IPE Committee Meeting Minutes  
10/2/2013

Attendees:
- Pharmacy: Tamara Chinarian (student)
- Physician Assistants: Anne Walsh, Melissa Durham, Yvonne Banzali
- Division of Biokinesiology & Physical Therapy: Cheryl Resnick
- Norris Library: Eileen Eandi (chair), Amy Chatfield (notes)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Discussion</th>
<th>Action Items</th>
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<td>New scales for measuring aspects of IPE learning</td>
<td>Scales to measure IPE learning is an interest at USC. The IPG-C has located two new scales (Geriatrics Attitudes Scale, and another scale which will be provided at a later meeting) that measure attitudes and teamwork, and will trial these with the IPG-C students this year. They previously used the IEPS scale with students and intend to attempt to compare responses from IEPS and these new scales, to help discover which are more reliable/relevant for our populations.</td>
<td>All scales discussed at IPE committee or Executive Committee meetings are listed on the IPE portal, <a href="http://norris.usc.libguides.com/ipe">http://norris.usc.libguides.com/ipe</a>. If possible, the actual scale/instrument itself is provided. If this is not possible, links are provided to research articles that describe the creation, validation, and use of each instrument.</td>
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<td>Recap of topics discussed at recent IPE Executive Committee meetings</td>
<td>The IPE Executive Committee is planning an IPE event to occur during March 31-April 4th, 2013. Event is intended to instruct students on: - interprofessional communication and decision-making skills in a hospital setting - use of the electronic health record (EHR) Prior to the event students will: 1. view a recorded EHR training session</td>
<td>Eileen Eandi will bring the IPE Committee’s concerns and recommendations about the EHR IPE event to the Executive Committee for further discussion.</td>
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<td>Created either by Cerner or the IPE Committee</td>
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<td>2. view a 1-hour IPE introduction covering concepts of IPE and instructions for the event. This program will be created with Adobe Connect and recorded so it can be viewed by all students.</td>
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<td>3. complete a pre-test measuring their attitudes towards IPE.</td>
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During the event students will review and follow 1-3 hypothetical cases in the HER that involve all health disciplines participating in the event. Students will make recommendations and decisions based on the existence of the interprofessional team. Work will be done asynchronously, following one patient throughout the week:

Following the week-long event:

| 1. a group of faculty preceptors representing each discipline will conduct a separate 1.5 hour debriefing session with the students of each participating program. Students will discuss problems and benefits of using an EHR to communicate with others. |

Students will take a post-test measuring their attitudes
towards IPE, and write a reflective essay on how their attitudes have changed.

The Executive Committee is currently working on determining which students will participate; selecting dates for the debriefing sessions; creating/findings scales for measuring the changes expected in student attitudes; writing cases. There is not yet a final decision about which schools and students will participate.

There was much discussion of this proposed event and its benefits and drawbacks.

The IPE Committee thinks this is a good way to support positive attitudes towards teamwork. It is unclear how an asynchronous activity where students do not interact face-to-face with other students, and where the major emphasis is placed on documentation in the EHR, really fulfills the spirit of “interprofessional education.” The focus on using the EHR means this is more of a “systems and technology” focus. However, this type of interaction may be realistic for health care settings. Perhaps this could be changed to include small groups of students in interprofessional groups, to enhance the learning and interprofessionalism aspects.

| What is the role of the IPE Executive Committee and the IPE Committee? | There was much discussion about the original and current goals/aims of the two committees. | Eileen Eandi will review the original committee charges for both the IPE Committee and Executive Committee and bring this up for |
The genesis of the Executive Committee was to create a smaller group that could do several things:
1. Carry out the ideas generated by the IPE Committee, which is large and has frequently-changing membership, meaning that generating follow-through on projects can be difficult;
2. Convince Provosts/Deans to provide funding;
3. Who had the administrative power to examine schedules, change course timing, and otherwise adjust curricula to help provide time for IPE within each school.

Recently the Executive Committee has begun generating new ideas and acting on them. One major project the Executive Committee was originally tasked with was creating the IPE Day—a one-day event for all health sciences students to work in interprofessional groups. Individuals had attempted to schedule such a day for several year but were unable to; the Executive Committee seemed like a perfect group to take this on.

One major difficulty is that all the members of both committees have many other teaching, clinical, and professional obligations. It takes time and effort to organize any project, and without a person or people who can devote 5-20 hours/week to this, it is hard to

discussion at the IPE Executive Committee.

Eileen will also bring up the possibility of each school contributing a portion of a salary for a part-time admin or a student worker.
get new projects off the ground. If a part-time administrator or student was hired specifically to help one or both committees, this could help activities occur.

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<th>Other IPE events</th>
<th>The proposed EHR activity on March 31-April 4 2014 would not replace the IPE case conference day on April 7th, where students from different disciplines manage an interdisciplinary case in small groups.</th>
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| The IPE Day      | This project was originally discussed in this committee throughout 2012, but had been discussed by individuals on campus since 2010. The idea was to bring together all health sciences students at USC (or sub-sets—all first years, all second years, etc.) for a full day of case conferences, speakers, and other events. There have been many attempts at organizing this large day. There are several challenges:  
  - space (If all first year health sciences students attend, we’d have about 700 students—there are no buildings on HSC that can accommodate this size of a group)  
  - timing (when are all students free)  
  - content (What types of events? Who writes the case? Who finds the speakers?)  
  - funding (Who pays for the space? Who pays for refreshments?). |
|                  | We should shoot for an early May IPE Day.  
Committee members should discuss this idea with other committee members to gauge interest.  
Eileen Eandi will share this idea with the Executive Committee, to find one or two individuals who can lead the charge in organizing this day. |
Instead of tackling all these challenges, an alternate idea was floated to pilot a smaller IPE Day.

There are many groups on campus who do IPE with small groups of students (IPG-C; student-run clinics; students in specific rotations at County, Keck, and other USC clinics; etc.). These groups could be asked to create posters about the benefits of their IPE experiences. The IPG-C group could make this a required poster session for students, guaranteeing at least 12 posters. We could also ask schools to create posters about their curricula and explaining their profession’s roles.

The posters could be put on the Health Sciences campus quad for an evening event, from 5-7 PM, and we could provide light refreshments. Attendees would read posters and talk to individuals staffing posters and other attendees, to learn about existing IPE efforts, learn about other schools and professions, and mingle with other Trojan faculty and students interested in IPE.

This sidesteps some of the main issues:

- Organization- each school could be responsible for organizing one part (e.g., getting posters from their school/profession;
renting the quad; renting the poster boards and tables; providing refreshments; promoting the event).

- Space—the quad holds several hundred people; if more show up, they can be turned away
- Timing—picking a 2-hour window after the bulk of classes end for the day should permit many students and faculty to attend
- Content—Individual’s experiences with IPE are easy to gather and put on posters
- Funding—each school could be in charge of contributing a small amount or paying for one thing (e.g. posterboard rental; quad rental; cookies; beverages; etc.).

Other groups may be able to help with funding, and may wish to make their own posters about their IPE events—Graduate Student Government and the student associations within each school.