IITG Project Outcomes Form - Update Outcomes

Name of person reporting outcomes
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IITG Project Title
2014-UB-Lyons-Information resources

Have you applied for, or received additional funds? (choose all that apply):

- Consider the project complete, and do not intend to seek additional support
- Other (please specify in text box below)

Will look to expand the project and seek funding at that time.

File Two Upload and Brief Description
The goal of this collaborative University at Buffalo (UB) and SUNY Buffalo State (SBS) project was to pilot the use of classroom technologies in combination with other virtual and flipped classroom instruction methods to facilitate innovative approaches to instruction encompassing inter-professional teams of librarians, faculty and students involved in health-related profession training programs on both SUNY campuses. The project included planning, testing and assessing these models of inter-professional instruction and student competencies identifying, evaluating and sharing evidence-based information resources in a face-to-face case study collaborative exercise examining inter-professional decision-making in preparing a patient health care plan. This project will support UB's Inter-Professional Education (IPE) and Collaborative Practice Initiative which includes the development of the following core curriculum skill sets: 1) Collaborative information management and informatics skills. 2) The effective use of information technologies, and 3) Collaborative research & scholarship skills. Those involved in the project include the UB schools of Medicine and Biomedical Sciences, Dental Medicine, Nursing, Pharmacy and Pharmaceutical Sciences, Public Health and Health Professions, and Social Work. The project also extended to Buff St's undergraduate health-related professional training programs in Dietetics, Health & Wellness and Speech-Language Pathology. Based on our review of the current literature, this project was unique among inter-professional education (IPE) programs nationally for its leadership involvement of librarians and its focus on evidence-based information management skills training.
The project planning activities will involve teams of UB, and SBS librarians working with teaching faculty and instructional design staff at both universities to design potential collaborative, team-based models of instruction that will take advantage of classroom technologies.
The curriculum planning focused on the use of teaching methods that facilitate collaborative inter-professional instruction that contributes to meeting core IPE competencies and national health profession program accreditation standards.

The curriculum planning teams prepared and developed two short video tutorials and other web-based learning resources that students were assigned to review and complete in preparation for the in-person team learning activities. Additionally, prior to the in-person event, students were required to complete a module describing the Roles and Responsibilities of each profession.

On September 18, 2015 student subjects met their interprofessional teammates in SBS Butler Library's active learning classroom (Steelcase media:scape) for a 2-hour session (see photos below). Librarians and faculty served as facilitators. Students were grouped in teams of 5 with only one subject representing a profession at each table. They introduced themselves and their profession to their teammates and then were presented the case study for review. (The case was written by a faculty member and vetted by faculty representatives from each profession.) Subjects collaboratively developed an interprofessional evidence-based Plan of Care for the

patient. They shared plans with the whole group. After completing a post-assessment subjects participated in a group debriefing of the project. They were asked, "What went well" and the response was extremely positive. They found valuable information in the evidence-based modules. They liked being able to consult with another profession immediately, especially being able to work with student professionals; they felt it would be easier to ask for a consult in their next clinical setting. They were asked, "What should we do differently?" Discussion centered on tweaking times and group composition. Students indicated that they would have liked to be presented with the case prior to the event, so that they could have more time to investigate the literature. The project's librarian and faculty leadership team assessed student readiness and reaction to interprofessional education (IPE) with the frequently used IPE RIPLS tool. Students were also evaluated on their understanding and application of evidence-based practice methods, using the modified Fresno tool. An overall survey of student participant reaction was requested at the end of the 2 hour event. Overall reaction of participants to the interprofessional education student event was very positive, and many students indicated that it was an enlightening experience that enabled them to better understand other health sciences professions and provided them with a greater awareness for where there are overlapping interests in care. Each indicated that he/she would like further educational opportunities to interact with other health professions.

Project Website Address (Hyperlink 1)
http://library.buffalo.edu/iec/

Hyperlinks to journal articles or campus/local/national press releases describing your project
See below

Any additional resources or updates you wish to share?
Documents, files, links that were used to develop the project:

1. Documents that include information to replicate the project
a. Self-paced, flipped classroom instruction modules
b. Completion of pre-assessment module
c. Completion of post-assessment module
2. Links to data sources – development of online instruction modules
a. UB Learns @ the University at Buffalo
b. BlackBoard @ SUNY Buffalo State
c. Evidence-Based Practice – University of Minnesota, Health Sciences Libraries (Creative Commons)
d. Welcome to Study Design 101 – Himmelfarb Health Sciences Library (Creative Commons)
e. Roles and Responsibilities of Health Sciences Professions
3. Websites that support your innovation
a. PubMed, National Library of Medicine, National Institutes of Health
b. RIPLS – Readiness for Interprofessional Learning Scale
c. Adapted Fresno Test of competence in Evidence-Based Practice
4. Journal articles resources
a. McCluskey, A, Bishop, B., The Adapted Fresno Test of competence in evidence-based practice., Journal of Continuing Education in the Health Professions, 2009, Spring, 29(2):119-126. Doi: 10.002/chp.20021.
b. Reeves, S., Boet, S., Interprofessional Education and Practice Guide No.3: Evaluating Interprofessional education: Journal of Interprofessional Care, Early Online:1-8, doi: 10.3109/13561820.2014.1003637
c. Rudolph, J W., Debriefing with good judgement: Combining rigorous feedback with genuine inquery, Anesthesiology Clinics, 2007, 25:361-376.
d. Zorek, J., Raehl, C., Interprofessional education accreditation standards in the USA: a comparative analysis, Journal of Interprofessional Care, 2013, 27:123-130, doi:10.3109/13561820.2012.78295..
5. Campus articles or other news stories and videos that describe the project
a. Let's Make IPE a Success. Together http://library.buffalo.edu/iec/ link for the conference held at the University at Buffalo on October 30, 2015.
b. NN/LM National Libraries of Medicine. Middle Atlantic Region, The MARquee, Interprofessional Education Conference: Save the Date. https://nnlm.gov/mar/blog/2015/07/16/interprofessional-education-conference-s-ve-the-date/
c. National Center for Interprofessional Practice and Education, Educating Health Professionals for Interprofessional Practice, https://nexusipe.org/engaging/conferences-events/educating-health-profession-

ls-interprofessional-practice