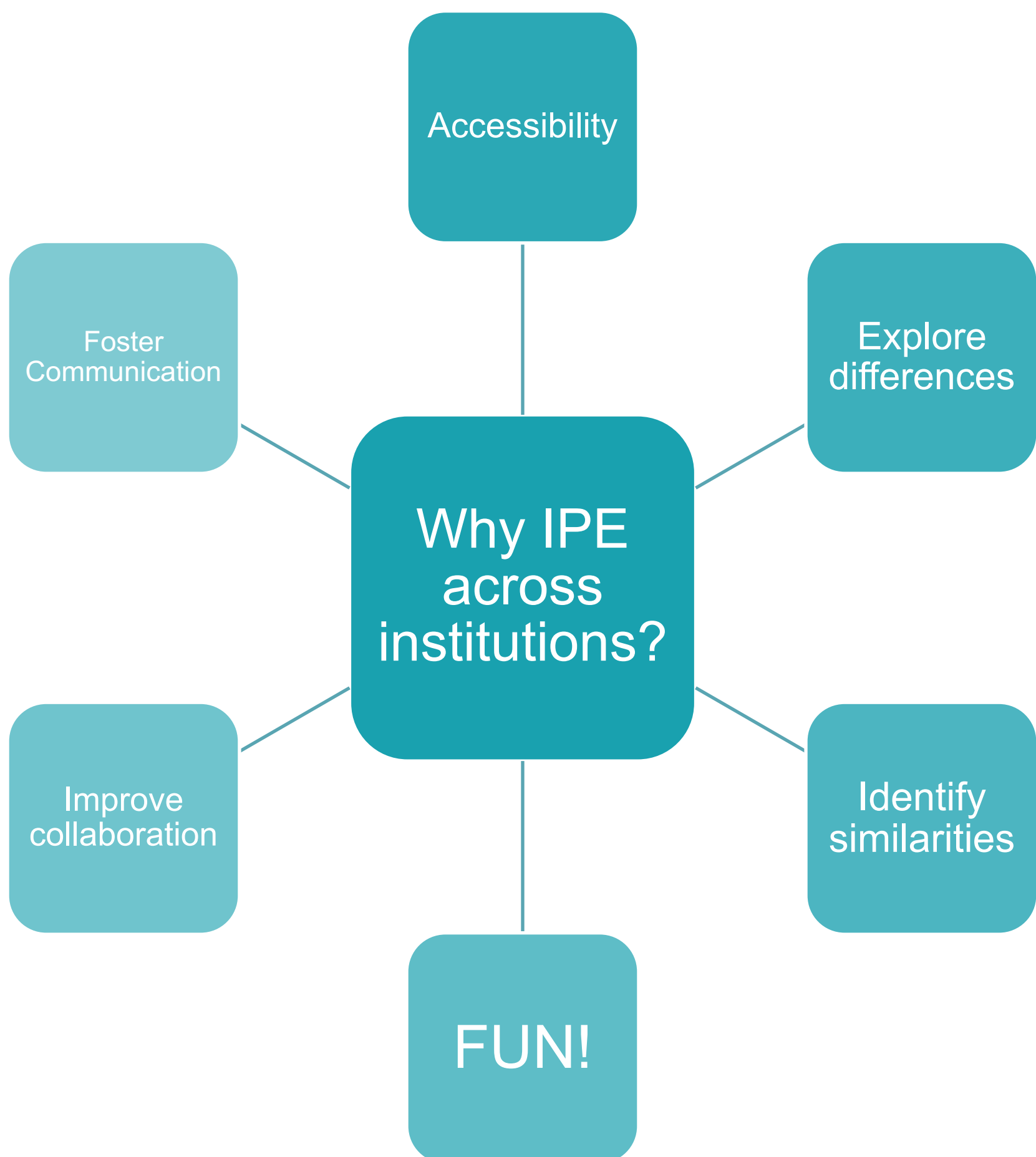


Planning and executing interprofessional education across institutions & oceans: *Making it happen!*

Sharon Holt, Senior Lecturer, Occupational Therapy, Eastern Michigan University, USA; sholt5@emich.edu

&

Andrea Zakrajsek, Professor of OT and Co-Director of Center for Interprofessional Education, Research & Practice, Eastern Michigan University, USA; azakrajs@emich.edu



No financial disclosures. We express sincere appreciation to our colleagues who have helped “make it happen!”: Becca Spragg, Maria Keelon, Jillian Graves, Vicki Washington, Hailee Lauritzen, Margaret Ann Paauw (O&P, PA, SW, & Nursing @ EMU, USA), Suzanne Trojanowski, Lindsay Marquardt, Amy Yorke (PT @ U of M-Flint, USA), Ann Marie Bright, Pauline Boland (Nursing & OT @ University of Limerick, Ireland), Olwen Halvey (SW @ University County Cork, Ireland), and Mairéad Cahill (OT @ University of Galway, Ireland)

Step-by-Step Process for IPE Development among Institutions

Meeting

- Meeting people who care about the shared value of Interprofessional Education (IPE)
- Discussing similarities & differences in students, programs, professions, etc.

Exploring

- Identifying students' learning & curricular needs
- Finding alignment with goals of learning **with, from & about** one another (IPE ~ World Health Organization)

Designing

- IPE Learning strategy that meets needs & IPE goals
- Planning for active student engagement

Doing

- Manages logistics: scheduling, setting norms
- Build in reflection for students' metacognition

Evaluating

- Are students learning/behaviors changing/skills developing?
- How do we want to make this better in the future?

Refining

- Evolving the learning situation based on evaluation results and educational trends
- More meeting & planning!

Case Example

Meeting

- OT, PT, Physician Assistant and Orthotics & Prosthetics faculty members from different institutions
- Desire to improve care of people who have had amputations using an interprofessional approach

Exploring

- What are the care needs of people who have had an amputation?
- How do we meet the care needs through effective teamwork & collaboration?

Designing

- Case of older adult (and family) who has experienced an amputation who moves through different care settings
- Discussion questions & prompts for student discussion

Doing

- 2-hour virtual session
- Reflection on roles & responsibilities of different professions, teamwork, & collaboration

Evaluating

- Findings suggest increased interprofessional student learning, as measured by pre/post test scores using the SPICE-R2
- High satisfaction among students & interprofessional educators

Refining

- Providing sustainable annual offerings with targeted improvements each year
- More meetings!

Implications for OT in Using Virtual IPE:

- Fosters regional and global accessibility & collaboration
- Prepares OT students for interprofessional healthcare interactions
- Provides deeper understanding of patient care through the perspectives of multiple disciplines