Outcomes from an Interprofessional Educational Model for Teaching Community Health

Michele P. Pugnaire
University of Massachusetts Medical School

Mary L. Zanetti
University of Massachusetts Medical School

Michael A. Godkin
University of Massachusetts Medical School

See next page for additional authors

Follow this and additional works at: http://escholarship.umassmed.edu/res_eval
Part of the Educational Assessment, Evaluation, and Research Commons, and the Medicine and Health Sciences Commons

Repository Citation
http://escholarship.umassmed.edu/res_eval/12

This material is brought to you by eScholarship@UMMS. It has been accepted for inclusion in Office of Institutional Research, Evaluation, and Assessment Publications and Presentations by an authorized administrator of eScholarship@UMMS. For more information, please contact Lisa.Palmer@umassmed.edu.
Outcomes from an Interprofessional Educational Model for Teaching Community Health

Authors

This poster is available at eScholarship@UMMS: http://escholarship.umassmed.edu/res_eval/12
Outcomes from an Interprofessional Educational Model for Teaching Community Health

Michele P. Pugnace, MD, Mary L. Zanetti, EDD, Michael A. Godkin, PhD, Deborah A. Katz, MS, Robin Toft Klav, DNSc, RN, Janet Fraser Hale, PhD, RN, CS, FNP, Jill M. Terrien, PhD, APRN-BC, Linda J. Cragin, MS, Suzanne B. Cashman, ScD

Background: Interprofessional team work is widely recognized as an essential component of our health care delivery system. At UMass, an interprofessional educational partnership was established with the goal of promoting interprofessional teaching to medical and nursing students in the area of community health.

The UMMS Interprofessional Educational Model:

- The partners comprised the School of Medicine, the Graduate School of Nursing, the Department of Family Medicine and Community Health, the Statewide Area Health Education Center (AHEC); and Community Catalyst, a non-profit patient advocacy organization.
- The interprofessional educational experience featured a 3-hour “Walk in My Shoes” (WIMS) simulation session (developed by Community Catalyst) in which barriers to health care access are “experienced” by students and faculty in a simulated large group exercise.
- In SY 05-06, all 1st year medical students and all 2nd year nursing students and faculty in a simulated large group exercise.
- In SY 05-06, all 1st year medical students and all 2nd year nursing students from the Graduate Entry Pathway participated in the simulation session, conducted as part of a 2-week Community Health Clerkship. An interprofessional team of faculty representing nurses and physicians from a variety of community-based agencies and services also participated in the simulation session.

Methods: Four evaluations were developed and administered to 141 participants (medical students=101; nursing students=40) to measure the effectiveness of major components of the interprofessional educational experience. Students completed an overall evaluation (See Figure 1) at the end of the 2-week clerkship experience (n=124) and a WIMS simulation session evaluation (See Figure 2) upon completion of the session (n=121). Eighty-one participants completed both pre- and post-tests (matched design) of the WIMS simulation session (See Figure 3).

Results: The evaluations completed at the end of the Community Health Clerkship showed that more than 90% rated “agree” or “strongly agree” on each of five items pertaining to the importance of interprofessional teamwork among health care professionals (see graph below).

Conclusions: Our evaluation outcomes support the feasibility of an interprofessional educational model for teaching both medical and nursing students issues related to community health and that both groups of learners express favorable perceptions of an interprofessional educational experience.