

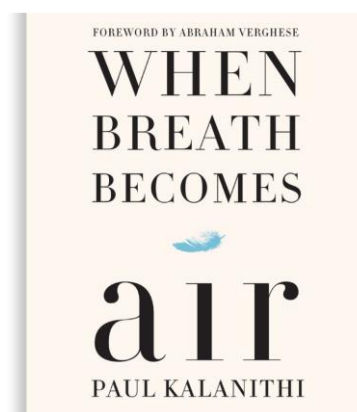


Book Discussions for Health Sciences Interprofessional Education: An IPE Pilot Project

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Abstract

Academic health sciences librarians worked with the Interprofessional Education (IPE) Steering Committee UNC-CH to organize an inaugural interprofessional book discussion for incoming health sciences students in allied health, dentistry, medicine, nursing, pharmacy, public health, and social work, to learn from, with, and about other professions. 91% of students agreed in a post-survey that we achieved this goal.



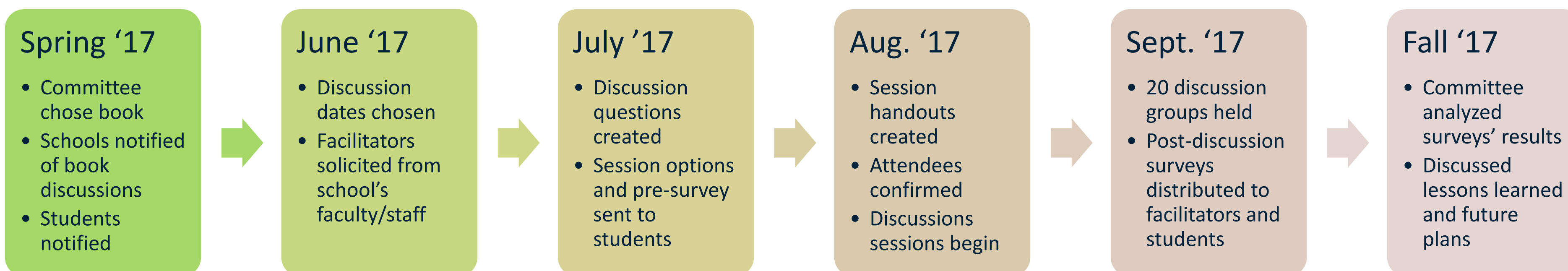
IPE4UNC Background

The IPE Steering Committee was established Spring 2016 to advance Interprofessional Education (IPE) and Collaboration (IPC) through all health affairs schools and the Health Sciences Library at UNC Chapel Hill.



Book discussion group, photo by Bob Ladd

Pilot Project Timeline



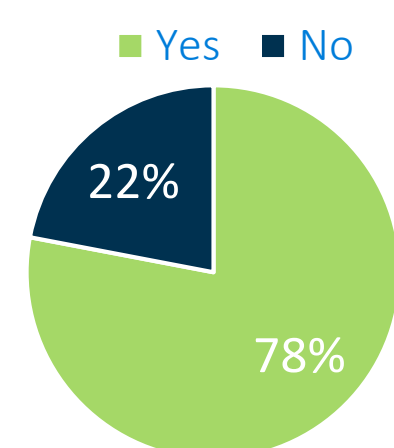
Process

Members of the IPE steering committee suggested four books, ranked each title, and the highest ranked title was chosen. Members of the committee also consulted with their schools for reactions to the book project and reactions were positive.

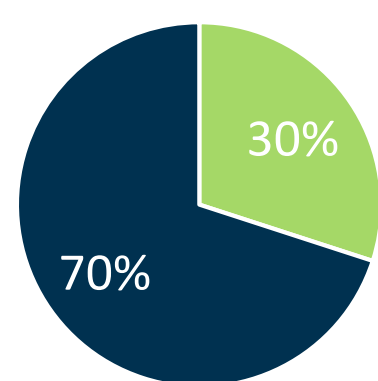
The committee also consulted with the campus freshman reading program coordinators. Then, a sub-group of the committee was formed to focus on the implementation process.

Students were surveyed before and after the discussions about IPE and their experience.

I have participated in an IPE event



Yes No



I have worked on an interprofessional team in a health setting

Most students had participated in IPE events before, but the majority had not yet worked in interprofessional team settings.

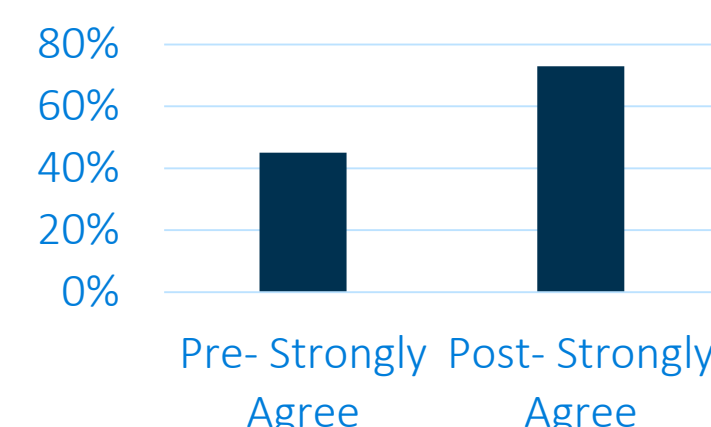
Results

Student surveys Pre- and Post-discussion session showed students' growth in thinking about inter-professionalism.

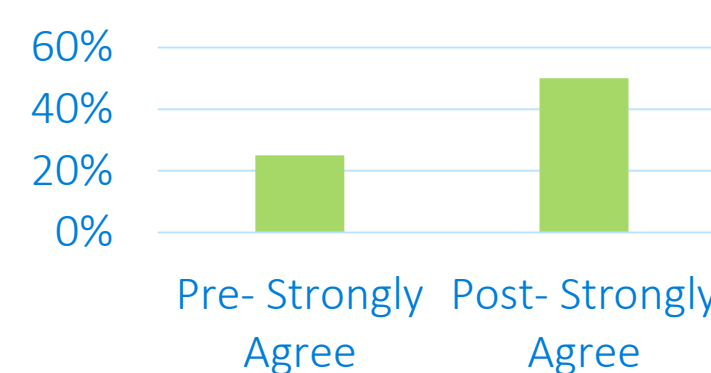
Students were asked before and after discussion sessions if interprofessional collaboration is essential when providing care for patients and families.

Most students agreed even before, but there was a high increase of those who Strongly Agreed after attending a discussion session.

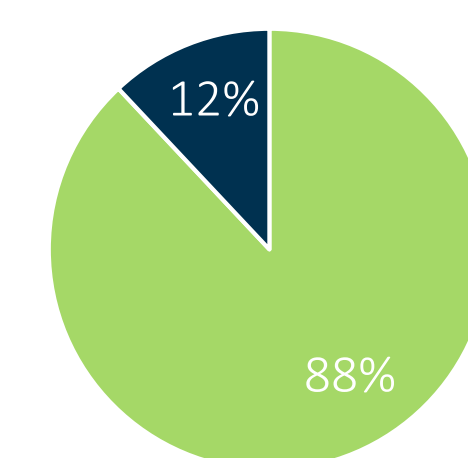
I am comfortable with the idea of interprofessional team care



I am comfortable describing my professional role to another team



IPE is essential to healthcare (Post-discussion)



Strongly Agree Agree

Lessons Learned

Key takeaways to improve the process for the next time:

- Start planning early
- Include publicity and outreach
- Communicate the right information at the right time – Why this project? What are the goals? Who is participating?
- Automate scheduling and other processes if possible



Book discussion group, photos by B. Ladd & L. Richardson

Conclusions

In our Post-surveys, 100% of students and 96% of faculty said they would like to be involved in future IPE projects.

This was a great experience and one that other institutions should consider as a sustainable IPE project with benefits for students and faculty.

References

Kalanithi, P. When Breath Becomes Air. New York, NY: Medical Library Association and Neal-Schuman; 2008.

For More Information

For more on IPE at UNC use the QR code to the right, visit our website, or find us on Twitter:

<http://go.unc.edu/IPEbookclub>

@IPE4UNC

