

Abstract

Purpose: This poster describes two librarians' participation in the UNT Health Science Center's (UNTHSC) Interprofessional Education/Practice (IPE/P) curriculum during the Spring 2016 semester.

Setting/Participants/Resources: The Interprofessional Education and Practice department develops and integrates IPE/P training into the curriculum for all clinical programs on campus. Students from UNTHSC and other schools in the area participate in IPE/P collaborative sessions through multiple years of their education and training.

Brief Description: Two Research and Education Librarians participated in the Spring 2016 Initial and Intermediate IPE/P program. The librarians were trained along with faculty members and health care providers on principles of IPE/P facilitation and the curriculum, culminating in facilitating student group sessions during designated "IPE/P Days." This poster describes the mission of the UNTHSC's IPE/P program, the librarian's involvement in facilitator training, IPE/P student sessions, challenges encountered and lessons learned.

Results/Outcome: The library's involvement in campus IPE/P curriculum led to a greater understanding among library staff of the tenants of interprofessional education and generated new ideas for the role information professionals can play in IPE/P curriculum and practice. Facilitating sessions comprised of students and clinicians from a variety of campus departments and organizations in the surrounding area also provided new outreach and marketing opportunities for library services.

Discussion/Conclusion: Interprofessional education is an emerging area of health science curriculum in which librarians can contribute to research and education at their organization.

IPE/P at UNTHSC

Since 2012, UNTHSC has identified IPE/P as "a primary initiative in the institutional strategic plan" ("History of IPE/P at UNTHSC," 2015). Interprofessional Education and Practice (IPE/P) activities are integrated into the curriculum of all UNTHSC colleges and schools, with the exception of the Graduate School of Biomedical Sciences (GSBS). Currently UNTHSC students collaborate with healthcare students from three other area universities in ten academic programs. ("History of IPE/P at UNTHSC," 2015).

IPE/P activities begin the first year of a student's education and continue throughout each year of their program. Students are assigned learning modules and other homework assignments to complete before attending in-person, collaborative sessions on the UNTHSC campus. During IPE/P sessions, students work as an interdisciplinary health team to address a specific case, drawing on the strengths of each profession and in order to learn from each other. There are approximately 10-12 students from multiple programs per small group, and each small group is assigned 1-2 facilitators.

These IPE/P sessions are facilitated by healthcare providers, as well as faculty or staff from participating institutions. Facilitators assist with collaboration amongst the students and they are encouraged to simply observe and promote learning and conversation, rather than participating in the discussion themselves. By the end of the IPE/P curriculum, students are able to demonstrate core IPE/P competencies as defined by the Interprofessional Education Collaborative ("Defining IPE/P," 2015), and are prepared to effectively collaborate with other health care providers outside of their own profession in order to improve patient care ("IPE/P Curriculum," 2015).



Librarian Involvement

Research and Education Librarians served as facilitators for two IPE/P sessions during the Spring of 2016:

- Initial Session: Population Health and Obesity (Elena's Case)
- Intermediate Session: Root Cause Analysis (Quinn's Case)

Facilitator training included:

- Short training session offered by the Department of Interprofessional Education and Practice
- Online homework and training material assigned to students
- Facilitator Guide, containing schedule for small group sessions and suggestions for how to introduce activities and stimulate discussion

Facilitators were assigned to one small group room where they led two separate group sessions over the course of the afternoon. Facilitators asked the students to review the specifics of the case they were assigned, and then led their groups through the activities and discussion using their facilitator guide. Both librarians who participated are liaisons to assigned academic departments on campus. We were able to pair up with faculty members from our departments for the small group sessions. As a result, it was an excellent opportunity for further outreach within our academic departments.

We found that we were able to bring a unique perspective to the discussion as information professionals. Students were asked to identify ways the clinical health care team could develop appropriate interventions for childhood obesity, utilizing community and government resources. Due to our knowledge of freely available health information resources, we were able to offer suggestions and promote discussion in that direction.

Acknowledgements

Special thanks to the UNTHSC Department of Interprofessional Education and Practice:

- Dr. David Farmer, Director
- Cynthia Carroll, Assistant Director
- Laneve Vejsiri, Senior Executive Assistant

IPE/P Session Statistics

Initial IPE/P Session: Population Health and Obesity (Elena's Case)

- 700 students
- 84 interprofessional student teams
- 38 faculty/professional facilitators

Intermediate IPE/P Session: Root Cause Analysis (Quinn's Case)

- 570 students
- 69 interprofessional student teams
- 30 faculty/professional facilitators

Outcomes and Opportunities

Serving as official facilitators for the IPE/P sessions at UNTHSC provided a wonderful chance for the Research and Education Librarians to broaden their instruction and teaching skills with a varied audience of health and social science students. Facilitating sessions also allowed the librarians to collaborate with a wider group of faculty both from inside and outside their home institution. This was a win-win opportunity to help deliver a successful IPE/P event while also gently promoting the breadth of the value of librarians and library services.

We believe there are numerous opportunities for future collaboration with the IPE/P department. These could include assistance with implementing information and communication technologies within IPE/P sessions which has been attempted in other IPE/P settings (Curran et al., 2015) or possibly veering toward session facilitator training. Librarians are often adept at moving between and guiding diverse groups of learners which is a necessary trait for facilitators and those preparing to facilitate an IPE/P session (Treadwell & Havenga, 2013). As future collaborations between the library and IPE/P are pursued, there would hopefully exist an opportunity to formally measure and track the impact of librarian participation or library skill components within IPE/P sessions.

References

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IPE/P Background

"Interprofessional education (IPE/P) is defined as an intervention where the members of more than one health or social care profession, or both, learn interactively together, for the explicit purpose of improving interprofessional collaboration or the health/well being of patients/clients, or both" (Reeves, Perrier, Goldman, Freeth, & Zwarenstein, 2013).

The advent of wider knowledge and pushes for increased IPE/P in the United States can at least in part be traced to the 2003 publication of *Health Professions Education: A Bridge to Quality* by what was then the Institute of Medicine for the National Academies (Epstein, 2015). Today a cursory search for the term IPE/P will return a plethora of results from a broad range of health science, education, and professional programs.

IPE/P, Libraries, and Librarians

Libraries and librarians are not strangers to supporting health and social care institutions as well as their faculty, students, staff, and clients. While there is ample literature detailing all aspects of IPE/P, there is a much more limited literature base focused on librarian roles and contributions to IPE/P. This is not to say that librarians haven't played any role in IPE/P programmatic activities as there is some evidence of library support in various capacities to IPE/P interventions. In some instances, it might be logistical and organizational support via the provision of collaborative spaces and scheduling (Epstein, 2015).

One particular IPE/P program included librarians in the planning of a module alongside doctors, physiotherapists, nurses, radiographers, and students from the various disciplines. The module included library information sessions, skills and resources. These components were evaluated in a post-module questionnaire with over 70% of those surveyed positively supporting the library centered components (Cusack & O'Donoghue, 2012).

Another instance of librarian involvement was centered on the provision of support for the evidence-based practice (EBP) components of an IPE/P intervention within pediatric rehabilitation. Among the various facilitation support structures that included e-learning tools and group mentoring was the provision of access to a clinical librarian. Thought it was interesting to note that the librarian was considered part of supplement suite of tools that was noted to be possibly "cost-restrictive" (Glegg, Livingstone, & Montgomery, 2016).