

Evaluation of an Interprofessional Curriculum for Psychology Trainees in an Academic Medical Center

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Abstract

Collaborative models of care that feature teams of health professionals are essential to providing high quality patient care. ⁴The ability of health care to achieve its objectives depends on the effective teamwork of health care professionals embracing the tenets of team-based care. ⁴Despite emphasis on the importance of interprofessional teamwork, few curricula have been developed to increase interprofessional competencies for health service psychologists and even fewer offer the ease and accessibility of online training in this domain. Thus, the development of an online curriculum aimed at improving interprofessional clinical competence for healthcare professionals is needed. The proposed study aims to evaluate a curriculum designed to improve competency in the interprofessional domain for psychology trainees. We anticipate improvements in trainees' competency in the interprofessional domain. We also expect that trainees will report a high level of satisfaction with the curriculum and will find it useful in developing interprofessional skills.

Purpose

- ❖ Develop and pilot a curriculum to improve competency in the interprofessional domain.
- ❖ Create an online library of supplemental educational resources.
- ❖ Pilot a method for assessing improvements in interprofessional skills.

Aims

- ❖ To evaluate whether a curriculum on interprofessional professionalism will improve psychology trainees' self-assessment of their interprofessional competency.
- ❖ To evaluate whether a curriculum on interprofessional professionalism will improve supervisors' assessment of trainees' interprofessional competency.
- ❖ To assess psychology trainees' satisfaction with and perceived usefulness of the interprofessional course.

Introduction

- Interprofessional teams that cultivate a culture of teamwork and leverage knowledge, skills, and technological advances benefit patients and families. ¹
- The potential for interprofessionalism to contribute optimally to patient care is closely associated with its capacity to support and nurture interprofessional care. ³
- Interprofessional professionalism is the "consistent demonstration of core values evidenced by professionals working together, aspiring to and wisely applying principles of, altruism and caring, excellence, ethics, respect, communication, accountability to achieve optimal health and wellness in individuals and communities" as defined by the Interprofessional Collaborative (IPC).^{3,5}

IPP AND QUALITY CARE FRAMEWORK



Figure from About Interprofessional Professionalism ³

- There is a paucity in curricula designed to increase interprofessional competencies for health service psychologists and other health professionals that offer the ease and accessibility of online training.
- Such a curriculum could serve as a much needed educational best practice for this increasingly important competency domain in light of growing local and national efforts related to integrated care.

Methods

Participants:

- Emory/Grady psychology trainees completing a rotation in pediatrics at the Grady Ponce Center.

Measures:

- Demographics Measure:
 - Basic demographic information
 - Current stage/level of training
 - History of Interprofessional Training
- Interprofessional Professionalism Assessment (IPA) – pretest
- Interprofessional Professionalism Assessment (IPA) – posttest
- Interprofessional Professionalism (IPP) Curriculum Satisfaction form.
- Interprofessional Professionalism (IPP) Curriculum Utility Assessment.

Procedure:

- Psychology trainees will be oriented to the pediatric rotation at the Grady Ponce Center and will complete the demographic survey.
- Two months after the start of the rotation, the psychology trainee and supervisor dyad will complete the Interprofessional Professionalism Assessment (IPA) – pretest.
- Psychology trainees will have one week to complete the online curriculum and will complete the Interprofessional Professionalism (IPP) curriculum satisfaction survey just following the completion of the curriculum.
- Psychology trainees will complete their four-month (total) rotation in pediatrics at the Grady Ponce Center.
- Upon completion of the rotation, the psychology trainee and supervisor dyad will complete the Interprofessional Professionalism Assessment (IPA) – posttest and the psychology trainees will complete the Interprofessional Professionalism (IPP) Curriculum Utility Assessment.
- Pre and Post test measures will be compared using t-tests (or non-parametric equivalents) for both the psychology trainee and their supervisor.
- Trainees' evaluation of and satisfaction with the curriculum will be used to inform future iterations of the curriculum.

Discussion

Anticipated Outcomes:

- ❖ Psychology trainees will rate themselves higher on the Interprofessional Professionalism Assessment following the completion of their rotation in pediatrics at the Grady Ponce Center.
- ❖ Supervisors will rate psychology trainees higher on the Interprofessional Professionalism Assessment following the completion of their rotation in pediatrics at the Grady Ponce Center.
- ❖ Psychology trainees will report better than average satisfaction with and usefulness of the interprofessional curriculum.

Future Directions:

- ❖ Revise the interprofessional curriculum based on trainee feedback.
- ❖ Determine which level of training the online curriculum is best suited for (psychology practicum, intern or postdoctoral fellows).

References

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