

DEVELOPMENT OF AN INTERPROFESSIONAL TEACHING UNIT AT DUKE REGIONAL HOSPITAL

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Background: Interprofessional teams deliver inpatient care; however, research using the inpatient setting as a platform for IPE is sparse.ⁱ At Duke Regional Hospital, the interprofessional team caring for patients on the general medicine teaching service includes medicine residents, interns, medical students, physician assistant (PA) students, pharmacy students and residents, pharmacists, nurses, nursing students, case managers, utilization managers and attending physicians.

Objectives: We sought to determine the educational and operational measures needed to create a high yield inpatient IPE experience, improve patient progression, satisfaction and safety, and improve learners' attitudes toward interprofessional collaboration (IPC).

Methods: Patients assigned to the general medicine teaching teams were preferentially placed on the IPE unit by enhancing coordination between hospital operational staff and the patient care team. The percent of teaching patients on the IPE unit was tracked daily. Scripted interprofessional rounds (IPR) occurred weekdays with the interprofessional team. A standardized audit tool was adapted from the ICU literature for IPR rounds to assess content and quality of interprofessional communicationⁱⁱ. To examine the impact of the IPE unit and IPR, focus groups were conducted with interns, residents, medical students, pharmacy students PA students, and nursing. A new conference series with presentations by a variety of health professions was developed to serve as structured didactic teaching about IPC skills that could be practiced on the unit. Learners evaluated the conference series using short post conference evaluations. Attitudes toward IPE were measured using the Interprofessional Attitudes Scale (IPAS), a validated survey tool.ⁱⁱⁱ Patient progression, patient safety and satisfaction were measured using existing hospital metrics.

Results/Outcomes/Improvements: The IPE unit officially started on September 1, 2016 with preferential placement of teaching service patients and IDR. Percent of teaching service patients on the unit ranged between 25-70%.

61 of 141 invitees completed the IPAS survey including nurses, charge nurse, interns, medical students, pharmacy students, medicine residents, and physician assistant students. 58.5 % had participated in IPR prior to this experience but most had not participated in an IPE initiative (53.8%) or had training in IPC or team communication (63.1%). On the initial IPAS most respondents reported positive attitudes towards IPE. Post experience IPAS surveys are in progress.

Focus groups conducted with nursing and learner groups revealed a number of themes including: effective communication, collaboration with other health professions, team building, experiential learning, efficiency and feedback and lack thereof.

Interprofessional faculty conducted learner conferences for medical students, pharmacy students and PA students. The attendees generally rated the content and speakers highly. Data collection on patient safety, satisfaction and patient progression is ongoing.

Significance/Implications/Relevance: We successfully created an IPE unit which we used as the basis for additional IPE innovations. Challenges included competing operational priorities for patient flow, unit staffing and the logistics of managing the disparate schedules of the interprofessional team. Despite this, all stakeholder groups considered IDR a valuable addition to the patient care. Future directions include faculty development on evaluating IPC skills, IDR quality improvement initiatives, inclusion of additional health professions, and further study on direct patient impacts.

ⁱ Flemming Jacobsen and Susanne Lindqvist, "A Two Week Stay in an Interprofessional Training Unit Changes Students' Attitudes to Health Professionals," *Journal of Interprofessional Care* 23, no. 3 (May 2009): 242–50, doi:10.1080/13561820902739858.

ⁱⁱ Ten Have et al., "Assessing the Quality of Interdisciplinary Rounds in the Intensive Care Unit," *Journal of Critical Care* 28, 2013: 476-482.

ⁱⁱⁱ Jeffrey Norris et al., "The Development and Validation of the Interprofessional Attitudes Scale: Assessing the Interprofessional Attitudes of Students in the Health Professions," *Academic Medicine* 90, no. 10 (October 2015): 1394–1400, doi:10.1097/ACM.0000000000000764.