

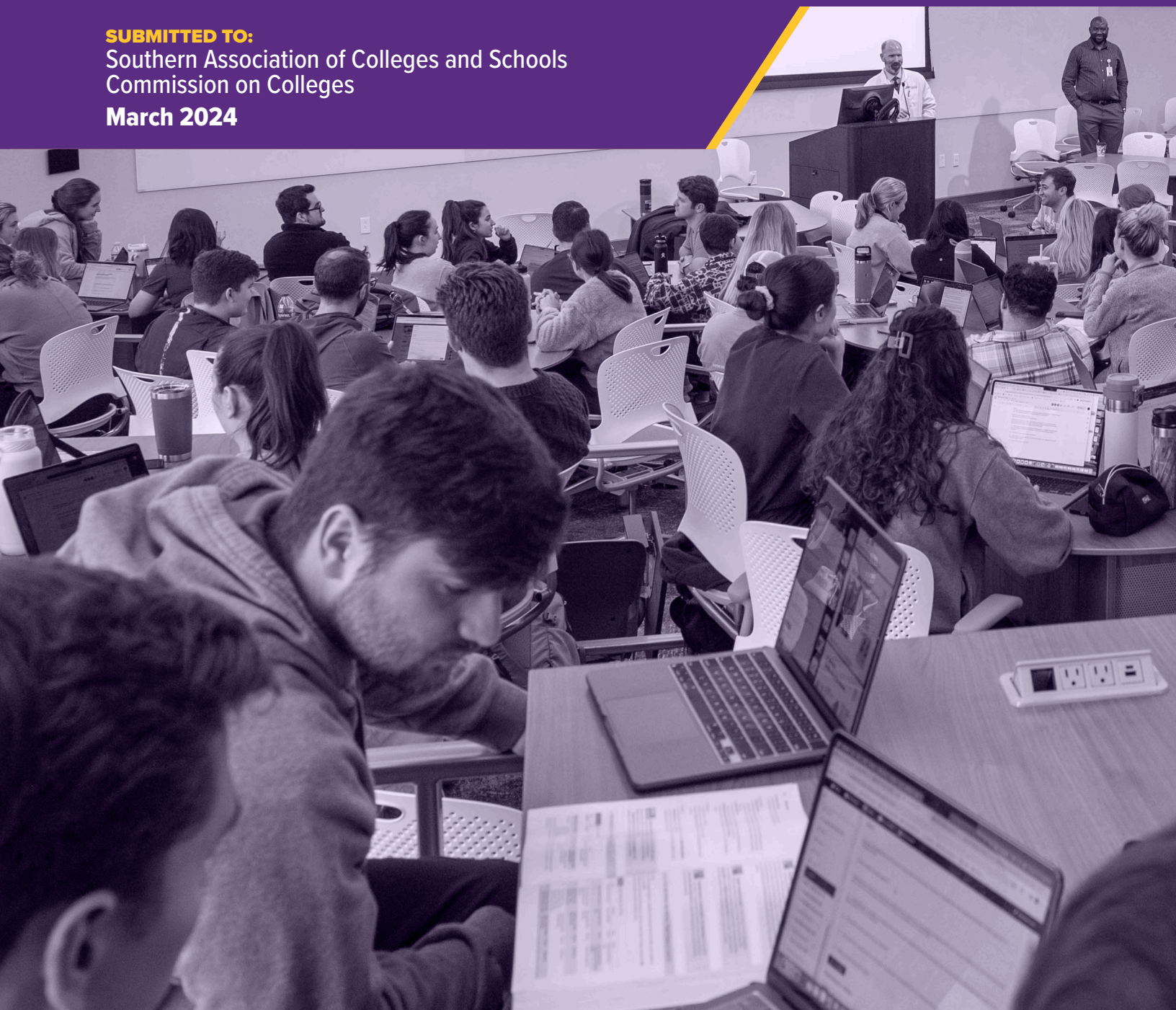
STRIPE

STUDENT TRAINING in INTERPROFESSIONAL EDUCATION

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I. EXECUTIVE SUMMARY

Louisiana State University Health Science Center - Shreveport (LSUHSC-S), hereafter referred to as LSU Health Shreveport (LSUHS), is one of two health science centers of Louisiana State University and Agriculture and Mechanical College (LSU), the state's flagship university. Three health science schools – Medicine, Graduate Studies, and Allied Health Professions – comprise LSUHS, whose primary mission is “to teach, heal, and discover in order to advance the well-being of the State, region and beyond.”

Beginning with the School of Allied Health Professions in 2017, and then as part of a broad-based, institution-wide strategic planning process in 2019, a focus on interprofessional education (IPE) across all three schools was recommended as a major educational objective. Thereafter, an educational event focused on the roles and responsibilities of different health professionals has been held each fall, primarily engaging students from the School of Medicine and School of Allied Health Professions. Additionally, students in these schools participate in a modest amount of other IPE experiences aligned with their specific programs. However, a comprehensive IPE program across all schools has not yet occurred. Consequently, students in the School of Graduate Studies have not had IPE opportunities at LSUHS, and students in Medicine and Allied Health Professions have had only limited opportunities.

The selection of IPE as the SACSCOC Quality Enhancement Plan (QEP) topic was a carefully considered decision, influenced by several factors. It closely aligned with IPE-related elements stated in the 2019 strategic plan, emphasizing the importance of nurturing collaborative skills and knowledge among students from various health care, biomedical, and scientific disciplines. Additionally, clear consensus and strong support for the chosen topic were evident among faculty and students in all three schools, highlighting the collective commitment to enhancing the educational experience through IPE. Furthermore, the IPE choice was informed by the clear need for collaboration among physicians, allied health professionals, and scientists to translate biomedical discoveries into effective clinical practice, ultimately delivering comprehensive care to patients afflicted with a wide variety of illnesses.

On January 9, 2023, David S. Guzick, MD, PhD, was appointed the chancellor of LSUHS. Drawing on his IPE experience as Senior Vice President for Health Affairs at the University of Florida Health Science Center, he endorsed IPE as the chosen QEP topic. He delegated oversight of IPE at LSUHS to the Chancellor's Cabinet, formed a steering committee to implement an IPE program and assess its outcomes, and initiated a working subgroup of the steering committee to define the specific learning modules in the curricula of all three schools where students will collaboratively participate in IPE learning. The chancellor has committed substantial resources, including support for faculty and staff effort and funding for non-personnel needs, to implement a 5-year IPE program.

LSUHS's QEP, known as STRIPE (Student TRaining in InterProfessional Education), is a comprehensive project focused on enhancing student learning through IPE across the institution's three schools. The primary purpose is to provide a transformative educational experience by



Students at LSU Health Shreveport. From left to right: Taylor Tinsley (School of Allied Health Professions), Tyler Tran (School of Medicine), Frances West (School of Graduate Studies)

seamlessly integrating IPE into the curriculum, thus preparing students to excel as collaborative professionals. The broad goals of the IPE program at LSUHS are for students to: (a) improve their knowledge about the benefits of team learning and of team health care delivery; (b) obtain skills and learn behaviors that will enable them to access the expertise of health professionals with different backgrounds – clinicians and biomedical scientists – in caring for patients and in gaining an understanding of the underlying pathophysiology of their conditions and the evidence for alternative treatments; (c) embrace attitudes that emphasize respect for the contributions of all members of the research and health care team; and (d) retain these improved areas of knowledge, skills, behaviors, and attitudes long term.

STRIPE focuses on student learning outcomes (SLO) that develop students' abilities to work effectively in interprofessional teams, thus promoting interprofessional values, ethics, roles, responsibilities, communication, and teamwork. These outcomes align with the mission of LSUHS and are based on the Interprofessional Education Collaborative (IPEC) competencies.

STRIPE aims to accomplish these SLOs by embedding IPE in the curricula of all three schools. This will be accomplished through selected small-group, active learning modules, using a problem-based-learning format. Internal and external training resources will be provided to faculty members to enhance their capabilities as facilitators.

Learning modules will be embedded at four specific points throughout the curricula of all three schools, providing an introduction to the core concepts of IPE. Students will gain a foundational understanding of interprofessional collaboration, the significance of effective communication, and the ethical and professional responsibilities that come with it. STRIPE thereby sets the stage for further development of interprofessional competencies and fosters a mindset of cooperation and mutual respect among future professionals across their careers. Subsequently, students apply their skills in school-specific activities that encourage interprofessional teamwork, helping students appreciate the synergy of diverse skill sets, nuances of interprofessional communication, and effective sharing of responsibilities within a team.

To measure the success and impact of the QEP, validated assessment tools will be employed, evaluating students' progress in terms of interprofessional competencies, their readiness to engage in collaborative professional teams, and the effectiveness of the educational strategies employed. SLOs will be assessed by comparing student scores on several validated IPE metrics before and after each learning module, and also at a later point in the curricula of the three schools to evaluate longer-term effectiveness. In addition to assessing post-minus-pre difference scores, data analysis will estimate the potential importance of other student characteristics that might also impact the success of the QEP. These characteristics include variables such as school of enrollment, previous clinical experience, age, race, and rural/urban background. Longitudinal assessment will occur in the latter stages of the curricula for students in all three schools. To facilitate this detailed analysis, the Chancellor's Office has committed funding for a data coordinator and statistical team on the STRIPE project.

The current 2023-2024 academic year is being devoted to planning the details of specific small-group IPE learning modules and to conducting a test run of several modules to refine their implementation. Full implementation of STRIPE is scheduled for the 2024-2025 academic year. Data analysis will occur in June 2025. Results will be available in July 2025, before the start of the following academic year. Thus, findings from the IPE program will inform any decisions about future curricular modifications.

In summary, the choice of interprofessional education as LSUHS's QEP was identified in concert with the institution's ongoing strategic planning and evaluation process and received a broad consensus of support. It has been designed with specific goals in mind regarding longitudinally retained knowledge, skills, behaviors, and values. Implementation will occur by embedding learning modules at four specific points throughout the curricula of all three schools. LSUHS plans to implement a faculty development program that leverages both external and internal resources to enhance the expertise and knowledge of faculty members engaged in IPE. Validated instruments will be used to assess identified student learning outcomes, with scores compared before and after each learning module and reassessed at a later point in students' educational programs.

II. OVERVIEW — INSTITUTIONAL BACKGROUND AND CONTEXT FOR IPE

The history of LSU Health Shreveport (LSUHS) highlights its progression in the education of health care professionals and biomedical scientists, from the establishment of a state-funded hospital in 1869 to the opening of the state-of-the-art Center for Medical Education and Wellness in 2023. This evolution reflects LSUHS's continuous dedication to innovative education within its academic and clinical framework.

Encompassing more than 600 faculty members, 1,000 students spanning three schools (Medicine, Allied Health Professions, and Graduate Studies), and 600 residents and fellows, LSUHS serves as a hub of collaborative and interprofessional learning. This dynamic environment encourages students to transcend disciplinary boundaries, fostering a holistic understanding of health care and biomedical science. By bringing together diverse perspectives, LSUHS cultivates teamwork, communication skills, and a commitment to scientifically-founded, evidence-based, patient-centered care, preparing students for the realities of a landscape in health care and biomedical science that increasingly emphasizes interprofessional collaboration. In this collaborative setting, students not only excel within their individual domains but also embrace a unified approach to navigate the complexities of modern health care practice and research.

The institution's commitment to basic, translational and clinical research further emphasizes the integration of knowledge across disciplines. With five basic research departments, six state and NIH-designated research centers, and extensive translational, epidemiologic and clinical research, LSUHS fosters an environment where students, faculty, and staff engage in collaborative discovery to advance science and medicine and translate findings to clinical practice.

LSUHS's triad of schools forms a comprehensive framework for IPE, fostering collaborative learning. The School of Medicine, with its MD program, serves as the cornerstone for producing physicians with excellent scientific knowledge and technical skills, while also emphasizing proficiency in communication, professionalism, evidence-based care, and team practice. In a complementary fashion, the School of Allied Health Professions offers an array of programs including rehabilitation science, physical therapy, occupational therapy, physician assistant, medical laboratory science, cardiopulmonary science, public health, and speech-language pathology. Additionally, the School of Graduate Studies, with its PhD and MS programs in various biomedical sciences, introduces a scientific and evidence-based dimension to IPE, emphasizing the integration of scientific knowledge across disciplines, and the assessment of literature pertinent to patient care with regards to research design and data analysis.

Collectively, these educational programs create a collaborative learning environment where students gain insights into the roles and perspectives of various health care and biomedical professionals, promoting effective communication and teamwork and thus preparing them for effective collaboration within interprofessional teams. By fostering a deep integration of patient care, education and research, LSUHS's goal is to produce professionals capable of bridging the gap between laboratory discoveries and clinical applications, ultimately improving patient outcomes and driving innovation in healthcare practices.

The clinical enterprise at LSUHS, a 50-50 partnership between LSUHS and Ochsner Health called the Ochsner LSU Health System (OLHS), serves as a dynamic learning environment where IPE principles are put into practice. Students from diverse disciplines engage in hands-on, collaborative experiences, gaining practical insights into the intricacies of patient care. OLHS is committed to this collaborative approach as a means of promoting a culture of continuous learning and teamwork among health care professionals in practice, thus enhancing patient care outcomes.

The \$84 million Center for Medical Education and Wellness, opened in 2023, stands as a testament to LSUHS's commitment to transformative education. This facility not only fosters active learning in small groups, but also incorporates simulation-based medical education, creating a safe and controlled environment for learners to refine essential clinical and interpersonal skills. Additionally, on the fourth floor of the building, a 3,000 sq. ft. Biosafety Level 3 (BSL-3) laboratory, plus 9,000 sq. ft. of additional wet lab space, provides students with unique opportunities for cross-disciplinary biomedical research, aligning with the principles of IPE.



Center for Medical Education at LSU Health Shreveport

III. IDENTIFICATION OF THE TOPIC

In the summer of 2017, the School of Allied Health Professions (SAHP) implemented a formal IPE activity as part of the school's continuing quality improvement process. The primary objective of this initiative was to achieve one of the core competencies outlined by the Interprofessional Education Collaborative (IPEC) — i.e., defining the roles and responsibilities of various health professionals.

Engaging faculty and students from diverse health professions, including cardiopulmonary science (respiratory therapy), communication disorders (speech-language pathology), medical laboratory science, nursing, occupational therapy, pharmacy, physical therapy, physician assistant, and public health, this endeavor involved the establishment of informational booths featuring interactive learning modules for each discipline. First-year students visited each booth, gaining insights into the roles and responsibilities associated with each profession. Subsequent to hands-on participation, students engaged in a “quiz bowl” to showcase the knowledge acquired during the event. Aligned with accreditation requirements for the participating professions, this activity demonstrated the SAHP's dedication to providing educational opportunities that enable students to work collaboratively across diverse fields.

In December 2019, the SAHP established the Interprofessional Education (IPE) Committee to coordinate IPE efforts across various programs. Recognizing the fundamental importance of representation beyond the School of Allied Health Professions, the committee also included members from the School of Medicine. Building upon the SAHP's previous IPE event, the committee decided to include medical students in future learning endeavors. The committee's inaugural IPE activity, focusing on roles and responsibilities, was planned for Fall 2020 but was delayed due to COVID-19 and ultimately conducted through a virtual platform in Spring 2021. This activity was subsequently repeated in Spring 2022 and Fall 2022, utilizing a virtual platform to allow participation from health care professionals beyond the institution.

Also in 2019, LSUHS embarked on a strategic planning process facilitated by Health Management Associates, Inc. An overarching strategic plan for the entire institution was developed, as well as more detailed planning within individual schools, centers, and programs. The strategic planning process included a strategic planning retreat that identified overarching missions, vision, and values, oversight by a steering committee composed of senior LSUHS leadership and community leaders, and the creation of four subcommittees responsible for the development of the detailed plan, with iterative back-and-forth stakeholder feedback and refinement.

Of the four subcommittees, three were aligned with each part of the tripartite mission of LSUHS, emphasizing education, research, and patient care. An additional subcommittee was dedicated to addressing the needs of the community served by the institution. Each subcommittee conducted a SWOT analysis within their respective areas of expertise, taking into consideration how it related to the overall institution. Collectively, the subcommittees also considered community needs and trends, capacity for change, attainability, factors impacting sustainability, and alignment with the mission and organizational capabilities to develop realistic strategies.

After months of data gathering, analysis, and drawing on interprofessional input from a diverse team of faculty, staff, learners, and community stakeholders, a strategic plan for LSUHS was published on December 18, 2019.

Recommendations of the four subcommittees were organized into 18 areas, with a particular emphasis on five priorities, including the following two that specifically focused on IPE:

1. “Incorporate interdisciplinary and collaborative concepts and opportunities in the learning objectives and curricula of all three schools” and
2. “Incorporate cross-training and team-based competencies, including competencies regarding diverse groups.”

A number of activities were developed and implemented in support of these IPE priorities in the 2019 Strategic Plan as shown in Table 1.

Given this background and momentum and recognizing the need to choose a QEP topic for its upcoming SACSCOC reaffirmation process, a topic selection committee was formed in August 2022, comprised of 16 faculty members and senior staff from all three schools. At the first meeting on August 11, 2022, IPE emerged as the leading candidate. A literature review was conducted, and the results were reviewed at a subsequent meeting on December 8, 2022, along with other matters pertaining to institutional readiness. Consistent with the LSUHS strategic plan, the vast majority of the committee members voted in favor of proceeding with IPE as the chosen QEP topic.

The committee reconvened on April 4, 2023, where committee leadership met with the deans of the three schools and the newly appointed LSUHS Chancellor, David S. Guzick, MD, PhD, who assumed this role on January 9, 2023. At a subsequent meeting on May 5, 2023, Dr. Guzick endorsed IPE as the QEP topic, drawing on his previous role as Senior Vice President for Health Affairs at the University of Florida, where he oversaw a similar effort. Dr. Guzick emphasized the novel inclusion of students from the School of Graduate Studies in the IPE program, highlighting their valuable scientific perspectives in small group learning sessions and the reciprocal benefits of exposure to clinical perspectives in translational research applications. The deans also supported the selection of IPE as the QEP topic, leading to the creation of a governance and administrative structure, described in Section V. Resources, for the design and implementation of the IPE program.

Table 1. Activities Supporting IPE in 2019 LSUHS Strategic Plan

Core Area 3: Academics	
Objective 3.1: Achieve academic excellence by promoting learner-centered education throughout all programs	
Activities	Outcome Measure(s)
Activity 3.1.02: <i>Expand and enhance curricula in new and emerging areas</i>	1. Emphasize active, engaged, self-directed and contextual learning that promotes continuous development of lifelong learning skills 2. Include interprofessional education, translational science, prevention, safety, and community/population health across all curricula
Activity 3.1.04: <i>Create opportunities for interprofessional education</i>	1. Develop and enhance collaborative multidisciplinary and interprofessional accreditations and regulatory requirements to meet current and future workforce demands 2. Expand interprofessional community/population healthcare experiences designed to enhance experiences for learners
Activity 3.6.04: <i>Increase faculty development activities and opportunities</i>	Provide internal or external opportunities for faculty development around: • Curriculum design • Use of advanced IT • Educational tools • Simulation activities • Interprofessional education • Learning and assessment • Leadership • Evaluation of employee/faculty performance



LSU Health Shreveport Educational Leadership. *From left to right: David Lewis, MD, MBA, Dean of School of Medicine; David S. Guzik, MD, PhD, Chancellor; Chris Kevil, PhD, Dean of School of Graduate Studies; Sharon Dunn, PhD, PT, Dean of School of Allied Health Professions.*

IV. BROAD-BASED SUPPORT FOR THE TOPIC

Strategic Planning

LSUHS's comprehensive strategic planning process in 2019 demonstrated its recognition of the importance of engaging a spectrum of voices in shaping the future direction of the institution. The involvement of senior leadership, community leaders, and a diverse array of stakeholders underscored broad-based support for the planning process, emphasizing a collective effort to address the evolving needs and challenges of the institution.

As noted, the resulting 2019 LSUHS Strategic Plan prioritized 18 areas, including two key priorities focused on IPE: incorporating interdisciplinary concepts in curricula and promoting cross-training and team-based competencies. The inclusion of IPE priorities in the strategic plan, as well as the activities that were developed to support these priorities, emphasized the LSUHS's dedication to cultivating a holistic and collaborative educational environment aligned with the evolving realm of health care.

2019 IPE Committee, School of Allied Health Professions (SAHP)

In the fall of 2019, the Faculty Delegate Assembly of the SAHP established the Interprofessional Education (IPE) Committee to coordinate IPE efforts across various programs. A workgroup of the IPE Committee engaged in discussions with other institutions that successfully implemented centralized IPE programs, including the University of Michigan, University of Kansas, University of North Texas, and LSU Health New Orleans. These institutions highlighted the importance of planning, reporting, and coordinated efforts to optimize IPE initiatives across the institution. Additionally, references to the World Health Organization report titled "A Framework for Action on Interprofessional Education and Collaborative Practice" (WHO, 2010) and the Health Professions Accreditors Collaborative "Guidance on Developing Quality Interprofessional Education for the Health Professions" (Barzansky et al., 2019) underscored the significance of a comprehensive approach to IPE at the institution level.

The IPE Committee concluded that integration of IPE at LSUHS across its three schools would promote an inclusive and collaborative environment. The IPE Committee presented this recommendation to the Faculty Delegate Assembly and received unanimous endorsement.

IPE Integration into Curricula

As described above, the School of Medicine and the School of Allied Health Professions have made strides in incorporating IPE into their curricula, highlighting a dedication to fostering interprofessional collaboration. These IPE activities provide students with opportunities to engage collaboratively across disciplines. Importantly, the coordination efforts between these schools demonstrate a strategic approach to address differences in curricular elements, ensuring a cohesive and meaningful integration of IPE principles. While these initial efforts demonstrate a commitment to IPE, expansion of IPE in these two schools, along with the inclusion of the School of Graduate Studies, is recognized as essential to address existing interprofessional barriers systematically and foster a comprehensive and sustainable integration of IPE across the entire institution.

Aligned with the priorities and activities developed in its 2019 Strategic Plan, LSUHS is dedicated to enhancing interprofessional education by embedding small-group learning modules in the early years of the required curricula of all three schools. Additionally, for learners in the healthcare professions, LSUHS is committed to integrating collaborative-care models and team-based care activities during clinical rotations, with the goal of shaping behaviors longitudinally. In parallel, students in the biomedical sciences engaged in their thesis projects, virtually all of which have translational aspects, will present their research to residents, fellows, and faculty in pertinent clinical disciplines, thereby continuing the interprofessional learning environment and potentially refining the translational value of the research.

Surveys and Feedback

Overall, survey-based data obtained from faculty, staff, and students consistently reflect a robust understanding of, and agreement with, IPE as the QEP topic. This feedback uniformly underscores the resonance of IPE as a valuable and relevant initiative, highlighting a widespread consensus among the university community regarding the significance and merit of IPE.

IPE Activity Feedback

Survey data from a joint IPE activity between the School of Allied Health Professions and School of Medicine, obtained in 2022, provide valuable insights into the impact of the interprofessional experience on students' understanding of collaboration in patient care.

Overall, the majority of respondents “strongly agreed” or “agreed” that the IPE activity positively contributed to their ability to describe the roles and responsibilities of other health professions, understand the scope of practice, and appreciate the working relationships within the healthcare team. A common sentiment was a newfound awareness of the intricate interplay between various healthcare professions, emphasizing the significance of collaboration in achieving common goals. As exemplified by one respondent’s open-ended comment, “I developed a deeper appreciation and understanding for other healthcare careers and the necessity of collaborating with community members to safeguard the best interests of patients. It truly is a collective effort to ensure patients receive the optimal care and quality they deserve.”

Participants highlighted the surprises they encountered during the assignment, ranging from their lack of knowledge about certain professions to the revelation of overlapping scopes of practice across different disciplines. Some were surprised by the challenges faced by professionals in various fields, demonstrating an appreciation for the diversity of experiences within the health care landscape. An illustrative open-ended comment highlighted this sentiment: “This assignment opened my eyes to interprofessional collaboration. I can use what I learned to better communicate and understand other health care professionals in my future practice.”

“I developed a deeper appreciation and understanding for other healthcare careers and the necessity of collaborating with community members to safeguard the best interests of patients. It truly is a collective effort to ensure patients receive the optimal care and quality they deserve.”

— STUDENT,
LSU HEALTH SHREVEPORT

Respondents voiced that the knowledge gained from the IPE activity would have a positive impact on their future studies and practices. They also noted that the experience would enhance their ability to communicate with colleagues, make informed referrals, and contribute effectively to interprofessional teams. Specific mentions included a deeper understanding of the benefits of interprofessional collaboration, the importance of defining one's own profession, and the significance of teamwork in ensuring successful patient outcomes. Notable open-ended comments included reflections such as:

- “Knowing about the standards, roles, and educational background of other professions will help me better appreciate their role when I encounter these professionals in practice.”
- “It is imperative to see everyone as an equal team member as we all play a different role for the overall unified outcome of a healthier, happier patient.”
- “I believe the IPE assignments set aspiring professionals in the right mindset to enter their respected field with a clearer understanding of the roles of their medical peers. It also fosters a positive attitude for open and honest communication between individuals who will be practicing in different medical disciplines.”

“Knowing about the standards, roles, and educational background of other professions will help me better appreciate their role when I encounter these professionals in practice.”

— STUDENT,
LSU HEALTH SHREVEPORT

The majority of students expressed a willingness to participate in future interprofessional assignments; moreover, some participants suggested improvements such as incorporating set schedules into the curriculum and integrating realistic practice scenarios to enrich discussions.

AAMC Graduation Questionnaire

The AAMC Graduation Questionnaire (GQ) is an annual survey administered by the Association of American Medical Colleges (AAMC) to all graduating medical students in the United States, designed to gather comprehensive feedback from medical school graduates about various aspects of their medical education and training. A pilot question on the 2020 GQ addressed the frequency with which graduating medical students had experiences of collaboration as part of an interprofessional team. The results revealed that 62% of LSUHS School of Medicine graduates responded “more than 10 times” to the question, which was 11% below the national average of 72% for all medical schools. These data suggested an opportunity for further improvement in integrating interprofessional collaboration experiences into the medical education curriculum, aligning with the goals of the QEP.

V. FOCUS OF THE QEP

Foundations of IPE

IPE traces its origins to the 1960s and 1970s in the United States and United Kingdom, driven by the belief that patient needs are best served through collaborative teamwork across healthcare professions (Barr, 2009). In the U.S., the annual Interdisciplinary Health Care Team Conference between the 1970s and early 2000s, and the U.K.'s Centre for the Advancement of Interprofessional Education (CAIPE), established in 1987, played pivotal roles. Creation of the Journal of Interprofessional Care in 1986 cemented IPE as a discipline and as a scholarly pursuit (Barr, 2009; Blue, Brandt, and Schmidt, 2010).

Blue et al. (2010) highlight two critical developments in IPE during the first two decades of the 21st century: a shift from a community focus to core issues for hospitals, health systems, and universities (e.g., safety and quality); and a transition from grassroots efforts in the U.S. and U.K. to a well-funded, internationally centered field.

Building on the historical foundations and contemporary developments of IPE, LSUHS's initial QEP steering committee considered several factors in choosing IPE as the topic. Despite LSUHS offering complementary programs in health care professions and biomedical science, limited opportunities for interprofessional education across schools existed. The institution-wide strategic planning process in 2019 revealed that IPE had gained broad support among faculty, staff, and students, establishing it as a priority for the entire institution. Furthermore, the School of Allied Health Professions undertook additional planning efforts specific to IPE, contributing valuable insights and perspectives. Lastly, the selection process was strengthened by a clear consensus and robust support from faculty, staff, and students, evident in a grassroots SWOT analysis conducted during the strategic planning process. The collective endorsement and alignment of priorities at various levels underscored the significance of IPE as the focal point for the QEP.

Guiding the development of the IPE program at LSUHS is a 2010 report from the World Health Organization titled "A Framework for Action on Interprofessional Education and Collaborative Practice" (WHO, 2010). Among the significant messages of this influential report, certain definitions and aspirations stood out as important considerations in the creation of the IPE program at LSUHS (WHO, 2010, p.7):

- "Interprofessional education occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes."
- "Interprofessional education is a necessary step in preparing a 'collaborative practice-ready' health workforce that is better prepared to respond to local health needs."
- "A collaborative practice-ready health worker is someone who has learned how to work in an interprofessional team and is competent to do so."
- "Collaborative practice happens when multiple health workers from different professional backgrounds work together with patients, families, careers, and communities to deliver the highest quality of care. It allows health workers to engage any individual whose skills can help achieve local health goals."

Additional guidance comes from the Health Professions Accreditors Collaborative's 2019 report (Barzansky et al., 2019), aiding in the development, implementation, and evaluation of LSUHS's IPE program through consensus terminology, a systematic approach, and a comprehensive framework. LSUHS also embraces the core IPE competencies updated recently by the Interprofessional Education Collaborative (IPEC) (IPEC, 2023), with numerous sub-competency standards organized under four core competency categories: Values and Ethics, Roles and Responsibilities, Communication, and Teams and Teamwork. IPE learning modules embedded in the curricula of the three schools at LSUHS will address all of these core competencies.

Taking all of these considerations into account, LSUHS's commitment to advancing IPE has given rise to a transformative QEP named STRIPE (Student **T**Raining in **I**nter**P**rofessional Education). This project, born from a rich historical narrative of IPE evolution and shaped by contemporary insights, underscores the institution's dedication to fostering collaborative and interprofessional learning. The strategic alignment of priorities, the broad support garnered, and the careful consideration of educational impact during the selection process highlight the significance of IPE as the central focus for LSUHS. Inclusion of doctoral students in biomedical sciences into the QEP brings a unique and important set of professions within this learning environment. Their valuable scientific perspectives in small group learning sessions, and the reciprocal benefits of clinical perspectives in translational research applications, will enrich the educational experience of all students.

Literature Review and Best Practices

Numerous longitudinal studies have assessed the effectiveness of interprofessional educational programs in achieving IPE objectives. A recent study conducted in New Zealand (Darlow et al., 2022) examined the effectiveness of an IPE program in altering attitudes toward teamwork and team skills among health professional students during their final year of training and the initial three years of professional practice. The IPE intervention, known as the 5-week Tairāwhiti IPE (TIPE) immersion program, involved clinical placements in interdisciplinary teams, collaborative tasks, and shared accommodation.

This prospective, longitudinal, non-randomized trial included students from eight disciplines across three academic institutions in New Zealand. The experience of 115 intervention and 372 control participants provided data for outcome analysis. Surveys, including the Attitudes Towards Healthcare Teams Scale (ATHCTS), Team Skills Scale (TSS), and free-text items, were conducted at 12-month intervals. A mixed-model analysis of covariance, adjusting for baseline characteristics, compared scores between groups at each time point. Qualitative data were obtained through template analysis of identified themes in free-text data.

The results indicated that mean ATHCTS scores for TIPE participants were 1.4 (95% CI 0.6 to 2.3) points higher than non-TIPE participants ($p=0.002$). Regarding longitudinal outcomes, ATHCTS scores were 1.9 (95% CI 0.8 to 3.0) points higher at graduation. Although scores were 1.1 points higher three years post-graduation, this result was not statistically significant (95% CI -0.1 to 2.4). Mean TSS scores for TIPE participants were 1.7 (95% CI 0.0 to 3.3) points higher than non-TIPE participants ($p=0.045$) and were 3.5 points (95% CI 1.5 to 5.5) higher at graduation. Although

TSS scores were 1.3 points higher three years post-graduation, this result was not statistically significant (95% CI -0.8 to 3.5). Qualitatively, TIPE participants made more free-text comments about the benefits of interprofessional collaboration than controls. They perceived that the TIPE program had a meaningful influence on their readiness to work in teams and the way in which they performed their healthcare roles.

These data suggest that students participating in the TIPE program significantly improved attitudes towards healthcare teams, with a trend towards the inference that these positive changes were sustained through graduation and beyond. While TIPE involves greater immersion in IPE than the program at LSUHS, it serves as a “proof of concept” that students engaging in an IPE program can enhance attitudes toward teamwork and team skills more effectively than non-participating students. A longitudinal assessment of student responses in the LSUHS program will determine whether LSUHS’s “embedded curriculum” model is also effective in achieving IPE goals.

Lairamore et al. (2018) reported the results of a non-randomized study of case-based IPE that assessed the impact of group composition (small vs. large number of health professions per group) on student perceptions of interprofessional teamwork. Six cohorts of students were divided into two groups: Group 1 (2010–2012) were students from five professions, while Group 2 (2013–2015) included students from 10 professions. The primary change for Group 2 involved expanding case scenarios to ensure a role for each profession. At the conclusion of the case-based IPE experience, both groups exhibited a statistically significant increase in “readiness for interprofessional learning” and “interdisciplinary education perceptions.” However, participants in the smaller Group 1 demonstrated a greater change compared to the larger group. Overall, these data indicated that a case-based IPE forum with students from numerous health professions engaging in discussions about broad case scenarios was moderately effective in introducing students to other health professions and enhancing their knowledge of others’ identities. However, a smaller grouping of professions with targeted cases was significantly more effective in influencing student perceptions of the need for teamwork. The authors recommended that IPE should prioritize intentional groupings of small numbers of health professions “so all students can fully participate and experience shared learning.” Given the relatively small number of health profession programs at LSUHS, ample opportunities should exist for all students to participate actively and engage in shared learning.

Additionally, findings from a study by Harrison-Bernard et al. (2019), conducted at Louisiana State University Health Sciences Center-New Orleans (LSUHSC-NO), emphasized the importance of integrating IPE into health education and provided insights into the potential benefits of consecutive IPE experiences within a single course. The study involved students from the School of Graduate Studies and School of Allied Health Professions (Physical Therapy and Physician Assistant programs) who participated in two consecutive IPE experiences within a multidisciplinary graduate-level physiology course.

The primary aim was to provide basic science, physical therapy, and physician assistant students opportunities to collaborate in team-based approaches for diagnosis, treatment, and collaborative care in the context of a patient with renal disease, and one with an endocrine disorder. These IPE activities targeted the sub-competencies of roles and responsibilities (RR1, RR4) outlined by the Interprofessional Education Collaborative. Results indicated statistically significant

improvements in student perceptions and knowledge after both IPE experiences. The findings also suggested a positive impact on student knowledge retention over a six-week interval between the two experiences. These insights are particularly relevant for shaping a longitudinal IPE curriculum at LSUHS, since the institution aims to foster collaborative and team-based learning experiences across an array of health professions that includes basic-science students as well as students in medicine and the allied health professions.

Student Learning Outcomes

STRIPE represents a dedicated effort to prepare students with a comprehensive set of competencies essential for effective interprofessional collaboration. It strives to promote a learning environment that transcends boundaries of scientific and clinical disciplines. Specific student learning outcomes serve as guiding pillars, centered on values and ethics, roles and responsibilities, communication, as well as teams and teamwork. These student learning objectives are informed by the 2023 IPEC interprofessional collaboration competencies (IPEC, 2023).

Regarding these competencies, STRIPE encourages learners to:

- Cultivate a deep understanding of ethical considerations, fostering a sense of responsibility and integrity that will guide their professional conduct. Through a deliberate emphasis on professionalism, values, and ethics, STRIPE strives to shape professionals who contribute positively to their respective fields and communities.
- Understand their unique role, and that of other team members, within the collaborative framework.
- Hone communication skills, encompassing the ability to articulate ideas clearly, actively listen, and provide constructive feedback. By promoting effective communication, the QEP strives to equip students with the tools necessary to understand diverse perspectives and cultivate collaborative relationships.
- Develop a collaborative mindset, emphasizing the value of teamwork in problem-solving and innovation and recognizing the potency of collective effort in achieving shared goals. Through experiential learning opportunities and collaborative activities, the QEP aims to provide students with hands-on experiences in teamwork skills that reinforce the importance of working seamlessly within a team, preparing them for the interprofessional challenges they may encounter in their future.

Thus, based on broad constituent input and strongly grounded in the principles set forth by the IPEC framework (Figure 1, adapted from IPEC, 2023), the following set of student learning outcomes was formulated:

SLO 1: Students will be able to describe their perceptions about, and familiarity with, the roles and responsibilities of other healthcare professional learners. They will be able to articulate the roles and responsibilities of other health professions and how their role and those of other health professions work together as a team. (*IPEC Roles and Responsibilities*)

SLO 2: Students will be able to demonstrate the ability to establish or build a working relationship based on ethics, mutual respect, and shared values with other health professionals in the care of the patient. (*IPEC Values and Ethics*)

SLO 3: Students will be able to demonstrate the ability to effectively communicate and collaborate with other health professionals to provide patient-centered care. (*IPEC Communication*)

SLO 4: Students will be able to apply the values and principles of team dynamics to work effectively within interprofessional teams to deliver high-quality patient-centered care. (*IPEC Teams and Teamwork*)

Figure 1. Interprofessional Collaboration Competency Domains
(adapted from IPEC, 2023)



Instructional Methodology: Problem-based Learning

Problem-based learning (PBL) is the selected pedagogical approach for the STRIPE learning modules, reflecting a student-centered and active learning methodology (Barrows, 1986). PBL departs from traditional lecture-based formats, encouraging students to take ownership of their learning process. Students collaboratively work in groups to address open-ended problems or scenarios. The chosen problems or cases are often complex, mirroring situations that health care professionals and biomedical scientists encounter in practice. This instructional method is particularly suited for IPE activities due to its emphasis on real-world problem solving and interdisciplinary collaboration (Dreier-Wolfgramm et al., 2008).

Active engagement within PBL scenarios allows students to explore various perspectives, draw on their collective knowledge, and develop critical thinking skills. In the context of IPE, where the interaction between students from different health care disciplines is vital, PBL provides a structured yet flexible platform for fostering effective communication and collaboration. The incorporation of case-based scenarios within STRIPE ensures that key IPE competencies — including roles and responsibilities, values and ethics, communication and collaboration, and teams and teamwork — are comprehensively addressed.

By leveraging the instructional design of PBL activities, IPE learning modules will be introduced at the formative stages of the curriculum and will focus on interaction, communication, and teamwork processes. The goal is to create an immersive and dynamic educational learner IPE experience. Each PBL activity starts with the formation of diverse interprofessional teams of students from the three colleges. These teams engage in case-based scenarios that highlight complex health care situations requiring effective interprofessional communication, an understanding of the underlying basic science, and interprofessional collaboration to provide patient-centered care. The undifferentiated nature of the teams emphasizes equal participation and shared responsibility, encouraging students to analyze the problem collectively, discuss potential solutions, and apply their unique knowledge to develop an interdisciplinary approach. Thus, STRIPE aims to improve understanding of the unique contributions made by each profession in the biomedical and clinical health sciences, foster collaborative problem-solving, and promote an interprofessional culture of communication and teamwork across disciplines.

Students collaboratively analyze the cases within their PBL group, emphasizing their roles and acknowledging the contributions of different professions to understand the pathophysiology and provide patient-centered care. The PBL teams share their analyses, decisions, and insights, promoting peer-to-peer teaching and cross-disciplinary teamwork. A facilitated debriefing session follows each PBL activity by trained faculty facilitators, guiding students in reflecting on their IPE learning experiences and discussing the impact of interprofessional collaboration on the understanding of pathophysiology, the scientific basis for treatment, and patient-centered care.

Students will be organized into multiple PBL groups with diverse interprofessional learners from all three schools (graduate studies, medical, and allied health professions) to foster the exchange of professional perspectives to analyze the case scenarios. Four students from each PBL group

will be randomly assigned for each PBL learning module to serve as a leader, a recorder (scribe), reader, and timekeeper. The PBL student group leader is responsible for ensuring that all students contribute to the discussion, analysis, and presentation of findings to report back to the team.

Each PBL module will consist of two 90-minute learning sessions (PBL Day 1 and PBL Day 2) over a week's period and supported by a faculty facilitator. The goal of PBL Day 1 is to emphasize cooperative analysis using pre-existing knowledge to address the problem. Through peer teaching and discussions, students articulate their analyses and decisions, promoting interprofessional comprehension. The patient case scenario will be introduced by the PBL faculty facilitator on PBL Day 1, using a progressive disclosure format. The students will be instructed to review and discuss each disclosure, highlight areas that are important to their specific health profession, share their existing knowledge of the area, and document other information (learning inquiries/objectives) needed for their profession to understand the pathophysiology of the patient's medical condition and to manage and care for the patient.

The student leader of each PBL group will be responsible to lead the discussion amongst all team members, fostering active listening and encouraging ideas and opinions of other team members. This collaborative approach sets the stage for the following key activities:

- **Learning Inquiries/Objectives:** At the completion of PBL Day 1, each PBL group will collaborate to generate learning inquiries/objectives. These objectives will guide their research efforts throughout the week, enhancing their understanding and skill set to address biomedical and clinical problems and provide effective patient-centered care.
- **Collaborative Work:** Throughout the week, each PBL group will engage in collaborative efforts to address their identified learning inquiries/objectives. They will work together to generate a comprehensive report, which they will present and report back to their team on PBL Day 2.
- **Debrief and Self-Reflection:** On PBL Day 2, the activity will conclude with an opportunity for the student team to debrief and encourage self-reflection, including identifying challenges, assessing team functioning, communication, and collaboration. Emphasis will be placed on insights gained in building effective interprofessional health profession teams. PBL Day 2 will also be supported by the PBL faculty facilitator.

PBL Learning Modules

The following PBL learning modules are designed to address multiple aspects of IPE and contribute to the holistic development of allied health, graduate, and medical students in the practice of interprofessional collaboration across LSUHS's three schools. The case scenarios for the respective modules are complex enough so that an interprofessional team will enhance the likelihood that students from all three schools will meet the IPE core competencies.

The STRIPE learning modules center around concise case scenarios that challenge students to understand their own roles and those of other health professions and use this knowledge appropriately to collaborate as a team. The main IPE threads are built into each of the four modules, aiming to

●.....

enhance students' appreciation of their own and other health professions' roles and responsibilities, emphasize the importance of interprofessional communication, and raise awareness of the benefits of teamwork and its positive effects on patient-centered care. Undifferentiated student teams seamlessly collaborate to navigate these complex scenarios, providing a valuable platform for cultivating interprofessional competencies and challenging students to apply theoretical knowledge.

PBL Module 1:

This scenario is that of a patient who initially presents to their primary care physician with a hypertensive crisis. The patient is transferred to the emergency room, subsequently admitted to the inpatient medicine ward, and then quickly transitions to the medical intensive care unit. After a 10-day hospital stay, the patient is discharged under the care of the nephrology team with the need for chronic renal dialysis.

Students should be able to listen actively and solicit ideas and opinions from all their team members on how best to collaborate. The interprofessional student team aims to grasp the underlying basic science and pathophysiology of the patient's medical problem, and how to manage and support the patient's needs through the evolution of their clinical course and hospitalization. The students will use their understanding of renal physiology, pathophysiology, and supportive care in working as a team to provide scientifically-founded, evidence-based care for this patient in the setting of acute kidney injury and associated sequelae.

PBL Module 2:

This scenario is that of a patient with a diagnosis of Alzheimer's disease who is brought by his partner to a neurologist with a recent history of acute cognitive deterioration. The patient is no longer able to attend to their activities of daily living, posing harm to themselves and others. He is subsequently admitted to the inpatient neurology unit for workup to rule out possible causes of his deteriorating condition, and his family (partner and children) is approached by the care team regarding the use of Leqembi versus considerations related to end-of-life care.

Students should be able to listen actively and solicit ideas and opinions from all their team members on how best to collaborate. The interprofessional student team aims to grasp the underlying basic science and pathophysiology of the patient's medical problem, the phases of drug discovery and testing from bench to bedside, and how to manage and support the patient's needs through the evolution of their clinical course. The students will use their understanding of neurobiology, neuroimmunology, drug discovery, pathophysiology, criteria for drug use based on medical literature, and supportive care in working as a team to provide scientifically-founded, evidence-based care for the patient in the setting of a neurodegenerative disorder and available therapies.

PBL Module 3:

This scenario is that of a young patient who presents to a level 3 trauma center who was involved in a motor vehicle accident. The patient sustains multisystem organ injury with multiple fractures and significant neurotrauma, including an intracranial bleed necessitating surgical decompression. The patient transitions from the trauma bay to the operative suite to the neuro intensive care unit to the neurological rehabilitation center.

Students should be able to listen actively and solicit ideas and opinions from all their team members on how best to collaborate. The interprofessional student team aims to grasp the underlying basic science and pathophysiology of the patient's medical problem and to manage and support the needs of the patient through the evolution of their clinical course, hospitalization, and neurological rehabilitation. The students will use their understanding of central nervous system structure, function, pathophysiology, neurorepair, regeneration, and supportive care in working as a team to provide scientifically-founded, evidence-based care for the patient in the setting of acute brain injury with neurological sequelae.

PBL Module 4:

This scenario is that of an elderly patient who collapses at work after complaining of acute onset of shortness of breath and chest pain. He is brought by EMS to the nearest emergency room. His past medical history is significant for COPD. In the ER he is placed on the monitor and noted to be in atrial fibrillation, which progresses to cardiopulmonary arrest. A code is called, and CPR is initiated with a successful outcome. He is admitted to the CCU with a diagnosis of acute MI and subsequently transferred to the cardiac step-down unit and enrolled in the cardiac rehabilitation program.

Students should be able to listen actively and solicit ideas and opinions from all their team members on how best to collaborate. The interprofessional student team aims to grasp the underlying basic science and pathophysiology of the patient's medical problem and to manage and support the patient's needs through the evolution of their clinical course, hospitalization, and cardiac rehabilitation. The students will use their understanding of cardiopulmonary physiology, pathophysiology, and supportive care in working as a team to provide scientifically-founded, evidence-based care for the patient in the setting of an acute cardiopulmonary event.



IPE in Action. LSUHS students from left to right: Foram Patel, Huy Nguyen, Trevor Blackstock, Sydney Seastrunk, Megan Gremillion, and Joshua Colvin.

VI. RESOURCES

The successful implementation of STRIPE is propelled by key catalysts, primarily centered on strong institutional backing. This support encompasses essential elements such as ample funding, sufficient personnel, well-defined organizational structures, faculty development programs, and continuous improvement. In this context, the Chancellor's Office has dedicated essential resources to support the project for its duration.

Financial Support

The five-year budget for the STRIPE project is detailed in Table 2, demonstrating a strategic allocation of resources across various categories. Faculty within the IPE Steering Committee's Working Group will commit 15% of protected effort each, contributing to ongoing work on STRIPE. This commitment is reflected in the associated salary and benefits, contributing to the sustained efforts of the faculty. Teaching faculty, responsible for supervising small groups in each of the four IPE learning modules, receive dedicated financial support that covers the time associated with these PBLs, including preparatory time in a 3:1 ratio. A project director, devoting 75% effort to the IPE program, ensures effective coordination and implementation.

The budget also allocates funds for statistical support, IT resources, activities implementation, faculty development/training, and consulting services to ensure the smooth execution of the project. Additionally, funds are designated for a marketing campaign and travel to facilitate program visibility and professional development.

The financial plan, as outlined in Table 2, is designed to sustain and enhance the STRIPE project for the next five years. It underscores LSUHS's dedication to leveraging essential resources to ensure the success of the project.

Personnel

A project director, contributing 75% effort to STRIPE, will spearhead the coordination and implementation of various aspects of the project. This individual will ensure effective collaboration, communication, and execution, overseeing timelines and managing resources.

The faculty of the IPE Steering Committee's Working Group play a significant role in guiding the overall direction and monitoring of the STRIPE project. Committing 15% effort each, these members actively contribute to the ongoing initiatives, providing valuable expertise and guidance.

The teaching faculty responsible for supervising small groups in each of the four IPE learning modules hold a key position in the implementation of this educational component. Their primary responsibility involves guiding and facilitating collaborative learning experiences within the small groups, ensuring a rich and effective IPE curriculum for participants. This role highlights their integral contribution to the success of the learning modules and the overall project.

Table 2. STRIPE Five-year Budget

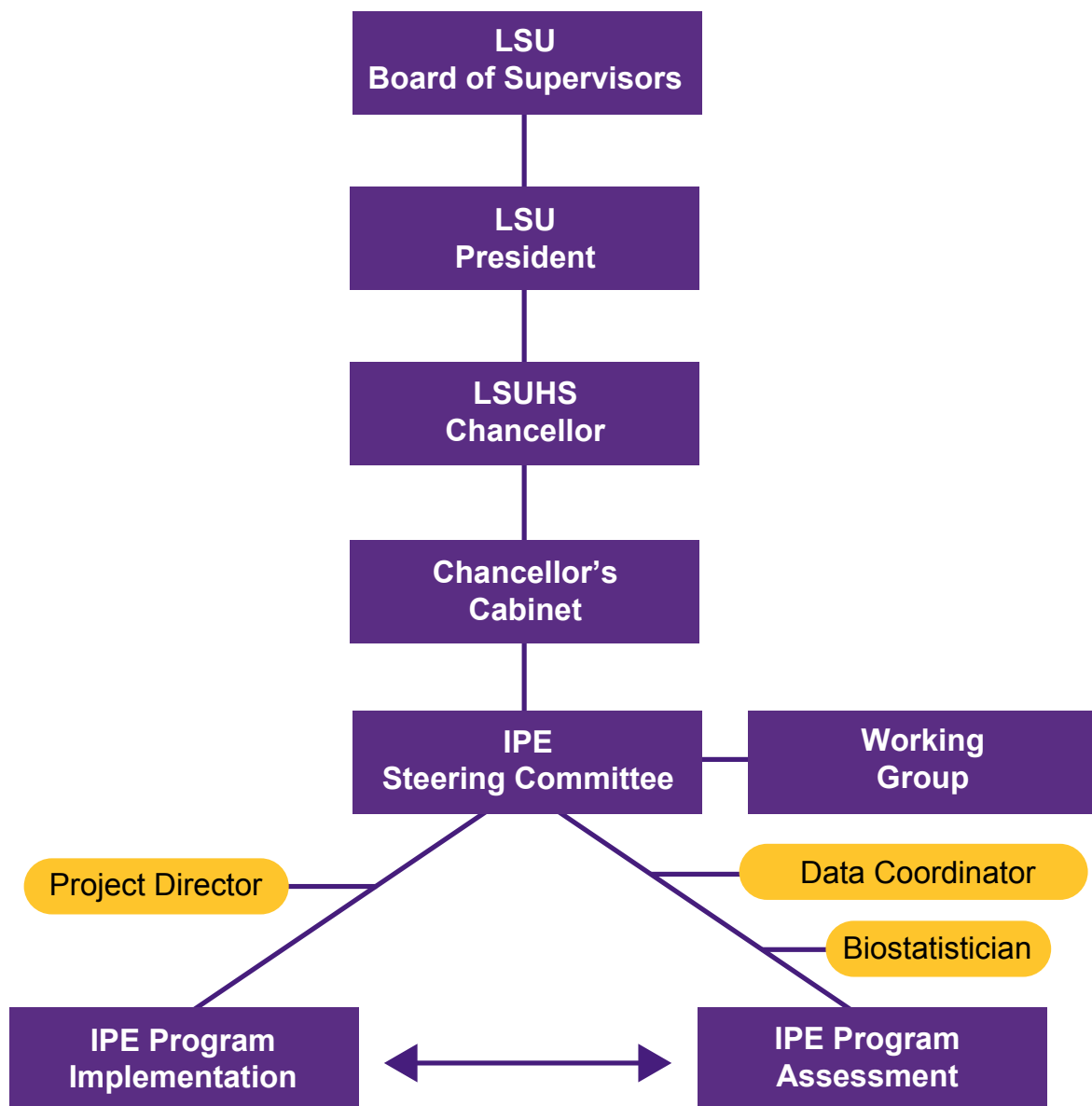
Budget Category	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Faculty, Working Group: SOM (15% effort) SAHP (15% effort) SOGS (15% effort)	\$146,246	\$150,633	\$155,152	\$159,807	\$164,601
Teaching Faculty Support (500 hrs.)	\$50,000	\$51,500	\$53,045	\$54,636	\$56,275
Curricular Staff	\$80,000	\$82,400	\$84,872	\$87,418	\$90,041
Project Director (75% effort)	\$85,000	\$87,550	\$90,177	\$92,882	\$95,668
Statistical Support: Director of Biostatistics (5% effort)	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255
Statistical Support: Staff Biostatistician (20% effort)	\$30,000	\$30,600	\$31,218	\$31,855	\$32,510
IT Support	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000
Activities Implementation	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
Faculty Development/ Training	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
IPE Staff Development/ Training	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Consultant/External Evaluation	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Marketing Campaign	\$25,000	\$15,000	\$15,000	\$15,000	\$15,000
Travel	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Total	\$641,246	\$642,983	\$655,073	\$667,525	\$680,351

The Director of Biostatistics for the QEP, Nobel Bhuyian, PhD, is the Director of Biostatistics and Computational Biology at LSUHS. He will dedicate 5% effort and provide overarching guidance and expertise in statistical design and methods. Supervised by the director, Fatih Gelir, PhD, and Md Ismail Hossain, MSc, will serve as staff biostatisticians, responsible for the day-to-day statistical support of STRIPE, dedicating 10% effort each. Their responsibilities will include data input, organization and security, statistical modeling, and interpreting results.

Organizational Framework for IPE

The organizational hierarchy of STRIPE at LSUHS, as illustrated in Figure 2, begins with overarching governance of LSU and LSUHS at the top, extending down to the IPE program at the base. Within this structure, governance of the IPE program is localized at the level of the LSUHS Chancellor and the Chancellor's Cabinet. The organizational framework responsible for shaping and implementing the project, and assessing its success, is centered in the IPE Steering Committee and its Working Group. Additionally, day-to-day operation of the IPE program will be managed by the project director, who will report to the IPE Steering Committee.

Figure 2. Governance and Organization of IPE Program



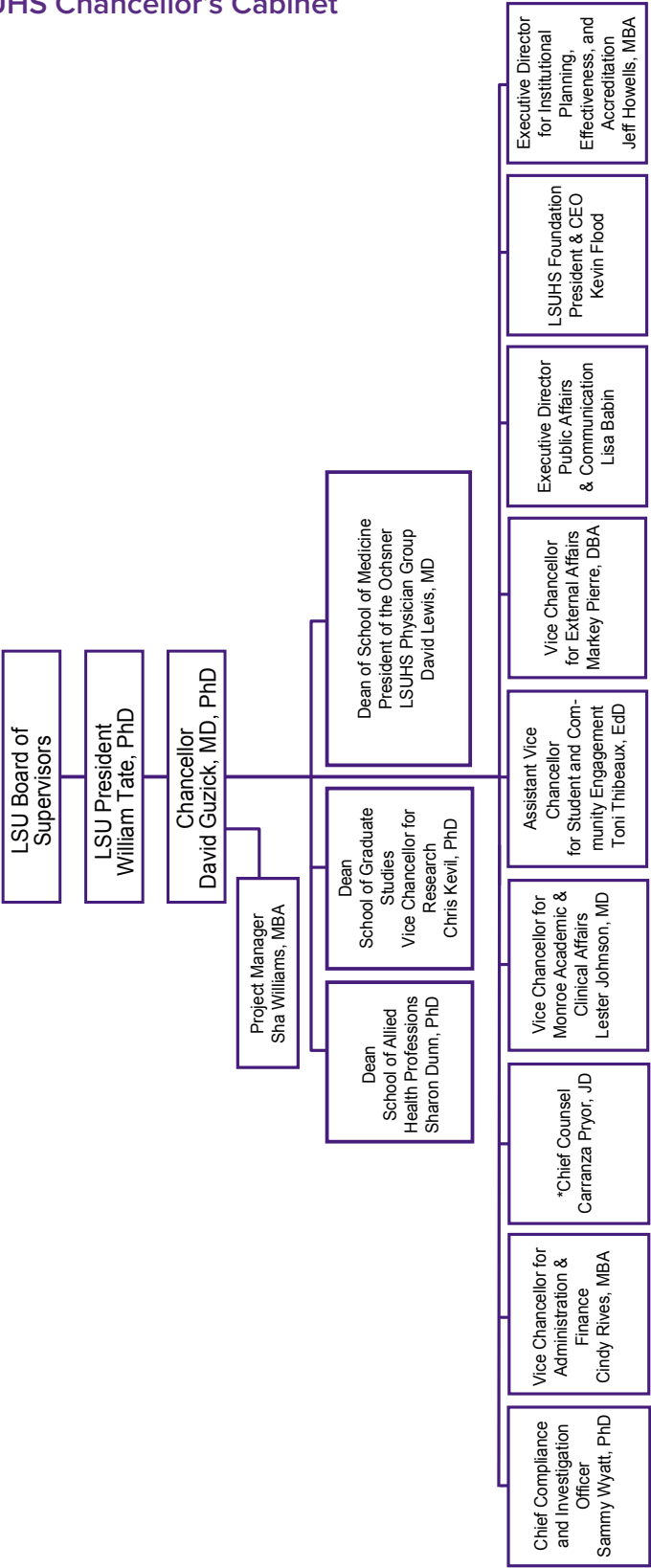
Given the implementation and assessment of the IPE program will occur within the context of a pre-post assessment, a data coordinator will be responsible for overseeing the collection of assessment data. The director of biostatistics and staff biostatisticians will collaborate with the data coordinator and the LSUHS chancellor on data analysis.

As illustrated in Figure 2, the IPE Steering Committee operates under the direct oversight of the Chancellor's Cabinet. Figure 3 provides a more detailed breakdown of the roles within the Chancellor's Cabinet, while Figure 4 outlines the composition of the IPE Steering Committee and its Working Group.

The IPE Steering Committee is comprised of ten members, each with distinct responsibilities. This includes one faculty representative from each school tasked with formulating the specifics of the IPE curriculum as part of the Working Group. Additionally, another faculty member from each school is directly engaged in teaching IPE within this curriculum. The committee also includes one student representative from each school, the director of institutional planning, effectiveness, and accreditation, and the LSUHS chancellor, who serves as the committee chair. Minutes from IPE Steering Committee meetings can be found in Appendix 1.

Within the committee structure, members of the Working Group, led by Kelly Pagidas, MD, senior associate dean for medical education in the School of Medicine, have collaborated to develop specific learning modules for students across the three schools throughout the academic year. In addition to Dr. Pagidas, this subgroup includes Diana Merendino, DPT, associate dean for academic and student affairs in the School of Allied Health Professions, and Nancy Leidenheimer, PhD, professor of biochemistry and molecular biology in the School of Graduate Studies. Implementation of the learning modules is the responsibility of the project director, who reports to the IPE Steering Committee.

Figure 3. LSUHS Chancellor's Cabinet



*The Chief Counsel for LSU Health Shreveport reports to LSU General Counsel and Chancellor of LSU Health Shreveport

Figure 4. Composition of IPE Steering Committee

David S. Guzick, MD, PhD, Chair
Chancellor
LSU Health Shreveport

- **Emily Weidman-Evans, PharmD**
Clinical Professor of Physician
Assistant Studies
School of Allied Health Professions
- **Art Yurdagul, PhD**
Assistant Professor of Molecular
& Cellular Physiology
School of Graduate Studies
- **Taylor Tinsley, Student**
School of Allied Health Professions
- **Frances Vest, Student**
School of Graduate Studies
- **Claire Robicheaux, Student**
School of Medicine
- **Jeff Howells**
Executive Director of Institutional
Planning, Effectiveness,
& Accreditation
- **Kelly Pagidas, MD***
Senior Associate Dean
for Medical Education
- **Diana Merendino, DPT***
Associate Dean for Academic
and Student Affairs
School of Allied Health Professions
- **Nancy Leidenheimer, PhD***
Professor of Biochemistry
& Molecular Biology
School of Graduate Studies

*Working Group (Kelly Pagidas, MD, Chair)

Faculty Development

Guided by the IPE Steering Committee, a comprehensive faculty development program will be designed and implemented to prepare educators with the necessary knowledge and skills for effective IPE facilitation. This program will include specialized training on pedagogical approaches, with a focus on problem-based learning tailored to meet the distinctive requirements of IPE. Moreover, the faculty development plan aims to foster a collaborative environment among faculty members across LSUHS's three health-science schools, encouraging interdisciplinary cooperation and the sharing of valuable insights.

To achieve these goals, LSUHS plans a comprehensive strategy that combines both external and internal resources to maximize the expertise and knowledge available for faculty members involved in IPE. As shown in Table 2, funds for faculty development will be made available to ensure that faculty members are well-equipped to facilitate IPE effectively.

Recognizing the valuable opportunities provided by external institutions and organizations, the IPE Steering Committee will draw on programs such as those offered by the Interprofessional Education Collaborative (IPEC) and the Texas IPE Consortium. STRIPE faculty and staff will attend these structured programs regularly, fostering collaboration and gaining exposure to best practices in IPE to enhance their facilitation skills.

Furthermore, the faculty development program plans to incorporate the NexusIPE “T3 Train the Trainer” program for Interprofessional Team Development (<https://nexusipe.org/T3>). This program serves as a valuable resource for training individuals who can then disseminate knowledge within the institution. LSUHS will send selected STRIPE representatives to external training, who will subsequently host internal faculty development workshops, creating a sustainable model for knowledge dissemination and skill development.

Additionally, LSUHS will incorporate the University of Washington’s IPE Facilitator Training Toolkit (UW IPE Facilitator Training Toolkit, n.d.). This initiative aims to provide educators with a comprehensive understanding of IPE competencies and equip them with the necessary skills to facilitate interprofessional learning effectively. The toolkit contains free-source activities and methods designed to actively engage educators in learning and applying various instructional methods to teach IPE competencies. Facilitators will conduct an IPE facilitation training workshop using a series of provided videos, with the training typically lasting 90 minutes for large groups. The workshop includes various activities such as introductions, presentations, facilitation videos and discussions, debrief sessions, and evaluations. It addresses common facilitation challenges, including integration of base knowledge and skills of the student participants, lack of understanding regarding professional learning requirements, debunking stereotypes, managing tension and conflict, and fostering the authenticity of clinical cases.

Continuous Improvement

Continuous improvement within the STRIPE project will be driven by a structured framework involving the IPE Steering Committee, chaired by the Chancellor and including its working group, and the IPE project director. Collaboratively, the steering committee and its working group will design and implement learning modules that seamlessly embed and integrate IPE into the curricula of the Schools of Medicine, Graduate Studies, and Allied Health Professions, ensuring alignment with LSUHS’s broader educational goals. The IPE project director will oversee these initiatives, taking the lead in establishing a robust feedback loop that identifies areas in need of improvement. This systematic approach will actively gather insights and lessons learned from the initial IPE program implementation, serving as a valuable resource for enhancing subsequent iterations, thus ensuring the program’s responsiveness to evolving needs and challenges.

VII. ASSESSMENT

Program Goals and Evaluation of Program Impact

As STRIPE aims to prepare students for collaborative professionalism by instilling enhanced knowledge, skills, behaviors, and attitudes conducive to effective teamwork in health care and biomedical settings, the following overarching goals will guide the program's focus on enhancing interprofessional collaboration, imparting long-term values, and empowering students with essential skills:

- *Strengthen Interprofessional Collaboration:* Foster a collaborative culture among LSUHS's students in medicine, graduate studies, and allied health professions, emphasizing the benefits of team-based learning to enhance their interprofessional skills and values.
- *Instill Long-term Values:* Cultivate a mindset of cooperation and mutual respect among future health care professionals by instilling values that emphasize respect for the contributions of all members of the biomedical and healthcare team.
- *Empower Students with Essential Skills:* Equip students with essential skills and behaviors to collaborate with other health professionals, comprehend the scientific basis of pathophysiology and treatment, and contribute effectively to improved patient outcomes.

Aligned with these goals, the QEP seeks to assess the impact of an embedded IPE curriculum on students' knowledge, skills, behaviors, and attitudes regarding various health professions across the Schools of Medicine, Graduate Studies, and Allied Health Professions. As discussed below, central to the evaluation of program impact is the comparison of student assessment metrics, tied to core IPE competencies, before and after each learning module, and then at a later time in the curricula of the three schools. These comparisons are aimed at determining whether students' scores on key measures of interprofessional knowledge, skills, and behaviors show notable improvement following their engagement in each of the IPE learning modules distributed across the academic year, and whether these improvements are long-lasting.

Assessment of Student Learning Outcomes

STRIPE seeks to prepare students for effective interprofessional collaboration by achieving a comprehensive set of competencies through embedded small-group learning modules. Assessment of progress towards this goal will be done by comparing validated measures of these competencies before and after each learning module. In this section, assessment data pertaining to prior IPE activities will be reviewed, followed by a description of the assessment protocol that will be used for STRIPE.

Prior Assessment Experience

As noted previously, an IPE activity focused on the roles and responsibilities of different health professions, including students from both the School of Medicine and the School of Allied Health Professions, was delivered virtually (due to COVID-19) in Spring 2021, Spring 2022, and Fall 2022. In addition to medical students, learners from the following programs were included:

communications disorders, medical laboratory science, nursing (Northwestern State University students), occupational therapy, physical therapy, physician assistant, public health, respiratory therapy, and speech language pathology.

Overall, approximately 900 students were included in these activities, divided into small groups consisting of 5-7 students. Ten facilitators were assigned, each of whom had five groups. Students received an email describing the learning activity, with instructions and key deadline dates for setting the virtual meeting time and completing the assignment. Students worked among themselves to establish a meeting date and time for their group. After completing the assignment, the facilitator emailed all participants a post-activity survey.

Of 882 participating students, 418 were medical students and 464 were allied health students. The report from the Fall 2022 survey is included as Appendix 2, which includes quantitative data as well as descriptive comments from students.

Aggregating data across the Spring 2021, Spring 2022, and Fall 2022 IPE activities, as there were no statistically significant differences among them, between 85% and 91% of respondents expressed “agreed” or “strongly agreed” with the following statements:

After this activity,

- I am better able to describe the role and responsibilities of another health profession and their involvement in patient care (89%).
- I am better able to describe the scope of practice of another health profession (86%).
- I am better able to describe the working relationship the health profession has with other health professionals (85%).
- I am better able to explain factors that contribute to being an effective team member on an interprofessional team (86%).
- I have a better understanding of the benefits that an interprofessional team could bring to patient care (91%).

Assessment Instruments for STRIPE

The training evaluation model developed by David Kirkpatrick in the late 1950s, which evolved over the years into an expanded typology of four levels of learning outcomes (Kirkpatrick, 1994), has frequently been referenced as a model for the evaluation of IPE interventions (e.g., Grymonpre et al., 2010). Student reactions to IPE learning (level 1) will be measured using a validated IPE questionnaire, described below (Goreczny et al., 2016). Subsequently, changes in learner’s attitudes and knowledge/skills (level 2) will be assessed through the use of Performance Assessment Communication and Teamwork Tools (PACT) developed at the University of Washington (Chiu et al., 2024). Assessment at Kirkpatrick level 3 (behavioral change in their subsequent practice setting) and Kirkpatrick level 4 (changes in the delivery of care and in population health) are beyond the scope of STRIPE.

PACT offers a comprehensive assessment through a dual approach: self-assessment by the learners and observational evaluation by program faculty. Designed to offer immediate and practical

feedback, these tools further enhance participants' comprehension of their communication and teamwork abilities (Chiu et al., 2024). The validity of PACT has been rigorously established through a study spanning various health professions disciplines (Chiu et al., 2024). The results of this validity study affirm the reliability of the observational tools, demonstrating acceptable to very good inter-rater reliability.

For the STRIPE program, the Working Group modified three validated PACT instruments, focusing on two self-report pre-post assessments and one observational rating tool. These instruments are shown in Appendix 3. The modified PACT tools mirror the key domains emphasized in TeamSTEPPS, (Team Structure, Situation Monitoring, Mutual Support, and Communication). This alignment ensures a cohesive and comprehensive evaluation of participants' performance in these areas. In tandem with the modified PACT instruments, assessment of SLOs will be enhanced by use of the IPE questionnaire of Goreczny et al. (2016), a 13-item self-report survey that asks respondents about the value of the IPE event, followed by items intended to measure IPE competencies.

This two-pronged approach offers a nuanced and comprehensive evaluation of students' engagement and proficiency across the domains of IPE. A summative assessment, described later in "Data Acquisition, Storage, and Analysis," not only measures the immediate impact of the STRIPE program but also assesses the longitudinal development of participants. This instrument can be found in Appendix 4.

Table 3 shows a summary of student learning outcome categories, activities (learning modules), and assessment instruments.

Table 3. STRIPE SLOs, Learning Modules, and Assessment Tools

Student Learning Outcome	Learning Modules	Assessment Tools
SLO 1: Roles and Responsibilities	PBL Modules 1-4	- PACT Instrument (Observational and Self-assessment) - IPE Questionnaire (Goreczny et al., 2016)
SLO 2: Values and Ethics	PBL Modules 1-4	PACT Instrument (Observational and Self-assessment)
SLO 3: Communication	PBL Modules 1-4	PACT Instrument (Observational and Self-assessment)
SLO 4: Teams and Teamwork	PBL Modules 1-4	PACT Instrument (Observational and Self-assessment)

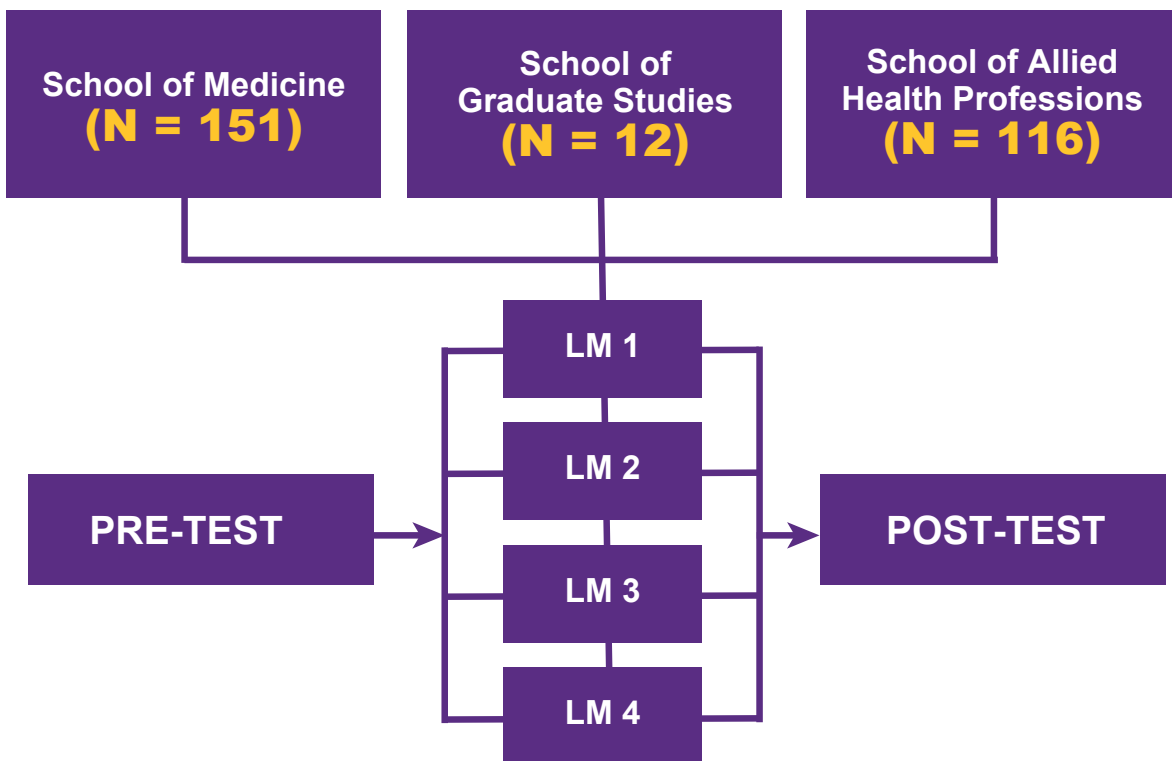
Data Collection, Storage, and Analysis

The design of the STRIPE program encompasses four learning modules embedded into the existing curricula, as detailed earlier. A flow chart of the data collection on outcomes is shown in Figure 5. Prior to beginning the academic year, students in all three schools will receive an overview of STRIPE, including its rationale and procedures. Subsequently, they will be asked to complete the assessment instruments both before and after each learning module.

Assessment instruments will be administered electronically using REDCap and will be stored using REDCap server. The open-source programming software “R” will be used to analyze the data. Descriptive statistics will be employed to summarize assessment instrument scores before and after each learning module, offering insights into mean scores, standard deviations, and percentiles.

Subsequently, paired t-tests will be conducted for each learning module to assess the statistical significance of differences between pre- and post-module scores, providing an understanding of the impact of each module. An Analysis of Variance (ANOVA) will be implemented to examine potential variations in mean scores across the four learning modules, helping to discern the relative effectiveness of each module.

Figure 5. Data Collection Under STRIPE Program



A summative assessment for STRIPE will involve an analysis of post-minus-pre change scores for each learning module, aggregated on an equal-weight basis and then tested for significance (null hypothesis: aggregated change score = 0.0). Subgroup analyses based on academic years and schools of enrollment will be performed to explore potential variations in outcomes among different student groups. T-tests will be used to test for differences in change scores between students in the School of Medicine and those in the School of Allied Health.

Each question from the PACT Observer Form will be used to assess team performance retrospectively.

For purposes of power analysis, the following question from the pre- and post-assessment form (Goreczny et al., 2016), completed by each student before and after each module, was selected: “This event helped me to develop skills that will enable me to work with professionals from other disciplines in a manner that conveys mutual respect” (10-point Likert scale). Based on data from Goreczny et al. (2016), the expected baseline mean is 7.39 with a standard deviation of 1.93, and the expected response to intervention is 1.1 points. These data imply that using a paired t-test, 35 student participants will be needed to detect a difference of 1.1 at a significance level of 0.05 with 80 percent power, according to the method of Chow et al. (2008). This sample will readily be achieved, as the expected number of students who will participate in STRIPE is in the range of 225-250 per cohort.

Insufficient power is expected for testing pre-post comparisons for the School of Graduate Studies alone; therefore, data on students from this school will be included in the overall data analysis performed on the total dataset.

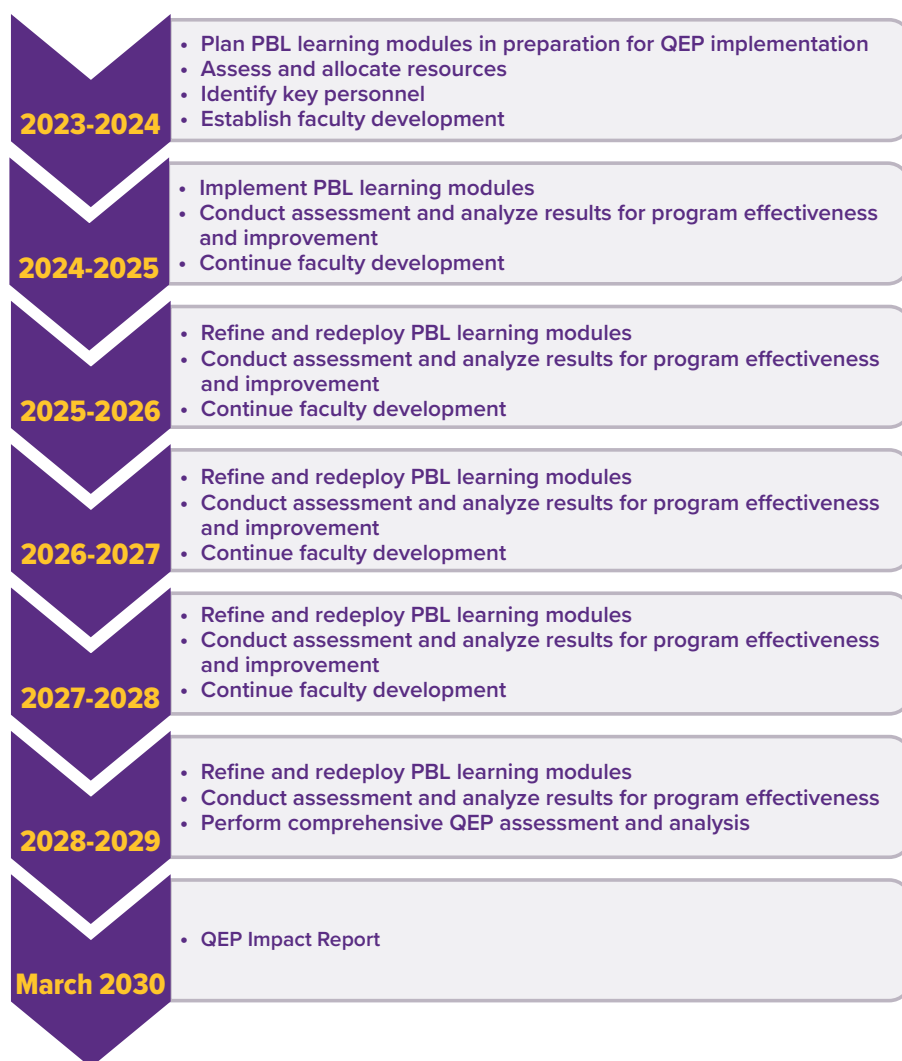
To test for the significance of potentially confounding variables, linear regression equations will be estimated for each outcome measure, using change scores as the dependent variables. On the other side of the equation will be the various explanatory variables, as well as dummy variables for the school of enrollment and the individual learning modules.

The current 2023-2024 academic year is being devoted to planning the details of specific small-group IPE learning modules, and conducting test runs of several modules to refine their implementation. The test runs will include the validated set of survey questions regarding IPE core competencies to be completed by an adequately powered cohort of students before and after each learning module. Based on student and faculty feedback, and information gained from analysis of the test modules, modifications of STRIPE will be instituted before full implementation during the 2024-2025 academic year. Data analysis of the full STRIPE program will occur in June 2025. Results will be analyzed and reported in July 2025, before the start of the following academic year.

VIII. TIMELINE

Embarking on a comprehensive program aimed at enhancing IPE at LSUHS, the STRIPE timeline progresses through several key stages as shown in Figure 6. Academic year 2023-24 (Year 0) marks the genesis, focusing on thorough planning and preparation. This preparatory phase involves developing, testing and refining learning modules, assessing and allocating resources, identifying key personnel, and establishing faculty development initiatives. Subsequently, academic years 2024-25 to 2028-29 (Years 1 through 5) represent the official period for implementing and assessing the QEP. During this span, efforts revolve around executing PBL learning modules across diverse student cohorts, assessing student learning outcomes, and fine-tuning activities based on assessment findings. Continuous monitoring and evaluation ensure ongoing adaptability and effectiveness, culminating in a comprehensive assessment of the QEP at the conclusion of academic year 2028-29 (Year 5). Lastly, in March 2030, a QEP Impact Report is submitted to SACSCOC, summarizing the journey and achievements of this transformative educational initiative.

Figure 6. STRIPE Timeline



IX. SUMMARY

For its Quality Enhancement Project (QEP), LSU Health Shreveport (LSUHS) will implement an IPE across its three schools – Medicine, Graduate Studies, and Allied Health Professions. This five-year program, called “STRIPE” – Student **T**Raining in **I**nter**P**rofessional Education, will enable students to: (a) improve their knowledge about the benefits of team learning and of team health care delivery; (b) obtain skills and learn behaviors that will enable them to access the expertise of health professionals with different backgrounds – clinicians and biomedical scientists – in caring for patients and in gaining an understanding of the underlying pathophysiology of their conditions and the evidence for alternative treatments; (c) embrace attitudes that emphasize respect for the contributions of all members of the research and health care team; and (d) retain these improved areas of knowledge, skills, behaviors, and attitudes long term.

IPE was chosen as LSUHS’s QEP as part of a broad-based, institution-wide strategic planning process during 2019, garnering wide-ranging consensus and support among faculty and students at all three schools. Progress was made in succeeding years in piloting selected IPE student experiences. With the appointment of David S. Guzik, MD, PhD as LSUHS’s Chancellor in January 2023, an IPE Steering Committee chaired by the chancellor and consisting of faculty and students from all three schools was formed to develop the details of STRIPE. The work of the IPE Steering Committee, which meets monthly, benefitted from oversight by the Chancellor’s Cabinet. Substantial resources – in the form of support for faculty and staff effort and for funding non-personnel needs – have been committed by the chancellor to implement STRIPE.

LSUHS’s STRIPE program aims to accomplish its goals and student learning outcomes by embedding IPE in selected small-group, active learning modules at four specific points that will jointly occur in the curricula within all three schools. The level of success in achieving these goals will be analyzed by comparing student’s scores on several validated IPE metrics before and after each learning module. In addition to testing for change scores in association with the learning modules, the potential impact of other student characteristics affecting learning outcomes will also be assessed.

In conclusion, the choice of IPE as LSUHS’s QEP was identified in concert with the institution’s ongoing strategic planning and evaluation process and was supported by a broad consensus of faculty and students. Through a process developed by the IPE Steering Committee consisting of faculty and students across LSUHS’s three schools and chaired by the Chancellor, the STRIPE program was designed with specific goals in mind regarding longitudinally retained knowledge, skills, behaviors, and values. Specific student learning outcomes serve as guiding pillars, thoughtfully centered on IPE competencies including values and ethics, roles and responsibilities, communication, as well as teams and teamwork. STRIPE includes validated instruments to assess the level of student success in achieving these goals, which will be evaluated using an adequately powered pre-post design and statistical analysis over its five years of implementation.

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XI. APPENDICES

APPENDIX 1:

Meeting Minutes - IPE Steering Committee

Minutes

IPE steering Committee

August 24, 2023

1. Introductions:

- Dr. Guzick, Chairman, Medical School
- Dr. Kelly Pagidas, Work Group, Medical School
- Dr. Diana Merendino, Work Group, SAHP
- Dr. Nancy Leidenheimer, Work Group, Graduate Studies
- Dr. Emily Weidman-Evans, Faculty, SAHP
- Dr. Arif Yurdagul, Faculty, Graduate Studies
- Jeff Howells, Faculty, Medical School
- Taylor Tinsley, Student, SAHP
- Frances Vest, Student, Graduate Studies
- Claire Robichaux, Student, SoM

2. Timeline of SACS reaffirmation process and role of IPE project (Howells):

- Plan focuses on student success. Novel aspect: IPE is embedded in curriculum.
- The entire package will be submitted on Sep 8, 2023, with a goal of 100% of the standards in compliance on paper.
- 6-weeks prior to site visit March 25 – 28, 2024, we will submit a response to any comments that we receive regarding the other 75 standards.
- SACS allows us to choose our expert Chief IPE evaluator.
- February deadline.

3. Review of draft IPE document, including sections that need attention:

- Concept of embedding a research project within IPE
 - A couple of modules within each semester.
 - Embedded in courses like Research Ethics or common denominator courses.
 - Students: SOM - 1st and 2nd; SGS and SAHP – 2nd year.
 - Scheduling of modules in the 3 schools is the objective of the working group.
 - The program will be a 1-year program.

- Dr. Guzick is proposing the possibility of doing a randomized trial in-person or remote, but will review the literature to see if this would be a novel contribution.
- Faculty and student support for IPE as LSUHS's QEP topic (p. 6).
- Background literature (Dr. Guzick will do).
- Embedding IPE learning modules into small-group learning simulation or PBL topics in the curricula (working group will do).
- Preliminary data (need description of current "Roles and Responsibilities" IPE activity (Dr. Merendino will do).
- Assessment instruments (Howells and Merendino) p.9
 - Assessment instruments will be chosen by the working group and presented to the Steering Committee.
 - Outcome goals.
- Pre vs. Post for overall IPE programs vs. for each learning activity
 - Compare pre/post comparison.
 - Survey less than 20 questions.

4. Next steps

- Sections completed by designated individual as noted above.
- This year is planning.
- Next year is Implementing.

IPE Meeting Minutes
September 28, 2023
Chancellor's Conference room 1-209
11am – 12pm

Attendee: Dr. Guzick, Pagidas, Merendino, Leidenheimer, Weidman-Evans, Yurdagul, Jeff Howells, Taylor Tinsley, Frances Vest.

AGENDA DETAILS

I. Approval of minutes

- Clarify that QEP is a 5-year program.
- Page. 19 (1st and/or 2nd year students for all 3 schools depending on the program).

II. Timeline – Jeff Howells

- Institutional deadline February 12, 2024
- 6-weeks prior to site visit March 25 – 28, 2024, we will submit a response to any comments that we receive regarding the other 75 standards.
- Site visit March 25 -28, 2024 focusing on QEP
- SACS allows us to choose our expert Chief IPE evaluator
- The evaluators cannot be from your current State
- Marketing SACS visit on campus signage

III. Review of remaining incomplete areas of document

- Dr. Merendino – Process for Choosing IPE as QEP topic
- Working group – Specific learning modules and assignment instruments
- Dr. Merendino virtual IPE learning during COVID
- Dr. Nobel Bhuiyan, Biostatistician, Power analysis

IV. Working group report

- a. No. of learning modules
- b. Topics
- c. Preliminary outcome measures

V. Review of budget page

- IPE Program Tab 1
- 15% effort of each member of working group
- Teaching faculty support 500 hours (15 groups of 10 students)
- Project coordinator 75% effort
- Staff Biostatistician 20%
- IT Support
- \$630k budget for 1st year

VI. Date of next meetings

- October 26, 2023
- November 16, 2023
- December 14, 2023

VII. Adjourn 11:45am

IPE Meeting Minutes
October 26, 2023
Chancellor's Conference room 1-209
10:30am – 11:30am

Attendee: Dr. Guzick, Pagidas, Merendino, Leidenheimer, Weidman-Evans, Yurdagul, Jeff Howells, Taylor Tinsley.

AGENDA DETAILS

I. Approval of minutes

- approved

II. Timeline update & selection of Lead QEP Evaluator – Jeff Howells

- **QEP Lead Evaluator Nominations:** After careful consideration, Dr. Joseph Zorek, the Executive Director of IPE at UTHSC-San Antonio, regretfully declined the nomination on Oct. 25 due to concerns about his spring workload. However, Dr. Renee Bogenschutz from TTUHSC-Lubbock has confirmed her availability and graciously accepted our nomination. She brings a wealth of experience as the Founding Director of IPE at TTUHSC.
- **Timeline:** The SACSCOC Off-Site Reaffirmation Committee is scheduled to review our Compliance Certification, which covers 70+ standards (excluding the QEP), from October 31 to November 2. The committee will assess compliance with each standard. The institution can then address any non-compliant findings in a Focused Report, due six weeks prior to the site visit scheduled for March 25-28, 2024. The QEP is also due at the same six-week interval. To ensure ample time for final editing and any potential contingencies, our aim is to finalize the QEP document by late December.
-

III. Review of updated in document

- No additional edits suggested.

IV. Working group report

- Performance Assessment Communication and Teamwork Tools (PACT) developed by the University of Washington will be used to assess the IPE learning outcomes.
- IPE Problem-Based Learning Modules
 - Roles and responsibilities
 - Values and Ethics
 - Communication and Collaboration
 - Teams and Teamwork

- No. of learning modules
 - Modules 1-2 roll out this upcoming academic year.
 - Modules 3-4 would fall into the 2nd year of IPE.
 - Module 2, 3, 4 Graduate Studies, Allied Health Students.
 - Once the documentation is modified the package should be two pages.
 - The outcome of the course will be parallel w/course evaluation. The evaluation in terms of their grade will be based on the content of the specific learning module and it is not a grade based on the evaluation.
 - IPE is embedded in the curriculum which will show up on their schedule.
 - There should be an IRB for the assessment form process as a research subject.
- Pre and post time requirements of students
 - The goal is 15 minutes before and 15 minutes after each module.

V. Date of next meeting - November 16th, 11:00am – 11:45am

VI. Other business - None

VII. Adjourn – 11:10am

IPE Meeting Minutes
November 16, 2023
Chancellor's Conference room 1-209
11:00am – 11:45am

Attendee: Drs. Guzick, Pagidas, Merendino, Yurdagul, Jeff Howells, Taylor Tinsley, Mary Vest.

AGENDA DETAILS

I. Approval of minutes

- approved

II. Timeline update; selection of Lead QEP Evaluator; QEP “guide” – Jeff Howells

Evaluation framework:

- Review of what information and criteria the lead evaluator will use to objectively determine our compliance with the 5 components of the QEP.

Timeline:

- Distribute edits before the next meeting on December 14th.
- Power analysis can be completed with the working group report by determining which survey questions to choose, what's the expected delta between baseline and post-learning scores, and what are the means and standard deviations at baseline.
- Dr. Noble Bhuiyan will perform the power analysis.
- Acronym for IPE program: “STRIPE” – Student Training in InterProfessional Education.

III. Review of updated document – Dr. Guzick

- Learning outcomes.
- Assessment instruments.
- IPE problem-based learning activity.
- Page 23 – add three health professional schools...
- Send all edits electronically to the group.

IV. Working group report – Dr. Pagidas

- Next working group meeting December 14th.
- Choose topics for learning modules.
- Choose questions for the modified surveys.
- Roles and responsibilities standard deviation average is 2 with a mean of 6-7 on a 10-point scale.
- PAC analysis is a little more complicated. The working group will determine the variables and tools for standard deviation and means.
- Restrict survey questions to those that are relevant to module.

- Add appendices

V. Date of next meeting – December 14, 2023

VI. Other business

- none

VII. Adjourn – 11:45am

IPE Meeting Minutes
December 14, 2023
Chancellor's Conference room 1-209
11:00am – 11:45am

Attendee: Drs. Guzick, Pagidas, Merendino, Leidenheimer, Yurdagul, Jeff Howells, Taylor Tinsley, Mary Vest.

AGENDA DETAILS

I. Approval of minutes

- approved

II. Review of SACS committee findings – Jeff Howells

- Creating a website to inform and update on the IPE Project.
- Importance of publicizing the SACS visit on campus.
- Notifying students about their expectations for participation.
- CITI training modules/town hall meetings to expose students to elements of the QEP on IPE.

III. Review of STRIPE's acronym – Dr. Guzick

- Student training in Inter Professional Education tiger strip graphic presented. Unanimously approved.

IV. Working group report – Dr. Pagidas

- Pre/Post assessment takes approximately 5 minutes to complete.
- Aligning the assessment form with the four competencies.
- Discussed adding mock EHR and integrating IPE cases into the curriculum.
- Cost and availability of EHR software; evaluating its suitability for the IPE project.

V. Date of next meeting – January 18, 2024

VI. Other business

- none

VII. Adjourn – 11:45am

APPENDIX 2:

2022 Virtual IPE Learning Experience Survey

2022 Virtual IPE Learning Experience Survey

After this activity, I am better able to describe the role and responsibilities of another health profession and their involvement in patient care.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Grand Total	Total Respondents
Percent of Respondents	33.8%	52.7%	11.2%	1.2%	1.2%	100.0%	260

After this activity, I am better able to describe the scope of practice of another health profession.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Grand Total	Total Respondents
Percent of Respondents	27.7%	56.2%	12.7%	2.3%	1.2%	100.0%	260

After this activity, I am better able to describe the working relationship the health profession has with other health care professionals.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Grand Total	Total Respondents
Percent of Respondents	36.5%	43.1%	15.0%	3.5%	1.9%	100.0%	260

After this activity, I am better able to explain the factors that contribute to being an effective team member on an interprofessional team.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Grand Total	Total Respondents
Percent of Respondents	33.8%	50.0%	11.5%	3.5%	1.2%	100.0%	260

After this activity, I have a better understanding of the benefits that an interprofessional team could bring to patient care.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Grand Total	Total Respondents
Percent of Respondents	40.8%	49.6%	7.3%	0.8%	1.5%	100.0%	260

Based on my experience with this assignment I would value participating in a future interprofessional assignment.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Grand Total	Total Respondents
Percent of Respondents	26.9%	41.9%	20.8%	8.5%	1.9%	100.0%	260

2022 Virtual IPE Learning Experience Survey - Open Ended Questions Responses

Respondent ID	LSUHSC Academic Program	Other (please specify)	What surprised you about this assignment?	How will the knowledge gained during this assignment help you going forward in your studies and practice?	What other comments do you have about this assignment?	What are 3 things you learned from this assignment?
13455156667	Medicine		Hearing different peoples' professional journeys. The different challenges that occur in the varying fields of study. Although we all work in similar settings (relatively speaking) we face different problems in the workplace.	It gave me a better understanding of how the different medical fields all impact each other.	I would suggest the organizers setting up the meeting day/time for the future.	1. The impact of covid across different fields. 2. The variety of professions that interplay in the medical field. 3. The value of asking questions and being open to learning about other fields.
13427089664	Physician Assistant			I will be more conscientious of my future coworkers.	N/A	1. Although we all have different fields of study, we are aiming to achieve the same goal: helping the patient. 2. Each field is just as vital as the next and should be treated as such. 3. You can learn a lot from listening to others discuss challenges that may affect them in their respective fields.
13424000522	Physical Therapy		How PA school is only 1 year of didactics.	It has defined the roles of each profession and allowed me to better refer my patients.	N/A	Inter-professional development is important for young students. It is important to be able to accurately define your own profession to other healthcare workers. I think the group could have stood to be a bit larger.
1342389321	Physical Therapy		This assignment was surprising in the way that it opened my eyes to the different roles played by each profession in the grand scope of patient care.	The knowledge gained during this assignment will help me understand the different practices of each profession and whether or not they could play a beneficial role in the care of my patients depending on their condition or presentation. It will help me to know when and who to refer out to if that is warranted.	This assignment, while beneficial, is already done in the first year of the programs within the SAHP. Doing it again is redundant. I appreciate the opportunity to learn from the inter-professional team though.	1. Medical school has many more avenues than originally thought. 2. Many times, PTs work alongside OT or CPS within the same treatment session depending on the patient's condition. 3. The only way to ensure success for our patients is to work as a fully cooperative inter-professional team, so make friends with your co-workers to facilitate that good work relationship.
13423601655	Medicine		The persistence of lack of knowledge about the scope of and difference between Occupational Therapy & Physical Therapy.	It will allow me to maintain healthy & strong relationships guided by professionalism and respect for my colleagues in the medical field.	None	I learned about the education system of PT, OT, & PA students. OT's struggle to be respected as an individual field and are just considered PT's by many patients & professionals alike. A similar struggle exists with PA's and the doubt of their competency in clinical settings by new doctors or patients.
13423484282	Physical Therapy		I was surprised how little the medical students knew about physical therapy.	I will study with more focus on my area of specialty, without feeling like I have to know everything about everything. I will try to better acknowledge where I would need help from another discipline in my practice.	I appreciate the opportunity afforded by this assignment to learn a little bit about another profession I'm healthcare.	1. How medical students matriculate through their program. 2. That other professions don't necessarily realize the value of physical therapy in healthcare. 3. That medical students have to know what are of practice they want to enter into.
13423452319	Physical Therapy		I was surprised by the amount of overlap in terms of scope of practice amongst all of the professions.	I was more confident in the utilization of different professions in terms of which profession to refer out to or consult with on a case.	It might have been easier to complete via a forum post rather than having everyone meet at a specific time. We had scheduling conflicts.	Medical students must complete certain tests to continue in the program. I also learned that some medical residencies are more competitive than others. Respiratory therapists have the option to further their education in a way that is similar to a specialty for PTs.
13423450465	Physical Therapy		I was surprised at how much overlap there was among the different programs when it comes to academics and scope of practice.	It will help me when working on a therapy team and understanding the specialties of the different professions.	It would have been beneficial to have a designated time for everyone to meet (such as a common hour) because it was difficult to arrange a meeting around everyone's schedules.	1. I have a better understanding of the scope of practice of the different professional programs. 2. I learned about some of the smaller programs within Allied Health such as MLS and respiratory therapy, that I previously did not know much about. 3. I have a better understanding of the medical program curriculum with only 2 years of didactic and 2 years of rotations before their residency.
13423441604	Physical Therapy		that other professions did not see or speak to patients as much.	I have a new respect and understanding for each of the professions.	I was interested to see the similarities between the professions.	MLS do not generally interact with patients. Med students take multiple national exams. New intervention methods of respiratory therapists.
13423435010	Physical Therapy		I was surprised to hear about how similar some course objectives were and about the busy work given to medical students.	It will help me in my practice feel more comfortable talking to other doctors and hopefully decrease the stigma I have already felt between doctors and physical therapists.	I appreciated how open and honest everyone was.	I learned more about the PA program, the MD program, how their testing works, how their rotations work, and how little is really known about the PT profession.
13423417972	Medicine		I was surprised to learn of the various exams that each professional school students have to take in order to be certified in their designated careers.	The knowledge I gained from this activity will help me in my career as a physician by helping me remember that healthcare is a team of many individuals that contribute to the main goal of providing the best patient care possible.	I enjoyed my time meeting the students of each perspective program and look forward to maintaining the relationships.	1) teamwork within healthcare is crucial in order to provide the best patient care possible. 2) a hospital of only doctors will not operate well, you need others to help you along the way and also to guide you. 3) time management is a trait that can not be taught but must be learned by that individual in order to stay on top of your daily assignments while also managing extra assignments.
13422993201	Medicine		I was surprised at how many professionals can be involved in the care of a patient at the same time, while still maintaining very specialized roles in taking care of the patient.	It gives me more of an awareness of each individual role and teaches me who and how to ask for help when taking care of my future patients. It also gave me more tools on how to talk about treatment options with patients.	I think the size of the group was too big to have really in depth discussion. I also think in future IPE assignments, having a realistic practice scenario where we discuss a patient and how they will be treated, and what role each person has would be really beneficial.	1) I learned that OTs are mostly referral based, so that means as a future physician, I need to be aware of that option so I can refer my patients. 2) I was surprised that a MS in laboratory science exists, and I will definitely want to consult with someone in that profession in the future. 3) I learned that PAs are able to switch specialties in their career, so that flexibility is really cool.
13422285180	Speech-Language Pathology		Finding out how many students are in a class in other disciplines. Learning about some of the clinical experiences in the other programs. Some of OT's scope of practice.	I am slightly more informed about the kind of services OT's can provide, so that will be beneficial in collaborating in the future.	As an SLP and a 2nd year student, I think I did the most talking. I'm not sure the 1st years had as much knowledge or clinical experience to talk about. I enjoyed hearing their perspectives, but I'm not sure I feel much more informed about their scopes of practice. Truthfully I felt like the meeting could've been a little longer (about 1.5 hours). I think SLP was the least well-known discipline in the group. Also, I know there is an unequal number of students, but it would have been nice to learn about the disciplines that were not in my group.	I learned that OTs can administer a test/program that helps clients to introspect and identify their motivation. Also, doctors face greater mistrust from patients due to the Covid pandemic, and other disciplines have clinical tests with actors (i.e., people pretending to have a certain condition) to assess their skills.
13422195998	Medicine		I was surprised by how little I knew about some of the other careers in the medical field. I was also surprised by some of the motivations people have for going into the medical field; they vary widely.	I am hoping that it will help me to be open-minded to learn from those in other branches of the medical field as well as help me to understand their importance and appreciate their roles so we can optimize patient care.	There was not as wide a variety in our groups as we would have liked. It's not as fun to have this as a mandatory meeting, but it would be a lot more appreciated by myself and my colleagues if there were just a monthly luncheon or activity with allied health students to get to know one another. Nobody really wanted to take this serious and many meetings were 15 minutes or less. I feel if it was a voluntary meeting for us to go to get free food and meet new people it will be more beneficial for all of those involved.	I learned what a clinical lab scientist was. I learned about the degree of patient interaction involved in PT that was very desirable. I learned that I want to stay in medicine.
13422128278	Medicine		Something that surprised me was how very different the curriculums are for different programs. I know that all the different programs learned slightly different things, but I never thought that the organization would vary so drastically. For example, PA school is organized to where they spend one week per organ system and are constantly rotating between them, whereas we spend several weeks on one system before moving on again.	This assignment will help give me a better understanding of different healthcare professions. It also reminded me that although we are all studying different things, we are all still students going through the same struggles and challenges in our graduate programs. This is important to remember because sometimes I think medical students can forget that everyone else has hard programs with their own struggles. Some medical students think we are superior to other graduate students, so I think this assignment is important to remind those people that we are more alike than they think. This assignment will help me make sure I never think I am superior to anyone on my healthcare team because we are all healthcare professionals who should be valued equally.	I really enjoyed this assignment. I liked getting to interact with other students who are studying in various other healthcare programs. It was very interesting to hear about their programs and what their future careers entail.	One thing I learned from this assignment was how different the different programs are structured, which I already touched on. I also learned more about the different specialties that occupational therapists can go into. I didn't really know much about that field in healthcare, so it was interesting to get to hear more about it from our conversation. I also learned more about the different licensing exams these different programs have to take following graduation.
13421898877	Medicine		I was surprised at how many exams other students have to take to get certified/licensed in their profession. I didn't know that it was just as much as much exams that medical students have to take.	This assignment will help me better understand the roles of other members of the health care team. Teamwork is essential to making sure that the patient receives the best care possible.	I think that for this project in the future, it would work better if we could receive a time and date that we can all meet instead of coming up with that date ourselves. It was very difficult to get a date that would all work for us.	I learned that other future health care professionals outside of medical students have to take a lot of exams in order to become licensed/certified. The second thing that I learned is that for medical laboratory science, respiratory therapy, and physical therapy programs allow you to further specialize after completing your training. The third thing that I learned is that I learned that respiratory therapy programs is 14 months.
13420917065	Occupational Therapy		The openness of the participants	It helps me have an idea of how I fit into the puzzle.	We were missing a PT student. I think the biggest discrepancy is the difference between OT and PT. Because not even professors know the difference sometimes.	That other disciplines are taught "client-centered care," PA students and med students have SPL, and we are all trying our hardest with similar struggles.
13419705788	Physical Therapy		There wasn't anything that really surprised me about this assignment, but I think this is due to being a year further along in my curriculum and having learned a little about other professions already on a previous inter-professional assignment. Overall, I found that our group worked really well with compromising and setting a deadline that fit everyone's schedule, and I felt we had good conversations about our profession and experiences during the meeting. But again, nothing in general that stood out or surprised me about this assignment.	This assignment allowed me to realize that each profession is very knowledgeable about their field and know how to perform specific treatments within their scope of practice exceptionally. However, our professions do overlap somewhat with the material we learn throughout our programs; therefore, I have more confidence going into my upcoming clinical rotations knowing that I have the support of a team taking care of each patient versus just being alone.	Since I am a 2nd year PT student, I felt that I was a little more advanced in my curriculum versus most of the other students within our group. When it came to answering questions about our clinical experiences, most (except for the RT student and myself) did not have any type of clinical experience yet in their studies; therefore, they were only able to refer back to their time before entering graduate school when shadowing/observing or working as a tech or scribe. I felt all these questions were not applicable for 1st year students, and I believe I would have benefited more from this assignment if it involved students from all professions who already had some form of clinical exposure in their curriculum.	1. PAs need paid experience hours (as a tech or scribe) to apply to their programs; therefore, shadow/observations hours do not count. 2. PAs can participate in residencies/fellowships to specialize in a particular field within that scope of practice, just as PTs and MDs do. 3. Referring to clinical experience, the RT student felt there is a small lack of communication among the inter-professional team within the hospital setting she experiences; therefore, this is something I can take into consideration when starting my acute in-patient rotation in soon.
13418856636	Medicine		Nothing about the assignment surprised me, but I noticed a common theme for people who weren't in medical school, their programs seemed rushed. I recognized that other programs like PT and medical laboratory science squeeze a lot of information and training in a short period of time.	Going forward, I think I will appreciate how long it takes to practice on your own as a physician. The journey to becoming a doctor is stressful, but I couldn't imagine doing it in only two to three years. This assignment also helped me become more knowledgeable about people in other professions. As a future physician, I will continue to gain knowledge about other professions in healthcare to work collaboratively.	I think that this assignment was beneficial for all parties who participated. It gave each of us a chance to learn what each of our programs entail.	-The differences between a physical therapists and occupational therapist. -A license is not required in every state to practice medical laboratory science, but it is in Louisiana. -Connecting with people outside of your field of study opens your eyes to the role that everyone plays in the health of a patient.
1341787040	Physician Assistant		I was surprised to see that alot of the students already had a very firm understanding of the other's respective program responsibilities. However, the activity was great in comparing and contrasting them as well as learning the details of each program.	It will help me work better in a team with other Healthcare professionals because I will be able to understand and appreciate their specialization.	I think that this assignment was great in introducing us to programs that we may not have worked with before. As a PA student I am often exclusively with PAs. The ability to get to understand the roles and responsibilities of other health care professionals is paramount to our success in the future.	1) I learned alot more about the specialization of speech therapy and all it entails. 2) I learned the degree requirements of MD, OT, and ST. 3) I learned that each specialty has its role in providing a well rounded health care experience for the patient.
13416674147	Physical Therapy		How little other disciplines know about what physical therapists do on a daily basis.	I am more willing to bring other disciplines into my future practice for the benefit of my patients.	It was interesting and fun getting to know students in other disciplines at our school.	1. Interdisciplinary teams are necessary to treat the patient as a whole. 2. We can (and need to) respectfully work as a team with other disciplines. 3. Other disciplines bring knowledge & practices that I do not have the opportunity to do as a PT.
13416422921	Medicine		I surprised at the amount of information Allied health students have to learn in a short amount of time while also completing clinical rotations.	This information will allow me to be able to call on the right team member to perform certain tasks, this will allow proper team work.	It was fun getting to know people's stories and why they chose their profession.	I learned different professions scope of practice, time to complete education and work options after completing that education.
13416022950	Medicine		Many other professions bridge the gaps in patient care to ensure better patient outcomes.	I know the different scopes of practice and how these areas of expertise contribute to patient care.	N/A	Some PAs can open private practices, RTs are some of the first people to respond to Code Blues, among others. Medical students aren't the only ones having a tough time.
13414351923	Medical Lab Science		The amount of time certain programs take.	I will be able to recognize what certain professions may have had to learn about, for future reference.	I have no other comments.	These things I learned was the amount of time it gain education for certain programs. The amount of dedication it takes, as well as the passion that drives those who are in the certain programs.

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13414309630	Physician Assistant	How little other professions, especially the MD students, know about PAs and what they are capable of.	I will definitely do better to keep in mind the other professions out there in hopes to refer my patients to them. For example, instead of giving my patient pain meds for back pain, I can send them to PT.	I think this assignment could have gone better, perhaps with a better structure. The suggested prompts given didn't direct the conversation in a way that helped me to learn about each profession.	OTs now have a doctorate program. PTs do more than just exercises with their patients. PTs no longer need referrals to see patients.
13413973893	Medicine	How closely some of the allied health professions work with one another.		I enjoyed meeting students from the other schools.	How long the curriculum is for each health profession, why certain students decided to go into that field, and what a day in the life looks like for each student.
13413883063	Physician Assistant	I was surprised to hear about the SLP profession's education.	I understand OT vs PT better after our OT explained the difference.	None	PT's help with broader motor movements (walking to the bathroom). OT's help with fine motor movements (How to comb your hair, take a bath). SLPs can take clinical fellowships after graduation.
13413874432	Occupational Therapy	People were very shy when sharing their thoughts and experiences which was kind of confusing because it isn't like we were being monitored or graded.	When I hear "working on an interprofessional team," I will think of the students I get to meet during the IPE. It will help me visualize how an interprofessional team will interact with one another.	I would have liked to meet in person. I think it would have promoted more participation from group members.	1) Some people (even in the health field) do not know what OT does. 2) Speech has to work 1 year under a licensed speech pathologist like an apprenticeship before they can practice on their own. 3) PA's only have like 1 year of didactic work before going on a plethora of fieldworks.
13413643055	Medical Lab Science	Learning about the different course work of each program	Taking into consideration that we each learn some of the same information but in different depths	N/A	1. course work is similar but each has its own in-depth focus. 2. That the PT program is a doctoral program. 3. That medical students spend 2 years in clinicals
13413264603	Medicine	I was somewhat surprised to hear about the variety of different aspects of medical care and the fact that some have little to no patient interaction as part of their role/job (e.g. lab specialists and, in a way, public health experts).	Learning more about public health experts and their jobs reminds me how important it is to value their work and use it in whatever way possible as a physician.	We were limited in what we could learn, especially regarding the teamwork aspect of the assignment, because all of us are in training and therefore have very limited actual experience working in teams in clinical settings.	I learned about (1) the roles of other health professionals in a medical setting, (2) their training, and (3) the tests they have to take to acquire accreditation.
13412766376	Medicine	I was surprised to learn about the wide variety of patients that physical therapists and respiratory therapists see.	In the future, I will use this information to understand that all healthcare professionals have an important role in helping the patient get better. Understanding the time and dedication they spent training will foster trust and respect which will, in turn, increase the proficiency of the team and hopefully the patient's outcome.	N/A	Respiratory Therapy is an associates (BPPC) or bachelors (LSUHS) program. After becoming a Registered Respiratory Therapist, you can obtain additional certifications like ACCS or NPS that qualify you as an expert in a certain skill of respiratory therapy. Physical Therapy programs have residency as well, they include Orthopedic Clinical Specialist, Neurological Clinical Specialist, and Certified Wound Specialist.
13412692213	Physical Therapy	What surprised me most about this assignment was the sincerely understanding and respect each individual had for other's role in the care of the medical team. Each student was willing to work together to find a time to work and was very understanding of each other's schedules and how things are always subject to change in the medical educational field. Each person seemed genuinely interested, and were not afraid to ask questions when they had them.	This assignment allowed me to better understand how my role will aid in patient management. Many of these students have had clinical experience where they have worked with PTs and it was great to hear how they have seen inter professional communication to be effective.	This is assignment was hard to coordinate between students. I believe it would be better done if the programs directors could coordinate a day for this specifically that is already built in to this schedule.	1. PAs are very versatile in their abilities after only two years of education. 2. Medical students only have two years of didactic coursework, and must pass an exam in order to participate in their last two years of field work. 3. Respiratory therapists work closer with the physician and the management of hospital patients than they do with nurses.
13412665280	Medicine	I was surprised at the number of different specialties that a physical therapist could go into since I have only ever heard of the physical rehabilitation specialty, so learning about the different types that I could interact with in a hospital setting was very interesting.	While working or doing rotations in the hospital, it will help to understand the roles of those around me and the best ways for us to work together to complete a common task.	I enjoyed this assignment, however, I did not enjoy the format since I only got to hear from a respiratory therapist student and physical therapy student. There are so many other fields that could have been incorporated that I would have wanted to be exposed to. I think that doing a panel with one student from each field to talk about their roles.	1. The different jobs that physical therapists could do. 2. The different fields that I would interact with a PT/RT. 3. The various tests that PT/RT students have to take for certification
13412280922	Medicine	Learning about how well overlapping the different occupational degrees at LSUHSC are and how they come together to give a full healthcare experience to the patients we will all treat together	It has opened my eyes to the other people who also have working extremely hard to be healthcare providers. I will have a better time interacting with them and be better equipped to sending my patients to see them for further care	No other comments	1.) I thought I understood what the other healthcare providers, but I obviously did not after hearing then describe their careers. 2.) We all share a lot more in common when it comes to education and future goals are as healthcare providers than I originally thought we would. 3.) I should have further interaction with the other disciplines taught at LSUHSC because I learned a great deal about them at this event
13412019130	Medicine	I didn't know much about what a medical lab technician did. It was very enlightening.	The knowledge I gained from this activity will help me understand what role everyone plays in a patient's care.	It was pretty cool meeting everyone.	I learned more about different medical professionals. I learned how to plan and organize a meeting. I learned how to better care for my future patients.
13412007027	Medicine	I was surprised by how little I knew about occupational therapy and how commonly it is confused with elements of physical therapy. The OT student helped us all gain a little bit more understanding of the what profession entails.	The knowledge I gained will help me recognize and appreciate even more all the working parts and the diversity of professions that come together to make a successful healthcare team.	I enjoyed getting to interact with students in other areas of the school that we don't typically get to interact with! Being in school with allied health students and other graduate-level healthcare students is very valuable for future networking purposes, and I believe more interaction with them would be very valuable.	1. I learned that OTs help people gain back more functional skill of normal, daily life. 2. I learned all the different ways in which Speech pathologists can work with physicians to optimize patient care. 3. I learned expanded my understanding of the fact that while physicians are the "head" of the healthcare team, there are a large number of different specialties and professions that can work together to increase the efficacy of healthcare teams.
13411971210	Medicine	I learned about programs that I did not know existed and how important those roles are.	The knowledge I gained will allow me to work better as a team member in the future and help me explain to others all health care roles.	It is important for us to learn about other health care careers.	I learned about different professions in the medical field, I learned more about their role, and how crucial they are to a health care team.
13411754434	Medicine	The difference in educations between each medical professional degree.	I believe I'm better equipped to interact with other medical professionals that I will work with in the future.	I really enjoyed this assignment a lot, and I'm glad that we were assigned to complete it.	The difference between an SLP and SAP. I learned what makes each of our respective fields different from the others. I learned more about the outlook of other medical professionals views on patient care.
13411416173	Medicine	How much work my peers have to undergo	It will help me to pay attention to how doctors and their colleagues work together in order to provide care	N/A	1. How much work my peers have to go through in order to complete their studies. 2. The amount of synergy and cooperation a medical team must have to provide good care. 3. Some of the finer tasks my colleagues must do to support a team
13411288700	Medicine	Nothing surprised me about this assignment.	I will now have specific knowledge about different medical specialties.	None.	I learned that the allied health program classes are much smaller than medical school classes. I learned more about my own classmates. I was able to make connections with members of allied health programs.
13410455648	Physical Therapy	I was surprised at how little the other professions knew about PT.	I will have to be more patient with other professions and detailed in how I present my profession, what we do, and how we can help the other professions and their patients.	no other comments	I learned that our school has one of the last OT masters programs which is currently transitioning to a doctorate program. I learned that PT seems to have very similar curriculum to OTs. Lastly I learned that PAs only have about 3 semesters of didactics.
13410393797	Medicine	What surprised me most about this assignment was the fact that PTs go to school for 3 years while PAs only go to school for 2 years. I would have thought that they would be in school for the same amount of time or that PAs would have a longer duration of school years because I thought they would have a more robust knowledge of clinical info compared to PTs.	The knowledge I gained during this assignment will help me going forward in my studies and practice to make sure I get to know all the members of the hospital staff I work with regardless if they are other doctors, nurses, OTs, PTs, PAs, or RTs because we all have the same end goal of trying to help our patients.	I thought this assignment could have been structured better because our conversations were kind of short and choppy and some individuals didn't seem super interested in it or felt they just needed to be there because it counted as a grade.	1. Each healthcare field has varying numbers of clinical rotations and hours required. 2. PA students all have a significant amount of clinical experience before entering PA school. 3. Respiratory therapists work with all kinds of patients in all different specialties
13410164455	Medicine	I was surprised to learn about the challenges the other healthcare students face in their respective schools. Also about the certifications they need in order to work in the field.	I will keep in mind the other members of the healthcare team involved in the certain disciplines I learn and how we can impact patients in certain scenarios.	I liked getting to know other people outside of the medical school that I may interact with in the future.	The three things that I learned from this assignment are the certifications other healthcare students need, the role of certain professions within the hospital besides the physicians, and that quality team work will translate into exceptional patient care.
13409171542	Medicine	I did not realize other programs had many requirements upon entry into their professional program.	It will allow me to treat everyone on the medical team with respect because they all worked hard to get to where they are today and no one is above anyone.	I think this assignment needs to be revamped into a more efficient project. I felt like this project was a burden rather than actually enjoying it.	1. All professional schools are hard and competitive to get into. 2. All healthcare workers should be treated with respect despite their position. 3. I did not really know what an occupational therapist does so it was interesting to learn their role within the healthcare team
13407816513	Speech-Language Pathology	I was surprised at how different the programs were set up from discipline to discipline. Our SLP program was the most different from all the other programs because we do clinic and class at the same time.	I will have more respect for the other professions and continue to advocate for respect for my own profession among other health care professionals.	I enjoyed getting to know people in the medical school. We SLP student rarely get to see other Allied Health students and never get to interact with medical students, so this was a fun experience to share our knowledge and get to know each other.	I learned that Medical doctors are locked into the specialization they chose for the most part. I also learned that PAs can change specialization but they have to be supervised for two years after changing specializations. I also learned that medical students get matched to their residencies and if they don't match then they have to wait till the following year's match day in hopes to secure a residency placement.
13404821686	Occupational Therapy	The curriculum of other students. Learning how quick or long their programs are.	I think I'll help when referring or offering advice to clients about who they should see if they should ask about an issue they are struggling with.	Might be a good idea to have a moderator that has some follow up questions. Or maybe give everyone 1 or 2 questions to fill out before they do the assignment and bring their prepared answers.	1. How short the PA program was. 2. How long it is before the med students actually get clinical experience. 3. Scope of practice when it comes to PAs and MDs.
13404606029	Medicine	I didn't find anything surprising. It was pretty straight-forward.	I'll have a better appreciation for the scope of practice in other health care fields.	I would suggest there be a designated leader.	I learned the principle differences between PTs and OTs. I also learned that OTs are moving to doctorate programs. Lastly, I learned that each of us knew very little regarding how exactly we expect to work with one another. I guess that training is covered in clinical years.
13404506820	Physician Assistant	I was surprised at how similar PT and OT really are. I didn't realize they can get some of the same licenses.	It will allow me how to know when to properly refer patients to PT/OT.	I enjoyed getting to meet students from other programs.	I learned what MPH was. I learned the differences between PT/OT. I learned about the med school curriculum.
13404471001	Medicine	The similarities across specialties	I will use this information to work effectively in a team based healthcare setting with other health professionals	N/A	The roles and responsibilities of other health care professionals, how to more effectively work as a healthcare team with effective communication, and different strategies to overcome conflict in a team setting
13404415644	Cardiopulmonary Science	I was surprised to see that there was no nursing students in my group. I interact with the nurses a lot during my clinical rotation. They play a major role the play a major role in health care.	I now have a better understanding of what other health care professionals do.	None	That a Physical therapist help injured or ill people improve movement and manage pain without pushing medication. I think that is amazing. I also learn how other medical students deal with stress. And how important it is for all the health care providers to effectively communicate together in order to provide the best care for the patient.
13403065118	Medicine	What surprised me the most is how little each individual profession knew of the roles and scope of other practices. We discussed very basic concepts of what each does on a day to day basis to inform each other.	The knowledge I gain will help me when consulting for future patients. Understanding the expertise and scope of different professional will allow me to connect them with the person who can best solve or attend to their needs.	This project was very interesting and I wish we had more opportunities to interact with the other allied health programs!	From this assignment I learned that a speech pathologist works closely with OT and PT professionals. I learned that an OT can work in a variety of settings including the hospital and clinics and homes. I also learned that many PA students struggle to explain their profession to their families and the general public and they are often mistaken for the role a nurse.
13402405689	Medicine	I was surprised to learn many things about other professions that I had not know lab prior to this meeting.	I will move forward with an elevated respect for all the members of the healthcare team.	NA	1. To never take another health care professional for granted. 2. Communicate often and clearly. 3. Utilize all branches of the healthcare team to help patients improve the most.
13402369031	Physician Assistant	I was surprised to learn that there are residency programs in neurology for PTs.	Understanding the roles of each profession gives me a better understanding of what to tell patients to expect when going to physical therapy or occupational therapy and when to refer to each.	None	1. I learned that LSUHS has residency programs for PTs. 2. I learned that medical students have to pass Step 1 before being able to start rotations. 3. I learned that respiratory therapist are on ecmo teams and sometimes run them.
13402209436	Speech-Language Pathology	I was surprised by the roles and responsibilities of a PA. I genuinely didn't realize that it really is basically a field of its own. I thought it was more a genuine physician's (with possessive "s") assistant and not a physician assistant.	It will help to determine whom I should go to in regard to different conditions within my field. Therefore, allowing me to make better clinical judgments.	I thought it was an interesting assignment, but almost a little too loosely done. The flow of conversation in my group seemed forced, resulting in us having a more difficult time during the discussion. I think having some clinical scenarios could be fun and each person who explains how their field would apply to it.	1. I learned the roles and responsibilities of a PA. 2. I learned that all fields in this group seemed to hold family collaboration as the most important aspect. 3. I learned how each of our individual fields kind of played into together.
13399343165	Medicine	OTs work with PTs often	It helps me understand the schooling that other professions go through		OTs work with PTs, OTs and PAs take boards exams and licensing exams just like doctors do. OTs do a type of rotation schedule just like we do for medical school
13399130225	Physician Assistant	People didn't participate	I understand OT a little better	Didn't find it very useful	What the OT profession looks like Curriculum of MD OT requirements

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13398317671	Medicine		The similarities in both the responsibilities and adversities that each profession shares.	It will be key in making sure that I'm more effective at helping to elevate my team and ensuring that I'm a beneficial addition to a team.	I enjoyed listening to why each person chose the path that they're on.	I learned that we all have some of the same struggles. I learned that some of our peers enjoy the research aspect of medicine much more than others. Finally, I learned how different some of our reasons are for choosing the same path in medicine. It's amazing that reasons so far on a spectrum could all lead to the position we are in at this moment.
13397571024	Medicine		I was surprised by how open everyone was to working as a collective unit to provide the best possible patient care.	Moving forward in my studies and one day in my practice it will be extremely helpful to remember what each branch of allied health brings to the table when collaborating ideas for treating a patient. Each profession specializes in an area that they will be able to offer valuable input on, and it will be important to acknowledge that fully and accept help.	I think this was a great opportunity to get some exposure to other allied health students! I believe we learn best from each other.	I learned the value of those who choose to pursue public health and how they are vital in enacting change in our health care systems today. I learned the distinguished roles of a health care team and how each is just as important as the next when it comes to treating the whole patient. I learned that we all have so much to offer each other and just because I may be in medical school doesn't mean I can't learn a great deal from all the other medical field specialists.
13397372449	Medicine		The amount of similarities between the different professions in terms of duties and expectations.	I think it will allow me to appreciate the different roles in a healthcare setting and how to best utilize that teamwork to provide for the best patient care.	It was really nice meeting with the other students from the different schools here at LSU/HSC.	There should be a mutual respect amongst healthcare workers in terms of interprofessionalism so to cultivate the same values and respect amongst ourselves.
13397346004	Physical Therapy		I wouldn't say anything surprised me, we did an IPE assignment last year with the OT students. It is beneficial to have discussions with students the other programs to learn more about their profession and schooling, though.	Having a better understanding of the other health care professions makes for better teamwork and communication in clinical practice, so it is helpful to have a good understanding of everyone's roles.	I don't think this assignment was meant for my class, we are second years and everyone else in our groups were first year students. After several of us completed the assignment our faculty told us the email was sent to the wrong class. Scheduling with the other students was difficult. I would suggest in the future just setting a time where this would be done on campus during a common hour when everyone will have availability in their schedules.	1 - I learned about the medical students curriculum, clinical experience, and variety of residencies and specialties. 2 - From the PA student, I didn't realize that many people don't even know what they do or that their profession exists. Their school is only two years, but they can do many of the same things as the doctors they work for and see their own patients. 3 - From the OT student, I didn't know that people often mistake them for PTs. Also, their profession is in the process of transitioning to a doctorate program.
13397308472	Medicine		I was surprised at the different requirements needed to graduate and/or practice in the other fields. Also, not related to the objectives, I was surprised at how difficult it was to establish communication with some group members.	I have greater appreciation for the obstacles they face during their trainings. Also, understanding the role of each team member is vital because it allows us to work better together to accomplish more through delegation of responsibilities and provide better quality care to patients. This activity, while it could be improved, is a good start to understanding other fields.	I found it very difficult to establish communication with students from other specialties. Some were prompt at returning emails; some did not respond. Other groups besides our own said the same thing, and in fact, I have heard several others say that only medical students were present or that their conversations lasted less than 15 minutes because of little interaction. I feel that it would be better for Foundations to establish the time and have us show up during that -- if they scheduled the IPE for us, I believe that most of these issues would be solved. Also, I think based on the stated objectives, it would be more beneficial to have practicing professionals do a panel where they talk briefly about scope of practice, training, etc. and answer our questions. As students at the beginning of our education, we honestly do not know all of these details, so it would be more helpful to hear from those who are currently in practice.	1) Each field represented (medical school, DPT, and RT) was so vastly different in terms of the educational structure and requirements to graduate and practice. 2) One student raised the question about how much we as medical students are taught about referrals to PT and other specialties. I gave me pause because honestly this has never been mentioned, and they shared similar sentiments in that educational trainings does little to teach us when to or even how to consult other specialties. This would be something worthy of adding, especially for us coming off of MSK and talking very little about PT. 3) I gained a new appreciation for communication skills. Being part of a team, whether interprofessional or not, requires open and timely communication. Our group struggled with this, and had this been a situation that involved patient care, having some members who did not respond would have been detrimental to the quality of care.
13397292270	Medicine		The diversity of students at this academic institution surprised me. I being a Louisiana resident took for granted that everyone was just like me.	It gives me encouragement to know that everyone is working hard to make their career goals come true. They all seem to be working very hard just like I am.	none	1) The requirements for other medical professions though different are not easy. 2) The things motivating us all to pursue our respective careers are different. 3) The student body is quite diverse here.
13396803377	Medicine		The amount of people that go into a healthcare team	I will remember to collaborate with my peers and keep an open mind when treating my patients.	I enjoyed getting to meet people from other departments at LSU and seeing what their curriculum is like.	Everyone has different training that makes them a valuable asset, healthcare is a team, and collaboration is essential for quality healthcare.
13396720541	Cardiopulmonary Science	Respiratory Therapy at BPCC	I don't feel like anything really surprised me as I have always felt like each individual has a unique and important role to play.	Knowing that each program has its own difficulties and obstacles to overcome, I feel like it's important to learn as much as possible and observe more things as I plan on furthering my medical career.	I was fun learning about the different professions and learning about the students' school experiences	School can be difficult at the board unless it is stayed on top of. Other students, myself included, feel like they have made friends that will last a lifetime by going through the individual programs. Everyone is satisfied with the field that they have chosen.
13396549782	Medicine		The similarities between everyone both in our willingness to help others as well as the difficulty of school.	Appreciation for all the moving parts in a patient's health care team.	Difficult to coordinate, multiple group members did not respond/attend, maybe give out phone numbers?	Appreciation of all other professions regarding length of schooling, what "allied health" really is, how to organize/coordinate a group together.
13396379501	Medicine		The schedules of the other healthcare professionals and the number of years and things they must complete in order to finish their curriculum was more than I expected. I also surprisingly found out a little bit more about my medical school curriculum that I did not previously know.	I gained a deeper appreciation and understanding for the other health care careers and the importance of working in unison with other members of the community in order to look out for the best interests of my patients. It truly is a all team effort to ensure the patient receives the best care and best quality of care that they can receive.	It was a little unstructured and felt thrown together and there wasn't much that I learned that I didn't previously know. It was also pretty difficult setting a day and time to meet because some of the students weren't all that good at compromising, but in the end we all made it work.	1. Speech Pathology students have probably struggled the most since covid because such a large portion of their career is based on reading lips and watching facial and verbal cues, which is difficult to do with a mask. 2. Other healthcare careers have similar educational backgrounds as far as didactic classes and integrated experiences. 3. At some point in my career, I will likely have to interact with each of these fields in healthcare in order to ensure the best patient care and service for my patient.
13396261899	Medicine	MS1 Medical Student	I was surprised by the various clinical and examination aspects of each allied health profession.	It will help me to better consider and incorporate the skillsets of these health professionals when considering treatment and therapy options of future patients.	I enjoyed the opportunity to interact with students outside the medical school.	1. Collaboration between departments will be a much larger part of my responsibilities than I predicted. 2. My support system will extend far beyond my immediate lab mates and supervisor. 3. I will be working in the most enthusiastic professional community I have ever been a part of.
13396218915	Medical Lab Science		The amount of collaboration between departments for each patient.	Having more context for the flow of patient health, from collection to diagnosis/treatment will help me visualize the process before I start clinicals.	It was great to meet more people in the school. I tend to only interact with people in my program	All people in the interdisciplinary medical team deserve respect. One patient can interact with so many different medical specialties, so it is important to relay what you have learned with other professions to get the full story. How independent PAs can actually be in relation to their attending/physician.
13396059488	Medicine		How early on other medical professionals are introduced to clinical skills/ environments - interacting with, diagnosing and treating patients comparatively to medical school.	Understanding the importance of admitting when you are wrong and turning to another professional for guidance can be beneficial and help the patient received better care.	None.	Inter-professional team approach is important. Patient care is the most important thing to remember.
13395825546	Physical Therapy		How open everyone was to learning about another profession	To carry forward a inter-professional team approach to my patients	It was not easy to schedule with everyone's different class schedules	I learned a lot about how people got to this point in their careers, where their progression will lead them, and how they view their role in a medical team.
13395791140	Medicine		How hard it is to get to people to coordinate their schedules	I don't think it has much relevance until maybe my third year when I'm in clinical situations	I wish it was done later down the road	I learned about the backlash PAs receive from the healthcare community about being independent provider. I learned how speech language pathology schools run their curriculum. I also learned how people choose their desired fields based on ability to specialize.
13395729586	Medicine		I was surprised to learn about how specialized speech pathologists are about matters pertaining to the head and neck.	This will allow me to consult the appropriate healthcare providers on matters for my patient	N/A	1. Med students do not do anything outside of the classroom until year 3. 2. OT helps SO much with ADLs. 3. SLP is involved throughout the whole process of a patient with a head and neck complaint
13395670236	Physician Assistant		I was surprised to learn about the different programs and when they incorporate patient care into their programs. Some are sooner than others and that was quite interesting.	It will help me know the role of various professionals when I am out working or doing clinical rotations soon.	I thought it was a good break in my studies to learn more about my colleagues I will be in collaboration with one day.	1. The class sizes of med students is much larger than PT/OT. 2. med students have the opportunity to study for their specialty before going into residency. 3. med students PT/OT all value organization
13395507805	Physical Therapy		The conversation flowed like a discussion, it didn't feel like we were just answering questions	knowing how to communicate between professions for fluid conversation	I appreciated the conversation, but the assignment seemed unorganized. I think it would be better to schedule the time for the professions instead of having the students do it. That was incredibly complicated.	What other professions do. How they interact with everyone in the hospital. What there role is as there profession
13395424079	Cardiopulmonary Science		How well everyone interacted with each other and it was mainly our first time meeting each other.	It will help me better understand what everyone does.	N/A	Three things I learned were the many requirements for other programs, licensure requirements and also personal insight on the education/training for different healthcare roles.
13394881114	Cardiopulmonary Science		What surprised me the most about this assignment was how diverse a healthcare team really is. We all come from different backgrounds to and then come together for one specific goal: to save lives.	It makes me have a better respect for those around me and appreciation for each role in the hospital.	I loved this assignment and being able to make connections with other future healthcare professionals.	I learned about the curriculum that students pursuing other healthcare field jobs undergo. I also learned that we all have alot on our plate and that staying organized is key. Lastly, I learned that starting school at the peak of COVID seemed like a nightmare but we are on our way back to normalcy.
13394752103	Medicine		I was not aware how much smaller the class size was for the other schools specifically PT.	It gives a greater appreciation of the curriculum that others go through in their schooling for other fields of healthcare.	N/A	1. Each profession has training after their primary school is completed. 2. LSU/HSC PT offers 3 residency programs in Orthopedics (OCS), Neurology (NCS), or Wound Care (WCWS). The Wound Care residency program is the only one offered in the country. 3. People are actually really passionate about their discipline that they chose to pursue.
13392987715	Medicine		I looked into the different medical professions before deciding	It will give me an idea of what qualifications everyone has and what training they had to go through in their discipline.	Everyone was respectful of each others disciplines	I learned the timeline and clinical aspects of occupational therapy school and how it differs from medical school and physical therapy school. I learned about the hardships the physical therapy class has had to overcome by starting in the COVID-19 pandemic, and how this pandemic has eliminated many opportunities to practice hands-on. I learned about the differences in anatomy lab for the various healthcare programs and what school focuses on.
13391884472	Physical Therapy		I was surprised at how enjoyable this assignment was and how friendly the students from the other healthcare professions were. They were very open and wanted to answer any and every question that was presented to them.	This knowledge of other healthcare professions will help me to better understand the careers, roles and responsibilities of other workers within the hospital. I think this better understanding will allow better relationships to be built throughout the healthcare workers and that will allow for better patient treatment.	Everyone in my group was very friendly and open to having discussion. A lot of my fellow classmates complained of no one wanting to speak and interact with the other students, but we did not have this problem.	1. PAs have a lot more autonomy than I thought. 2. It's important to raise awareness about your profession, especially OT/PT/PA. 3. I feel a little more comfortable working with other professions.
13391170047	Physical Therapy		I didn't know much about PAs and I was surprised that PAs and MDs did not know much about PT or OT.	I am more likely to refer out to PAs and trust their expertise.	Since everyone else was a first year, they weren't able to answer all of the questions fully. Maybe do this event with second years instead.	1. I learned better what the roles were for Physical therapy, occupational therapy, and physicians assistant. 2. I learned how to accommodate other roles better and gained a much better respect for the work that others do within a health system. 3. I got to work on interpersonal communication in a professional setting while getting an idea of the aspects of medicine that involve team work.
13391135672	Medicine		It was surprising how similar many of the health professions were. Even though the specifics of the education were different, the layout and values were largely the same.	It will help me better understand the roles that different professionals play on a team, and will allow me to better understand the division of work within a group setting.	None in particular. It was very helpful	1) our goals and things we aspire for (personally and for our patients) are all the same 2) everyone appreciated when there was collaboration among the members of the health care team 3) I feel much more comfortable approaching PTs/OTs/PAs as consultants to provide the best care for patients
13391098446	Medicine		I was surprised to see how similar our programs were, even if they weren't the same length	I feel more comfortable approaching other members of the health care team and know we have similar goals and aspirations in mind.	None	I learned that every program has been negatively affected by the COVID-19 Pandemic and have been struggling to adjust to the changes that have come from it. I learned that each health care profession has a vital role in ensuring that the hospital runs smoothly, and that the hospital runs smoothly, and that the hospital runs smoothly. And finally, I learned that each program is challenging in their own way. This was something that our group focused on during our discussion. Every program is different, but none are "better" than the others. They are all present with academic and clinical challenges for their students, and even a large amount of stress. But this is because we are all going to be helping patients in the future, and we need to be prepared for the challenges and stress that come with that.
13389958715	Medicine		I was surprised by how similar some of our work was and about how fast paced these programs are. I think the most significant for me was to just learn how these different fields and how they all come together to help the patient.	I did not have much prior information about the variety of health care programs. I plan to use the knowledge gained during this activity and apply it during my clinical years. I believe that having a better understanding of how these professions work in a clinical setting will allow me to maximize the care that I provide to my patients.	I really enjoyed the project. I think the only part I didn't like was having to schedule the meeting with so many different people. I think in the future we should just get a schedule of when the meeting is.	I learned that there are many different members of a healthcare team who all work together to treat patients and work in their best interest. I also learned that most of these other programs all include similar classes as mine such as anatomy labs, didactic courses, and clinicals. Finally, I learned all the different trainings, test, and/or certifications that each student must or can complete after their formal studies.
13389611712	Medicine		I was surprised by how similar some of our work was and about how fast paced these programs are. I think the most significant for me was to just learn how these different fields and how they all come together to help the patient.	I did not have much prior information about the variety of health care programs. I plan to use the knowledge gained during this activity and apply it during my clinical years. I believe that having a better understanding of how these professions work in a clinical setting will allow me to maximize the care that I provide to my patients.	I really enjoyed the project. I think the only part I didn't like was having to schedule the meeting with so many different people. I think in the future we should just get a schedule of when the meeting is.	I learned that there are many different members of a healthcare team who all work together to treat patients and work in their best interest. I also learned that most of these other programs all include similar classes as mine such as anatomy labs, didactic courses, and clinicals. Finally, I learned all the different trainings, test, and/or certifications that each student must or can complete after their formal studies.

2022 Virtual IPE Learning Experience Survey - Open Ended Questions Responses

13389592128	Medicine	I was surprised at the scope of PT's care. I had no idea that physical therapy included wound care and other specialties, such as neuro or cardiothoracic.	Going forward, I feel like we will hopefully be able to all work well together in a team and understand that each person has valuable knowledge to bring to the table.	I do believe that this activity might be better held later in each student's curriculum; there was a lot that was mainly unknown when it comes to clinical and applicable experiences, as most of the students in the group were in their first year of school.	1. Physical therapy entails much more than just orthopedic PT (what surprised me the most was wound care) 2. Public health is so so valuable in prevention of a person even becoming a patient. 3. Lab Science is very meticulous and detail-oriented, and it is a necessary and extremely valuable aspect to patient diagnosis and care.
13389591153	Medical Lab Science	Learned about a profession I did not know existed	I better understand how all of the different health care professions interact with each other	None	1. Most programs require a full year of clinicals or more (MLS requires about 4 months) 2. A lot of these programs require board certification 3. Med school is hard
13389582461	Physical Therapy	I was pleasantly surprised by the interest everyone had in each other's profession.	I think it will help me feel more confident when dealing with other healthcare professionals.	N/A	1. PAs have a very fast paced program 2. Lab med majors never really have patient interaction. 3. Med students have an large number of rotations.
13388274144	Occupational Therapy	It was most surprising to get an inside look at some of these other professions. It was interesting to understand the challenges other careers face as well.	I think I can better articulate their roles which will help me when working on a team with these professions in the future. It will help me to understand the value of each team member for the client.	I thought it would be interesting to maybe hear one another's assumptions about different careers and then address those assumptions to clarify any confusion about different professions.	I learned the need for MLS professionals and their value especially during the pandemic. I learned the specific ways PAs can practice with a physician in LA. I learned about the MLS and PA program structure such as their didactic and clinical periods.
13388201948	Medicine	That we were assigned questions designed for people who are in the healthcare workforce but were only able to talk to students. To be clear, I do not blame the students at all. I would not be able to answer these kinds of questions about the job responsibilities of an MD at this stage in my education either. I think that the project should either focus on student-based questions or we should have been assigned healthcare workers.	N/A	This assignment was not particularly helpful, as the people in my group were still students and did not have much insight about the day to day workplace environment of their respective professions.	I learned the schedule of other allied health students compared to my own. N/A N/A
13388189893	Physician Assistant	I was surprised that the med students did not really know about the other professions such as PA, MLS and OT. I feel like it is really important to learn, know and respect these different professions.	I will never hesitate to refer to an OT and will always keep in mind the busy laboratory scientists when waiting on lab results.	N/A	1. That OTs can work with very young children and infants. 2. MLS have more education than I was originally aware off and that they have to pass a national exam. 3. Medical students do not receive a lot of education on other healthcare professions.
13388083199	Physician Assistant	Everyone was so nice and respectful of each other's profession.	I know better when to refer someone to different professions.	None	the role of a respiratory therapist, the academic career of medical students, and the things a physical therapist can do
13387904014	Cardiopulmonary Science	everyone was willing to take time out of their busy day to participate	gives me a different level of respect for what each profession does	n/a	different amount of schooling times, what each school does, about the different professions in my group
13386363532	Medicine	I had no idea that PT and PA school curricula was so rigorous. We all go through similar struggles!	I think there should be more opportunities for students in the different programs to collaborate. Interdisciplinary teams can do great work together.	Meeting the other students was fantastic! I really enjoyed listening to them talk about why they wanted to go into their chosen profession.	PA students do 1 year of didactic (which blows my mind), they learn similar information to what we learn in medical school "just not as deeply," and many PTs are attracted to becoming PTs because they get to work hands on with patients over a long period of time (ie outpatient clinics). I enjoyed the assignment.
13386360672	Medicine	How easily it was to communicate with everyone	It will make me appreciate how much other healthcare workers do for patients	None	1. I learned what a typical work in PA school was like 2. I learned about what type of curriculum PA and PT students learn 3. I learned how medical school and Allied Health have both similarities and differences between them
13384893723	Occupational Therapy	I was surprised that we didn't have a person from all professions.	Now that I better understand the roles of other professions I will be able to do my job more proficiently because I will not be trying to do everything the patient needs.	I think it was very good, but the groups should be even between all professions.	1. I learned how the matching process for med school works. 2. I learned that all professions work together no matter what setting you are in. 3. I learned that you need everyone on the team to cooperate in order to give the client the best care.
13383863584	Cardiopulmonary Science	How we are all working for the same goal but in different professions. We all want to learn and grow in knowledge to help others and make a difference.	It will help me have some background knowledge of the suffering people I will be seeing on a day to day basis and we all work together and collaborate.	None that I can think of.	It is important for us all to work together and share our thoughts and opinions with one another so we can make out the best outcome and perform effective care.
13383635851	Medicine	The amount of work my peers have to do	It will better help me to appreciate teamwork in the future	N/A	I learned to better appreciate my fellows in different fields. I learned that our files are intensely connected. I learned that working in a team will be paramount to success.
13383242830	Cardiopulmonary Science	The lack of awareness of other professional scopes. This is why I'm very grateful for this project.	I'll be able to go to the right person when there's an aspect of patient care that doesn't fall under my scope of practice	I enjoyed getting to talk to the first year med students because a lot of them haven't had medical experiences yet and they were very interested.	I learned the exam process to get into medical school, that PA students only have to take one exam to become a PA, and that we are all working together to build a new era of medicine that is team based.
13382733408	Medicine	I knew nothing about respiratory therapy before this assignment so I was glad to learn about that.	I will use this information to make sure that I continue to be a team player and treat everyone with respect. I see the value of having good communication and I think that will help give our patient's the best care.	I would also have liked to speak with nursing students or OT students as well. I enjoyed it and wouldn't mind talking with others in the future. It's awesome to listen to someone else's view on things and what experience they have and what they do.	1) I learned how important teamwork is in the healthcare field. 2) The PT student was saying that although the physicians refer patients to physical therapy, that the physical therapists are constantly updating the physician on the patient's progress, so it is important to be able to have good communication. 3) I also learned that PA schools require working-gaund clinical experience which I think is helpful to students.
13382363377	Cardiopulmonary Science	It went very well and I wasn't really sure how it would go but it was interesting and fun to interact with others in different parts of the healthcare field.	I know more of the roles and procedures that different healthcare providers do.	I know more of the roles and procedures that different healthcare providers do.	How to communicate better with people you don't know. How to explain your role in the healthcare field to someone else that might not know something that you know. Learned about different roles other healthcare providers do and what has to be done to get where they are in the education side of things.
13381912720	Physician Assistant	I was surprised how well we connected!	I learned a lot about interdisciplinary team based health care.	I do not have any other comments about this assignment.	Communication, about medical school curriculum, and what speech pathologist's do.
13380960855	Physician Assistant	This activity was very self-directed, allowed a lot of freedom in topics to be discussed, and was organized/catered around to our schedules as opposed to past IPE activities that were more structured by specific deadlines and guidelines (classroom setting).	Knowing about the standards, roles, and educational background of other professions will help me better appreciate their role when I encounter these professionals in practice.	n/a	1. Residency for medical students are also competitive in nature so their performance during didactic and clinical year will follow them even after they are done with the initial 4 years. 2. The biggest basic difference between OT and PT is that OT focuses on improving activities of daily living whereas PT focuses on improving range of movement and pain management. I also learned that the OTs program are changing from a Master's to a Doctorate path. 3. The curriculum for medical students was not impacted too greatly by the pandemic except for the first semester anatomy lab. Lectures were moved to podcasts and adapted to a virtual classroom setting during COVID in 2020.
13380222839	Physical Therapy	I was surprised that it was only the Allied Health students being asked questions and answering them rather than it being an equal exchange of information between Allied Health and Med students.	I think teamwork within the healthcare profession is critical to ensure the best health outcomes for our patients. Learning about other professions so that you can better understand their role with patients, how your roles might interact or cross, and fostering respect for that colleague and their profession are all components of this.	As stated before, I think it would be more beneficial to hear from all students rather than the assignment being to only interview the Allied Health students.	1. I learned about the different certification exams needed for the cardiopulmonary and lab science programs. 2. I learned about the struggles online learning due to COVID-19 has brought on for other students. 3. I learned about different specialties within the cardiopulmonary career.
13380191205	Physician Assistant	My group was really nice and organized. I'd heard from others that that was not their experience.	I got a better understanding of how PTs and OTs think and view patient conditions.	Mart in my group did a great job coordinating our meeting and putting the Webex together.	how the education of each role differs, more about what OTs and PTs do, and that Webex works well.
13379882627	Medicine	Nothing really surprised me in this assignment, but I did find it interesting hearing about the experiences of students studying other health professions.	I think being able to meet others as opposed to just a profession was a good experience and will be something I keep in mind when interacting with others in the actual workplace.	I feel as though a majority of the questions in this assignment focused on what the actual workplace experience was like, which is something we, as students, have very little experience with and therefore didn't have much to say about it.	1) I learned that the schooling for these varied professions is very varied, but equally strenuous in different ways. 2) I learned that it is important to be knowledgeable about the roles of other medical professions in order to know the most effective place to refer your patients. 3) I learned that clear and friendly communication is one of the most important aspects of teamwork.
13379481320	Medical Lab Science	We all had several things in common, but were interested in going about patient care in different ways.	It is a reminder to develop relationships with your team as well as the professionals you don't always see.	Only 2 of the participants had been in the clinical setting, so we didn't have a good idea of how each profession interacts or the working relationship.	It was a lesson on compromise as we all had very different schedules. The importance of communicating through various methods, as it was difficult to contact everyone. More insight into the role of the respiratory therapists who were brought to the forefront during COVID.
13379303296	Medicine	I wasn't aware of what students in other programs learned about compared to what we learn about in medicine.	I have a better idea about what different medical professionals do.	None	1. SLP start directly in the clinic when starting their graduate program 2. PA can change specialties throughout their career. 3. OT work daily with PT, SLP for all kinds of injuries, especially traumatic brain injuries.
13379286423	Medicine	I was surprised by that speech pathology students have integrated curriculum with clinical and didactic simultaneously. I feel like that can be overwhelming, especially if you have not learned a concept in lecture.	I will have a firm understanding of team dynamics and interdisciplinary approach to medicine going forward in my studies and practice. I believe that every part of the healthcare team is essential to uphold a high standard of care for the patients.	I enjoyed learning about allied health profession and the overlap with training physicians.	I learned that occupational therapy works very closely with speech pathology. I learned that speech pathology had a difficult time communicating with patients during the pandemic due to facemasks. I learned that physician assistants have the freedom the shift between specialties without additional certification.
13379079364	Medicine	It was nice to meet several people and here why they chose the career paths they chose.	It will help me in deciding when to refer patients to different professions based on their needs.	None	1. I learned about the personal connection that physical therapists develop with their patients since they are able to see them so often. 2. I learned more about the role of a respiratory therapist. 3. I learned that it is important to have good coordination within a group so that planning is most effective.
13379054813	Speech-Language Pathology	I was surprised about how no other students in my group had any clinical experience within their department therefore discussion was based on past experience.	I think knowledge about how the disciplines depend on each other to care for the entire patient.	I felt like attitudes of some participants were extremely condescending. The attitude turned me off to the entire experience. No one was curious and it was discouraging that even with a lack of clinical experience I felt as if my profession was looked down upon. One person was speaking to someone else in the room off camera and was laughing while other participants were speaking, which was very disrespectful to all participants.	I learned that each program has its own challenges. We all depend on each other for appropriate care. It is important to be respectful even when we have different responsibilities.
13379028087	Medicine	Learning about the respiratory therapist program	Just to appreciate other roles since they are absolutely necessary	N/A	That respiratory therapists get clinical experience weekly, that PA students overall program is around 2 years. That everyone has incredibly busy schedules
13378996281	Medicine	How long it takes for each profession to graduate and how many board exams they have to take.	I will work more as a team instead of being a "one-minded" healthcare professional.	I think a faculty leader would help better facilitate.	1. SLP start directly in the clinic when starting their graduate program 2. PA can change specialties throughout their career. 3. OT work daily with PT, SLP for all kinds of injuries, especially traumatic brain injuries.
13377921660	Cardiopulmonary Science	Learning how many different professionals I will encounter while caring for patients.	Knowing who to go to for a specific problem.	N/A	MPH professionals know a lot about microbiology. MDs have to take tests every year to remain credentialed. MD students take their own version of anatomy class.
13377610315	Medical Lab Science	Getting to know everyone and their program	How to work as a team	Get to know more people	New people, different professions, and the programs that the school has to offer
13377275866	Cardiopulmonary Science	I learned a lot about physical therapy, which I didn't know much about before.	Now I know how important other health care practices are in the hospital.	I enjoyed learning about other's future professions.	Important roles played by doctors, how much physical therapists help respiratory therapists when it comes to a person coming off of the ventilator, and how much responsibility each person has in the hospital.
13376620763	Medicine	I was not particularly surprised by any aspect of this assignment, however it felt as though the students in the interviews were all fairly early in their curriculum (medical students and myself included) and thus lacked the depth of understanding in our respective field to truly understand our roles in healthcare teams.	In general, this assignment will probably lead me to strive to learn the exact strengths and limitations of everyone involved in healthcare teams.	I have no new major comments. However, as I previously stated, it felt as though all of the participants being pre-clinical in their education was a handicap to us understanding the exact roles each of us will play.	The main things which I learned from the assignment were the length of education associated with various other medical professions (PT, lab sciences, and respiratory therapy), the consistency of heavily-weighted standardized testing throughout the entirety of medical education, and some of the basic goals and mindsets of a small sample of people striving to go into those fields.
13376303145	Medicine	I am not at all familiar with research or lab sciences, so I was surprised to find that aspect of health and medicine interesting.	I hope to use this knowledge to build open and honest relationships with the members of my healthcare team. I want them to feel as though I am with them and that I want to work alongside them, not that I feel superior.	I wish there were more opportunities to interact with other LSUHSC students. I think there are valuable perspectives to be shared from all fields that could help bridge the perceived gap between us.	The importance of humility in the role of physician. The active role that physical therapists have in a patient's quality of life and rehabilitation. Before this activity, I had no idea there was even a medical laboratory sciences program.
13375338850	Cardiopulmonary Science	What roles other medical professionals have to endure during their school	Be respectful towards their profession	N/A	To communicate with other medical professionals. Other medical professionals work hard in school. Respect other medical professionals

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13375283545	Medicine		what we're going through is similar but also very different	I will be more appreciative of the work done by others.	N/A	1. I learned about a PT student's curriculum. 2. I learned about a respiratory therapist's curriculum. 3. I learned about a medical laboratory specialist's curriculum.
13375280724	Physician Assistant	BPCC Respiratory Therapy	I was surprised that the school of Medicine does not engage in IPE more frequently. The school of Allied Health has such practices pretty regularly.	My assignment mates and I had a healthy respect for each others' professions, so I will take that confidence into my clinical interactions.	I do feel that a faculty member needs to be present for these sessions to ensure discussions are being had and to control the quality of those discussions.	PTs do not require biochemistry as a prerequisite. The MD students had some difficulty pointing out an epiphany moment that made them decide to be doctors of medicine. I learned the various clinical rotations strategies for the respective programs.
13375163159	Cardiopulmonary Science		Learning what all the other students have to do in their program.	If I ever wanted to further my education in another field I know how to go about it.	It was a lot of fun getting to interact with other students in different departments.	I learned about Med student's schooling. I learned about physical therapy, and what a PA is.
13374891023	Medicine		The only thing that comes to mind was how much more clinically driven PT and PA training is compared to MD training.	It is imperative to see everyone as an equal team member as we all play a different role for the overall unified outcome of a healthier, happier patient.	None of us were really that far in our training to get into a deep discussion on the team-based topics or how different the health care professions are. We mostly just discussed the differences in our classes and reasonings for choosing what we did.	PT and PA training is much more clinical focused rather than lecture focused. They have way less tests and standard exams to take. We all may have had different reasons for choosing our fields but we all had the same goal: to improve the health of our patients and to increase their overall enjoyment of life.
13374717300	Medicine		It was really interesting to hear about the different roles of those in PT, RT, and those with their MPH. There were nuances in their training I was not previously aware of.	I will easily be able to use this knowledge as medicine is a team effort, we must work together to make the patient's life better.	It was clear there was miscommunication between the different programs as to their goals and intentions for this assignment, which was quite disappointing.	Respiratory therapist students have multiple exams they must pass in order to practice. Physical therapists have some sort of starting general role after which they can specialize further by continuing education and taking the relevant exams. Those with their masters of public health can work elsewhere than just hospital administration, which had been my only exposure to them prior; our MPH representative intends to work in infectious disease which was really interesting to hear about from a non-medically practicing perspective.
13374653916	Physical Therapy		How interested everyone was to learn about each others different careers.	I know that everyone works together and how to collaborate as a team	none	1. To work on a team 2. Med school students curriculum 3. PA students curriculum
13374593166	Medical Lab Science		There weren't many questions asked during the meeting.	Every person is a part of the medical team.	None	What respiratory therapists do in their job.
13374509878	Physical Therapy		The requirements of other healthcare professionals to begin practicing.	With the knowledge I gained from this assignment, I feel like I have a better understanding on the importance of collaboration with other healthcare providers and will help me going forward by understanding how important it is to collaborate with providers of other professions to help patients achieve optimal outcomes. Also, by knowing the roles of other professions, I have a better understanding of who to refer to if I were ever to encounter a patient that has a problem that is out of my scope of practice	Be more transparent with program directors and students on the assignment.	1. Roles, Responsibilities, and Requirements 2. Importance of effective communication 3. Current and future challenges for each of our professions.
13374497197	Medicine		Nothing	The only things that were really discussed were topics about the allied health curriculum itself. Which honestly doesn't really relate to medical school and we haven't had any "inter-professional interaction" with them yet either.	I guess I understand the purpose of stuff like this but I don't understand how you expect us to be able to talk about the relationships between doctors and PA's/OT's etc. when we are still first year students. The allied health students said they haven't even gotten the chance to work with doctors yet.	N/A
13374407745	Medicine		I was surprised to hear the second year PT student's story about a physician failing to educate the patient about their injury. This surprised me most because if there is anything I have learned from our in-person patient presentations, it is extremely important to explain a patient's condition to them in a comprehensible manner.	I will use all of the information I learned from this meeting to make sure I can fulfill the role of both a teacher and a team player as a physician.	Overall, the interview felt like an awkward experience because we were bombarding them with questions, but there was not a lot of discussion.	One thing I realized from this experience is that at the end of the day all healthcare workers share something in common: our desire to improve patients' health. I also learned the importance of communication amongst healthcare professionals. In our meeting, the second year PT student shared a story about a physician who failed to explain a spinal cord injury to the patient because they were relying on the PT to educate the patient about his/her injury. The PT student explained that the PT's role in treatment plan of the patient is not to diagnose a patient's injury itself, but to educate the patient on how their injury will affect their range of motion. This story makes me aware of the importance of understanding each person's role on a healthcare team.
13374398462	Medicine		JaNiya, in medical laboratory sciences, was saying that the most challenging part of her courses right now is hematology and having to sit at a microscope for hours a day to distinguish different cellular aspects. I thought that was crazy to spend that much time looking through a tube because I haven't looked through a microscope in med school yet. So, it was interesting to hear about that part of medicine, which doesn't get as much of the glory or recognition as doctors do but should. It's crazy to think about how many people it takes to make a diagnosis for a patient and give them a solution to their problem.	I think it is great to know that all of these people are really smart especially to be able to get where they are today, and we can depend on all of them in any sort of teamwork associated hospital procedure. There was a few specialties that I didn't know existed, such as medical laboratory sciences, and I'm glad to know that I always have these kind of people in my back pocket when I need help as a physician.	It was really fun to be able to talk to these people so early and make new friends.	-What laboratory medical sciences does. Test and study blood, urine and other body fluids. Evaluate test results and prepare reports for physicians. -I learned that PT is a doctorate program and that OT is becoming a doctorate program soon. -We all have to take the same anatomy class.
13374375300	Medicine		It surprised me to hear how other students viewed medical students and what they thought a typical day for us looked like.	I will always keep in mind that everyone has good and bad experiences working inter professionally and to not take it personally if someone has reservations due to prior experiences working with MDs in the past.	The communication and organization between faculty and students on the protect could be improved.	1. Always consider and be open to everyone's viewpoints 2. Patience is key when working with a team 3. The patient comes first so put pride aside
13374334035	Medicine		I did not know the large scope that physical therapists have inside of the hospital.	I learned about PT and respiratory therapists training and their day to day jobs. I think this will help me understand how I will work together with these professions because prior to this session, I knew what their "job" was, but I really did not know how I would be working together with them and what would be expected.	I thought it was great!	Talking to other medical professions, the discussed that sometimes doctors do not fully explain a patient's diagnosis and it will fall on them to educate the patient. However, these professionals are legally not allowed to "diagnose" the patient and that can cause confusion to a patient. I realized how important communication with my patient is, as well as communication with the whole medical team on what is expected. I also learned about respiratory therapists schooling and their job details which I was unaware of.
13372928740	Medical Lab Science		How each program really flows together as a team for the general health of a patient. We each have a role that if one doesn't do correctly, the whole team and the patient will be effected.	The knowledge for this assignment will help me going forward in my studies by reminding me to be mindful of quality communication skill with other healthcare workers. Remembering that no one knows everything and that everyone has a load to carry and share.	This assignment was awesome. It was great experience to speak with others and learn about their field of study.	I've learned the importance of having good communication between health care professionals, that health care professionals really work as a team for the patient's well being, and that each health care professional have major responsibilities that are critical to the interprofessional team as a whole.
13372501450	Physical Therapy		I was surprised to learn more about the students' interests on why they chose their profession and the expectations they have for other professions.	The knowledge I have gained from this interview with future medical professionals will help me communicate more effectively and collaborate together for our patient's needs.	Everyone did a great job on listening to each other's perspectives.	1) MLS students have 16-18 weeks of clinicals incorporated into their curriculum. 2) The School of Medicine's curriculum is divided into organ systems where they learn the anatomy, physiology, conditions, as well as clinical pearls. 3) Medical students have benchmark exams before they can move forward to the next year in the program.
13372431242	Medicine		Initially I thought of this project as just another assignment, but I thoroughly enjoyed listening to the other students talk about their perspective on medicine. I really enjoyed listening to their thoughts.	I will know how to better interact with other professions to best suit the patient's needs.	It was very difficult getting everyone to communicate. Some people never answered emails, so it was tough finding an opportunity to meet.	I learned that as a physician I must be patient with lab technicians. I learned that as a physician, I need to communicate with each level of a patient's care to ensure they understand the process of their recovery. I also learned that when a team is able work together well, then the patient will walk away feeling more satisfied with their care.
13372427163	Medicine		I was surprised by how fun it was to actually talk with the MLS and PT students.	I will have more respect for the jobs of those that I am working along side and those that are helping me do a better job at treating patients.	It was difficult to get everyone on board to meet, so maybe a proctor to schedule a meeting would be beneficial moving forward.	1. MLS deserve more credit than they get. 2. Every field has their expertise, so they should be used and appreciated. 3. Team work and communication between fields will optimize the patient care for every single patient.
13371809772	Physical Therapy		How little we knew about each profession originally	It will help me to communicate better with each profession	I enjoyed the opportunity to interact with other programs	I gained a better understanding of each programs curriculum, their license process, and how we each interact a little differently with pts based on our scope of practice and goals.
13364643715	Physical Therapy		How the PA students do their course work. By taking on a body system each week.	I will know the background information of other professionals in the healthcare field. I know that I will be collaborating with many other professionals as a healthcare worker.	-I think it was a good way to learn about the other professions that LSU has to offer. I learned about the course work needed to get into the programs and how their classes have gone so far in their first years as graduate/medical students.	- When respiratory therapist take their boards exam they can score high enough to be certified or registered. - Learned about what match day was for the med students. - PAs go on clinical rotations for 13 months.
13363790272	Medicine		I was not necessarily surprised by anything I learned while doing this assignment, but I did find it interesting learning about the different roles of health care professionals.	It will help me to interact and communicate more effectively with other health care professionals in order to ensure a high quality of patient care.	I feel like some of the questions were difficult to answer/address considering most of us have very little direct experience thus far in our schooling about what our different roles entail.	1) I learned more about the role of a physical therapist (PT), and how they are specialized in the movement of the human body 2) I learned that clear and friendly communication is key to efficient team work. 3) I learned that it is important to admit when you don't know something, and to defer to someone in the role who is more familiar with the situation for help.
13363639898	Speech-Language Pathology		How much collaboration is needed	It will help me to understand what to expect when collaborating with other health care providers.	I found this assignment helpful and very informative.	1. Roles of other healthcare providers. 2. How covid has impacted various professions 3. How the SLP can collaborate with others to provide the best treatment for patients
13363553595	Physician Assistant		I was surprised by the responses of the different professions about their schooling. I was not aware how long the respiratory therapy or physical therapy degree was.	From this assignment, I will know how to better assist my patients by collaborating with the other health professions around me. Knowing what their role is in health care is, will help me to know how to refer my patients.	I enjoyed learning about other health professions day to day lives and how they learn about medicine in different ways.	I learned how long the schooling is from each profession (RT, PT, and med students), that PTs can specialize in certain areas, and also how each profession tackles learning all the information medicine has to offer.
13363470902	Medicine		How much the admissions requirements differ between programs.	I now have a better understanding of the roles everyone serves on the healthcare team.	N/A	The challenges associated with the varieties of healthcare careers, the education background of different healthcare careers, and how to have a better understanding of those around me.
13363468745	Medicine		I was surprised how differently each academic program is operated. From my understanding after my group's meeting, the school of medicine is the only program who has the choice to attend or podcast the non-mandatory lectures.	The knowledge I gained from this assignment will help me in the future to realize that each person on a healthcare team brings something to the table that others do not. Each professional on the team knows more information about their field so the other members need to respect that fact and not get in their way.	I think it would have been beneficial to have nursing students participate in this project as well. Physicians and nurses work together daily in all aspects of medicine and it would have been good for us to gain more knowledge of their view points on a lot of the topics discussed.	I learned that all members of a healthcare team need to have positive communication and respect for one another in order to efficiently care for patients. I learned that students in each profession work long, hard hours studying and training to be in their field and everyone of us deserves to be a part of the healthcare team. Lastly, I learned the different jobs and responsibilities of each profession when they are out practicing and their exact roles in patient care.
13363254763	Medicine		What surprised me the most was the workload of the respiratory and physician assistant students. They learn and do, possibly more, than us medical students which was shocking to hear.	I already had respect for other healthcare professional fields, but this project did create a newfound level of admiration. Again, their workload is very similar, if not more, than ours which I feel truly represents the knowledge and competence these healthcare professional fields bring into the field of medicine.	My least favorite part of the project was the lack of "casual" question prompts. Many of the questions were formal and more essay-style question prompts. I feel as if conversation flowed better when we asked less serious questions. We also had three medical students in our interprofessional group. I would have liked to have more diversity in that aspect.	1. The application process of PA, PT, and RT 2. The different specialty avenues one can take for PA at any given time (very flexible!) 3. The overall compassion and thirst for knowledge that these individuals have for patient care in their respective fields!
13361890887	Medicine		Before this project, I wasn't aware that we had teaching programs for Occupational Therapy, Speech Pathology, Physician's Assistant, and Cardiopulmonary sciences here at LSU Health Shreveport. It was nice seeing the broad range of interests among students and hearing the experiences they've had in their own field as well as working with each other.	One important discussion point that arose was the balance between collaboration and boundaries. As interconnected as health care is, it is also important for health care professionals to set boundaries in their practice and avoid domination or control by another. Learning how to work together and share responsibility while also maintain respect and autonomy over your role and decisions is important because there will always be someone more or less experienced than you.	It was nice getting to hear from other students who have experiences it that they do value the partnership and the interconnectedness of health care.	1. I learned that healthcare is a very complex web and a lot of professionals from different teams are behind the success of each patient that walks into the hospital. 2. Healthcare is not a "one time" experience. There is effort that goes in before the patient gets seen by the doctor, during their inpatient stay, and after they are discharged. 3. It is important to find a balance between collaboration and boundaries in a professional environment.

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13361855295	Medicine	The interpersonal relationship amongst medical professional was not too surprising. Before entering medical school, I worked a medical scribe in the emergency department. While working I often saw the interconnectedness of the different medical disciplines. However, speaking with my peers in the IPE session allowed for more transparency of each profession's responsibilities, impressions, and requirement of each other.	I believe many times medical professional of different disciplines become frustrated with one another due scheduling issues or misunderstanding of treatments provided to patients. I believe the IPE assignments sets aspiring professionals in the right mindset to enter their respected field with clearer understanding of the roles of their medical peers. It also fosters an positive attitude for open and honest communication between individuals who will be practicing in different medical disciplines.	n/a	-Effective communication is key -Always put your patients first -Accurate documentation is very important
13361800776	Medicine	I would say that I was surprised by how well equipped different fields besides medicine were and could treat such a wide scope of conditions.	It gave me an appreciation for the academic rigor that students of other health fields must go through and gave me excitement to be able to someday work with these future professionals.	I feel that the assignment was overall educational, but I think that it would be more beneficial if there were not so many questions to go through. My meeting felt rushed because of the long list of questions that was given to us.	1) It is important to understand and appreciate the academic rigor that students of other health fields endure. 2) The healthcare team is composed of professionals from different backgrounds that provide different skills to create a similar outcome. 3) Building a relationship with those professionals outside of medicine only serves to benefit the outcome of patients.
13361496726	Medicine	I was surprised to learn how differently the other schools are. They are ahead of us, it seems, in clinical experience which is really cool that they study and learn information while seeing it directly in clinical aspects with real patients.	It will help me to understand the interrelationships of healthcare and how various different fields cooperate together to provide patient care.	It was fun to interact with students of different schools that we otherwise would not have.	I learned when occupational therapy is needed versus physical therapy. I learned what a PA's role is and their ability to switch between specialties due to their overall knowledge. I also learned that after Speech Language Pathology school, graduates typically choose between working in clinics or schools, with adults or children.
13361182862	Occupational Therapy	The amount of students that were in the workforce full time before coming to graduate school or med school. I always think every student is around my age, so it was cool to meet people of all different ages.	I think this will be beneficial for all of us, as we now better understand the process we each have to go through. It will help us going forward to respect each one of our fellow healthcare professionals even more.	It was nice getting to discuss my profession to the other students and talk about how much of a team effort the medical field is.	1. I learned just how well all of our professions work together and how doctors rely on recommendations from OT and PT in order to determine if a patient is safe to go home. 2. I learned more about the speech program and the hands-on training they receive. 3. I learned the different roles of PA and doctors, because they seem very similar in certain clinics I have been to.
13360668170	Medicine	I knew only vaguely about the educational background of PAs and learned about Medical lab scientists in our IPE.	I think knowing other health care professionals' educational background helps us work better as a team.	I think they should've assigned a group leader responsible for scheduling and organizing the members.	1) PAs do a whole cadaver dissection in 3 months 2) PAs are trained as family practitioners but can specialize with training 3) Medical lab scientists are responsible for a wide variety of lab tests, not just a specific type
13360522595	Physician Assistant	I was surprised at the amount of knowledge that I gained for each profession from listening to the discussion within my group.	It helps to know the instances in which I would work with the other professionals, and how they could assist in the treatment of my patient. We have to work with other healthcare professionals in the workplace, and it was nice to learn additional insight to medical and laboratory science students.	I thought it was interesting to have an open discussion with other professions to kind of compare/contrast our paths and careers. I liked that it was a stress free environment.	I learned the requirements for med school, as well as their requirements post-schooling. I learned that inter professional communication is a vital aspect to healthcare, and gaining knowledge about the professions we will be working with while still in school will help to improve overall patient quality of care.
13360273850	Medicine	I was surprised to learn that PT school is a doctorate program.	It will help me better understand the roles of each member on a healthcare team. This will be very valuable as I go into clinical training.	I would have preferred to meet with some graduates/working professionals as well as current students.	1.) PT school is a doctorate program. 2.) OT is more focused on fine motor skills, whereas PT is more on overall bodily function. 3.) PAs are able to switch medical specialties with relative ease.
13360257990	Medicine	As mentioned above, each medical professional has a specific and important role in providing effective and life-saving patient care, so I look forward to working with PT, PA, and OT professionals to provide healthcare to all my future patients.		I really enjoyed getting to meet other future medical professionals and hearing their stories about why they choose the field that is in.	1. Each medical professional is essential within the medical care team. 2. Each medical professional provides a different role in providing patient care. 3. Interprofessional teams are the most effective way to provide life-saving and essential care to the patient.
13360155681	Medicine	I was surprised to see how patient care can be addressed from so many angles, depending on the scope of practice of another health professional.	I will strive to acknowledge that it is beneficial for better outcomes in patient care to have providers from multiple disciplines contributing to the team.	I felt that there was some confusion among the different members of the assigned groups as to the purpose of the assignment. Some knew why they were in the group, some had less of an idea. And it was difficult at times to facilitate a conversation.	I learned that PA don't have to specialize and can change their practice when they choose. Also, I learned the difference between the scope of practice between an OT and a PT. And I learned that an MD may be the leader of an interprofessional team, but it is important to recognize and value the input of other providers, because we were all trained differently and everyone can provide a slightly different take towards patient care.
13360131322	Physical Therapy	I was surprised how much I knew about the OT profession but I didn't really know that much about the PA.	It will help me consider the different aspects of the health care when doing case scenarios and even working with patients on rotations.	This was a nice assignment and I enjoyed getting to interact with people from different programs.	I learned about the different certifications and board exams each profession has to take. I also learned that the medical students have to make a decision of what area they want to practice early on in school unlike the other professions.
13359896452	Physician Assistant	I was surprised at how interested and engaged we all were at one another's professions.	I think it will help me to have an understanding of all the hard work each profession has put in to get to where they are. I have a lot of respect for each program and the work it takes each of them.	I enjoyed it.	1. Medical students take 3 Board exams. 2. Physical therapists are not able to order wheelchairs or orthotics. 3. Occupational therapists help people with fine motor skills and can help children with their social skills.
13359448531	Medicine	My sister is a PA, so I was familiar with the flexibility in picking a specialty, but I learned more about the different paths or niches you could take as an OT or PT. Additionally, I learned that each of these careers can extend to different aspects of patient life, such as a child's educator or SLP.	It's helpful knowing the scope of their (PA/PT/OT) practice to know what resources may be directly available to your patients. I hope to stay in communication and maintain a balance with the other healthcare professionals - and be a team - in order to provide the best care for my future patients.	In addition to speaking with students, I think speaking with licensed PAs/PT/OTs would also be beneficial.	1. The length of schooling for each course of study (PA -27 mo., OT -27mo., PT -3 yr.) 2. Board exams for each course of study (PA-pance, NBCOT-OT, National PT exam-PT) 3. The patient focus in OT and PT and the extensions of OT (like in a Childs school or ex: advocating for wheelchair accessibility in a community)
13359419786	Occupational Therapy	How each profession works together to target different aspects of our client to help bring them to living a functional and healthy life.	I will be able to understand the role other professions have in treating my client.	N/A	1. Each profession does some form of a student patient lab. 2. Most of our first year of didactic courses consist of processing foundational information to build upon. 3. Each profession targets different aspects of a client to bring them to wellness.
13359297511	Medicine	I knew different everyone's role can be on a healthcare team and how they all come together to help the patient.	Take into account what other healthcare professionals have to offer.	n/a	-That PAs are able to diversify into many different roles -That speech language pathology even works with Occupational therapists -Even research lab scientists are in communication with various professionals
13359118352	Medicine	I was surprised by how we all agreed unanimously that each of our health professions are interconnected.	I think it helps tremendously knowing how many avenues of support there are for the primary care physician. In other words, it typically takes more than one health professional to provide quality patient care.	I really enjoy interacting with other health professionals.	1. Health professionals come from diverse backgrounds and clinical experiences. 2. COVID-19 has had a similar impact on most of us during our training so far. 3. PA students receive lectures about how they can set boundaries for their workloads in an attempt to prevent burnout.
13359046249	Physician Assistant	N/A	I just look forward to working as a team in the future.	N/A	I learned the importance of clinical hours in other programs.
13358809340	Medicine	I was surprised how much more years of training/schooling that doctors have compared to some other health professionals. I was also surprised with how some people ended up choosing their respective field.	I am now more knowledgeable about the various roles and positions on a health care team, so I will be able to communicate better and know who to contact for when I need to do something outside my scope.	Setting up a meeting time for everyone was a little difficult because of our schedules, and having 3 medical students seemed excessive since our answers were all similar.	I learned that PAs usually work more closely with doctors than PT's or OT's do. I learned that PA school is 2 years long, and I also learned that PT's can have residencies just like doctors.
13358525523	Medicine	I was surprised to learn that physical therapists don't have the privileges to order conventional radiology or prescribe accessible devices. I was also surprised to learn all the motives behind choosing other health professions.	This assignment will help me with understanding the roles of each medical profession and how I can best help improve my patient's health with their expertise.	I think this was a great assignment to expose us to other health professions and to introduce us to forming interprofessional relationships.	From this assignment, I have learned: 1. Communication is key to establishing a meeting time 2. Other health professional students are enduring as much academic rigor as medical students 3. Knowledge of other help professions will help with ultimate patient health.
13358257579	Occupational Therapy	While we are always taught to distinguish PT and OT services from an OT's perspective, I never knew how to describe a PT's role in treatment, so I enjoyed hearing this explanation from a PT student.	The knowledge I've gained will help me to know while healthcare professionals are better equipped to handle certain aspects of healthcare, so that I can better direct my future clients to the appropriate provider for care.	I believe that if groups contained students from each program, rather than just a random few, I believe I would have gotten an even better understanding of other healthcare professionals and their roles in patient care.	1) The difference in roles between PAs and MDs 2) A better explanation of how PT and OT differ in client care 3) The different requirements needed to obtain licensure for various medical professions
13358074130	Physician Assistant	The many similarities/differences between each of the professions.	I understand the role of PT vs OT more clearly.	The medical students in my group mainly asked questions, but did not answer anything. I would have liked to hear more from their side of things as well. I am not sure if this was intentional for the assignment or just how it played out for my specific group.	I learned that PTs can specialize much further than I realized they could, that OTs graduate as general practitioners (like PA's). It was also fun to hear what specialties each person was interested in going to and why.
13357833679	Medicine	I wouldn't say that anything particularly surprised me	It will remind me the importance of working as a team	nothing in particular	PA exam is called PANTS. OT school is 27 months. Everybody is being feels lots of info in a little amount of time
13357491815	Medical Lab Science	PAs are given more flexibility to work in different departments than a MS(1-4) because the latter has to pick a specialty.	To better understand and communicate to other healthcare professionals I'll interact with.	N/A	MS1 are given some leniency during their first couple of semesters to adapt to the field. PAs can prescribe medications. PAs get the same robust medical knowledge as a MS(1-4) but doesn't have to be in school as long.
13356779557	Medicine	How responsive the students in the allied health programs were.	As future healthcare professionals, we all have a similar background in why we chose to pursue our respective fields. Going forward into practice, I believe having this understanding of why we chose our fields will create the teamwork environment that will help us provide the best patient care.	I believe this assignment would have been even better as a panel with the allied health students. Even in the small group setting, trying to use questions to open up conversation between the group members did not work that well.	Scheduling between programs can be difficult. Being virtual does not help facilitate interaction. Future healthcare professionals are similar in many ways regardless of what route we took to get to our respective careers.
13356543651	Medicine	Prior to medical school, I worked in a clinic with MDs, PAs and PTs; therefore, I went into the meeting knowing a fair amount about each of the professions and found that nothing that was said really surprised me.	I will remember the kind PT, OT, and PA students I spoke to when I am working in a team based environment. I will remember to collaborate with professionals in other fields.	I don't have any other comments about this assignment.	1. PA curriculum is built around primary care. 2. PA and PT are required to take anatomy before coming to school. 3. There are various settings that a PT can work in.
13356422993	Medicine	I was surprised by the ease of conversation and that sincere interest of everyone participating in learning more about the other fields.		I enjoyed speaking with the other students.	1. All OT classes from now on will be doctorate programs rather than the graduate program it is now. 2. It is important to make connections in other fields. 3. Team work is essential for success.
13356250640	Cardiopulmonary Science	The amount of background of health professional in the meeting.	Be able to differentiate roles in the hospital environment.	None	Everyone comes from different background, we chose the medical for the same cause, and that all have very demanding studies that will help us to be great healthcare professionals.
13355716575	Physician Assistant	I got to understand what passions each person had to lead them to their professions.	I truly did not know I would ever work with CPS because I did not know their scope.	I was only able to learn a few facts about each profession. It was not a flowing conversation because there were 7 of us going in a circle, and we were only able to address a single question. 7 people from different disciplines can't have a cohesive conversation.	MD students have no clinical experience. CPS work in hospital on vents with RTs. PTs make differential diagnoses.
13355676066	Occupational Therapy	I was surprised to hear about the different specific stories each person had for why they are on the career path they are on and interested in the specific things they're interested in.	I think it'll help me to better understand the other professions that I will be working with as well as being aware of the journey they had to take to get to where they are.	I think it definitely helped me to value other health care professions more than I did before.	I learned that people often don't understand OT to it's full extent, that my passion in this field is appreciated and valuable, and that collaboration is essential to holistic care of our future clients.
13355352348	Physical Therapy	It surprised me to see how students prioritized different aspects of their profession, and that they're interested in specialties that I never really thought of before.	This knowledge will help me to work collaboratively with other healthcare disciplines, as I now better understand their roles and priorities as it relates to our common patients.	I thought this assignment was a good experience, but we weren't told about it through our program so it caught my whole class off guard when we had to fit in into our schedules. Also, every other person in my group was a first year student, so we didn't have much in common to talk about in regards to schooling since we aren't in similar places in our curriculums.	I learned that matching is not guaranteed upon graduation from med school, that the OT program is transitioning to a similar format to our program next year, and that the PA program allows students to rotate through a great variety of specialties.
13355199670	Physician Assistant	How laid back med school seems! The two med students in my group did seem as overwhelmed as I always thought they were.	I think this will help me better rely on other members of the healthcare team, ensuring that I have others to discuss patients' needs with.	None!	1. Med students aren't required to go to class 2. Some people have some very odd jobs prior to starting professional school 3. PTs can specialize and do a residency after graduating

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13354941059	Medicine	nothing	I did not gain much knowledge because everyone on the zoom meeting was a first year student. We do not know enough yet to have meaningful conversations about working with other professions.	This assignment would be better suited for individuals with more experience working in healthcare in their respective roles.	we have an OT program, PA students have more mandatory class than we do, PA school is only two years
13355299836	Medicine	It surprised me to learn how different the curriculums are in terms of clinical/didactic schedules.	The information gained will allow me to understand the scope of other occupations on the health care team and also different challenges associated with each profession. I feel this information will be very useful particularly in my 3rd and 4th years of medical school.	I thought this project was great. I think doing the meeting in person (as opposed to zoom) would have led to more meaningful/active participation between all group members, though.	1) the scope of PA, OT, and ST 2) Challenges associated with each respective occupation 3) Different motivations that led each student to pursue their respective career
13352496787	Public Health	How involved other professions were with patients. For example I had no idea that respiratory therapists had the freedom to adjust the mechanical ventilation settings on the patient	Integrating various fields of expertise into patient care	I was not expecting the activity to be as self-directed as it was.	Every person plays a part in taking care of patients. Continuity of care is important and interprofessional collaboration facilitates that
13352491406	Medicine	That other programs have more clinical experiences than we do during our first year.	I will consider other roles and knowledge backgrounds when in a care team.	I have no other comments about this assignment.	I learned that PT students take the NPTE to get their license. I also learned that PA students can switch specialties when they are practicing. I also learned about some of the years of RT school.
13352479072	Medicine	I was surprised to learn how similar all of our journeys into healthcare were even though we all settled on different professions.	I now have a better appreciation and admiration for the job all members of the healthcare team provide. In a workplace setting, it will take all of us to provide the highest standard of care.	I enjoyed getting to know all the students, including those in my class that I had not yet met. I think this is a great way to have us meet students we would otherwise not see due to our different curriculums.	1. The value of effective communication. 2. I developed a new appreciation for both PA's and OT's and the job they do. 3. We're all students striving towards a goal, and just because I will spend more time schooling and training as a medical student, that doesn't diminish the value of the other disciplines or the dedication it takes to succeed in them.
13352412610	Physical Therapy	I was surprised by how interested the other students were in each profession. Everyone was engaged and curious about certain aspects of their program. I also live with a PA and medical school student so I expected to know most of the information; however, I learned many new things that I did not expect.	The knowledge gained in this assignment will help me to better understand the roles of each health care professional in the future. Especially when working with these professions, I can properly understand what previous education and curriculum they have gone through.	Overall, I thought this was a great interaction. Even if you already know some of the information about the other profession, there is always more to be learned.	1. One thing one of the students mentioned at the end was how important it is for us as health care professionals to realize that no one profession is superior than another. We each specialize in our own areas and should respect each others specialty and education. 2. I learned more about the tests that the medical school students have to take and the importance of them to their residency programs (i.e. STEP 1, STEP 2, etc.) 3. I also learned that not everyone in the health care world is educated on other professions; therefore, it is important to properly educate others so that it makes collaborative team work more efficient.
13352385971	Occupational Therapy	It was nice hearing other people talk about their field and hearing their perspective of my field.	That everyone's primary goal is helping the client or patient. We get caught up in just focusing on how our field cares for the individual, but it was informative to hear how everyone else wants to achieve that goal as well.	It was informative but I wish there would be 2 people from each AHSC cohort instead of one because we each may have different perspectives.	1. The boards we all have to take. 2. The timeline of our programs. 3. The different ways we each care for the client/patient.
1335222628	Physician Assistant	A MS-1 owning up to the fact that doctors are often egotistical, and that it was something he did not want to fit into the stereotype of.	This knowledge will help me know when it is appropriate to refer a pt to OT and inform them of what OT can do to help. It also guided me in the thought process of when I should ask my supervising physician for assistance.	I think if we worked on case study of some sort together, we would be able to get a better idea of what it is like to work as a team full of various health professionals.	1. Med students zoom from home A LOT, so they enjoy the didactic portion of med school more than I do as a PA who attends in person classes 9-5 M-F. 2. OT students can get various certifications after passing the boards to help with things like handwriting. 3. We all wish we would've had more time in the clinic before/during COVID, but we found that it taught us a lot about resiliency and the importance of being adaptable.
13351209787	Physician Assistant	How little each profession know of the other professions, regarding details to working as a team. Then again, we all have not stepped into the working environment yet.	I will be able to ascertain the scope of each professions' boundaries and their contribution to quality patient care.	This assignment was intimidating at first however as we all got to know one another more, the conversation became more relaxed and informative. It was a nice "ice-breaker" between understanding each profession's role.	PTs can specialize in different fields just like physicians and PAs. Medical students have to take USMLE 1, 2, and 3 before licensing. All professions share the same goal which is to provide the patient with the best quality of care and ensuring that they are educated following their encounter.
13350839901	Medicine	Learning about the differences in schedules was very interesting and I was shocked how fast paced the PA schedule is.	I will take what I learned today and apply it as I become a physician. Learning to be more open and educated is crucial to a healthy working environment.	I loved being able to talk to other students. As a medical student it can be isolating, so it is difficult to make time to step outside of your medical school class.	I learned about the PA and PT students schedules, I learned how PA school is 2 years and how PT school is 3 years, I also learned that if everyone works as a team everyone can do their jobs so much better.
13350792775	Physician Assistant	I was not necessarily surprised by any part of the assignment.	I will better understand the roles of MD's and PT's and be better able to understand how their roles relate to mine in the context of patient care.	none	I learned that PT students do one year of MSK, one year of Neuro, and then one year of clinicals. I learned that medical students learn by body system. I also learned about the various pre-professional school experiences that these students had and that the requirements differ based on the program.
13350784427	Medicine	I was surprised by the time differences in the different program curriculums. PA school being 1 year didactic and 1 year clinical was something I never knew	It was motivating to see other fields and listen to them talk about why they chose that areas and seeing the similarities and differences between them.	N/A	PA school is 1 year didactic and 1 year clinical PT school is 2 years didactic (consisting of MSK and Neuro) and 1 year clinical. Med students, PA students, and PT students have a LOT in common from the reason they're where they are to their future goals.
13350641991	Medicine	The duration and intensity of these programs.	It will help me better utilize these professions and rely more on their knowledge and areas of expertise.	I thought it was a great assignment.	1. Several of these healthcare professions require quite a bit of certifications. 2. The requirements associated with each program and the intensity each presents. 3. The scope of practice for each of these specialties and their professional options for practice.
13350493422	Physical Therapy	This assignment made me realize how much I actually know about my own profession. I often think it's hard to answer the question "so what exactly does your profession offer," but during this assignment, I felt pretty confident answering.	The perspectives I gained about interprofessional teamwork will stick with me going forward, as I will try to incorporate what I learned into my future practice.	One of the big suggestions I have is to try to partner up all 1st year students with one another and all 2nd year students with one another. I was the only student who was not in my first year of class, so it was very hard to gain any other outlooks on clinical experience/coursework/career duties from the other students.	1. Others are shocked at how involved physical therapists really are in healthcare, as they don't know much about us. 2. Physicians assistants play a similar role to physicians, and largely help to relieve the caseload of the physician. 3. Respiratory therapists and physician assistants learn very complex/vital information in very short periods of time.
13350462550	Medicine	How quickly these educational paths are put into the workforce.	It will give me insight into their perspectives of their training and career paths	N/A	1. PA's are trained for their specific field on the job. 2. The daily curriculum of occupational therapists 3. The job market of speech pathologists.
13350422622	Physician Assistant	Seeing how different our curriculum is compared to everyone else's	I am more aware of the other professions around me which can help guide me in my medical decision making	It would have been nice to see different years throughout each program	1. PTs have a lot of clinical, hands-on involvement in their first year. 2. Each field must communicate with each other to provide the best patient care possible. 3. Cardiology is an underserved degree which can be used toward respiratory therapy
13350321141	Cardiopulmonary Science	The fact that I'm grouped with other students that don't share the same major as me.	I guess I learned a little bit more about physical therapy, but to be honest, I didn't learn anything I didn't already know.	Maybe if we did this in person, I would gain more out of it, but doing it virtually was awkward and oddly non-productive. I didn't learn much and it felt like a waste of time.	I learned about the roles of physical therapists. I learned about the curriculum that PT's have to study. Honestly I can't think of a 3rd thing. Nothing else was really surprising to hear. We talk about the rolls of other healthcare professionals in my classes, so I kind of have a good idea of what the med-school PA students are going through. I did not know anything about PT school, so hearing what the PT student, Carl, had to say, was nice.
13349926199	Medicine	How the hierarchy of the medical field already seemed to influence our meeting.	I know more about the process and what it takes to become other healthcare professionals. This has made me more understanding of their roles in the healthcare team.	I think that the assignment could have been better organized. Also, I think it would be more beneficial to re-evaluate the suggested questions. When asked by medical students, these questions can be interpreted as disconnected and entitled. None of the students in the meeting had enough professional experience to really learn anything of value about the daily activities of their profession.	1) Other professional schools expose their students to patients earlier and more often than medical school. 2) Everyone is very proud of their role on a healthcare team. 3) One thing that other healthcare professionals valued was work life balance.
13349805981	Speech-Language Pathology	None of my group members seemed interested to talk about their field because they are in their didactic years and the questions are based on professional/clinical experience.	I had to google information about each persons field because each person was not really concerned about the assignment	I would recommend each program have the same assignment so that more effort is put in to facilitating conversation. Med students kept saying "oh we just have a survey to fill out" and it really downplayed the need for this activity.	1. SLP's are continually left out of discussion. 2. OT's have a large scope of practice. 3. More interdisciplinary need to be incorporated more than just having a conversation
13349802905	Medicine	How interesting other healthcare professions are and how similar the academic difficulty is across different fields.	It will help me view other professions differently now that I have more insight to them.	It was great. Whitney Romero did a great job!	The curriculum of PAs and PTs is different yet similar to medicine, a newfound appreciation for how interrelated different healthcare fields are, and I have gained a more thorough understanding to the various admission requirements to different healthcare fields.
13349794083	Physician Assistant	I really like how everyone had a life experience which drew them into their program.	It gives me more respect in terms of the pathway that different healthcare have to go through to get certified.	I think it could've been better in terms of content. I would've liked talking more openly with the professions as opposed to having a strict list of topic points.	1. MDs didn't know much about the PA profession. 2. The different tests that each profession has to take. 3. The different time requirements each program has in place for completion.
13349765260	Physician Assistant	how little others knew about different professions that they will be closely working with in the future	I will be a better provider because of the knowledge I gained.	I think that participants should go into the assignment with a general understanding of health care professions.	1. Speech therapy is a 2 year program 2. I learned that medical students have biochem 1st semester 3. The medical students shared with me that they all really enjoy school.
13349757611	Physician Assistant	I did not know the specific training that SLP students had and was interested to learn about that.	It will help with future interactions and referrals to the correct profession based on my patient's needs.	It was a little awkward and uncomfortable; no one wanted to participate or share and I felt like the SAHP students were the only one answering questions. Scheduling a time was also difficult between the different schools/professions.	1. Learned more about what SLP students do. 2. OT students are trained to consider the whole patient and have some level of mental health training which I think is really important. 3. Med students do not know much about PAs and what it means to be a supervising physician.
13349756022	Physician Assistant	I thought it was interesting to learn about SLP because I didn't know much about their career.	I will help with future referrals and healthcare team interactions.	Would have been easier if it was a pre-scheduled event that way we didn't have to worry about navigating everyone's busy schedule.	1. Learned more in-depth about SLP. 2. OT students day is structured similarly to mine. 3. Med students are not as aware about PA's and their roles as our SPs.
13349723287	Cardiopulmonary Science	How different programs work	It will help me with communication with other health care professionals	N/A	N/A
13349580749	Occupational Therapy	The current academic challenges described by the other professions surprised me.	Knowledge of the different roles and trained skill within the other professions will help me to understand the unique contribution I have within a interdisciplinary team.	This assignment was insightful and I enjoyed meeting other students at LSUHS whom I do not see on a daily basis.	1. PA curriculum is divided strategically for learning how to treat patients. (i.e. one semester will focus on interviewing patients and understanding diagnosis, while the next semester will focus on forming a plan of treatment) 2. Other professions affected by COVID especially PA and med-students who frequently learn within a hospital/clinic setting with real patients. 3. Other professions within the school have to take required SATs before fieldwork experiences or residencies.
13349555411	Medicine	It surprised me that the other allied health schools seemingly had no assignment for this project so the review was essentially just the medical school students interviewing the other students.	It will help me because I now have a better understanding of what roles other professions play on the healthcare team and will be able to use their help going forward when treating patients.	I felt that it wasn't as helpful as the school hoped it would be because the allied health students weren't exactly jumping at the opportunity to answer questions.	PA school does didactic in 1 year. OT school doesn't have a step-like national standardized test. PA & OT school has SP encounters just like us.
13349552551	Medicine	How willing all group mates were to listen to different perspectives when treating the same condition.	It will help me communicate with other health professionals as a part of a healthcare team.	I enjoyed the assignment	All perspectives are important when making a treatment decision. How to effectively communicate with other members of a healthcare team. What a speech language pathologist's job is like.
13349533321	Medicine	I didn't realize how many other professions there were represented at LSU Health Shreveport. There were many programs that I have never heard of that LSUHS has.	I will always try to be cognizant of healthcare roles outside of physicians. There are many different people that are needed to make up a complete healthcare team. I will always try to communicate and allow everyone working with me to perform to the best of their abilities.	I enjoyed getting to meet other people outside of the School of Medicine. Everyone had a different perspective about healthcare. However, we all found common ground in that healthcare is a stressful field and going through this training is hard.	1. I learned that in order to perform well in a healthcare setting, I need to communicate with everyone on the team well. 2. Everybody brings some specific skillset to the table. As a physician, I should refer to these people for their expertise. 3. I learned that respiratory therapists, medical technicians, and physical therapists take many of the same classes I take as a medical student. We are all intertwined, and everything we learn will benefit our future patients.
13349531242	Medicine	What surprised me most about this assignment was how similar we all felt about the challenges of each of our programs. We all agreed that the most challenging aspect was the fast paced curriculum.	The knowledge I gained has helped me understand the roles of a PA, OT, and SLP. I can use this knowledge in the future to benefit my patients by consulting with these specialties for specific needs.	I really enjoyed talking to the other programs because we don't get that interaction with students outside of the medical program.	I learned that at some point in my career I will need to consult with each one of these healthcare professionals. I also learned a lot about OT and how it differs from PT. I finally learned that for great patient care, teamwork and a holistic approach with many different healthcare workers is needed.
13349529283	Occupational Therapy	I was surprised how similar all of the other health care professions were to Occupational therapy.	The knowledge gained during this assessment will hopefully help me grow and gain better relationships with the other health care providers in my studies and practice.	I thoroughly enjoyed this!	1. Everyone no matter what profession experiences similar stresses as I do. 2. Speech Language Pathology works in very similar settings as Occupational Therapy. 3. It is okay to not know what setting I want to work in, as many others do not either.
13349409089	Physical Therapy	The clinical experience within the programs are all different. Some programs have had clinical rotations each semester, while others haven't had any experience.	It will help me understand my place in the care of patients.	It was nice to connect with students in other programs.	I learned that clinical rotations are different for each program, there are different amounts of board exams to gain licensure, and that each profession plays an important role in the health of our patients.

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13349453786	Medicine	Although we are in different programs, we share similar struggles. We all have "study guilt" when we do anything besides studying. We all feel stressed very often.	I will use the knowledge gained during this assignment to collaborate with other professionals because I now have a better idea of their role in a healthcare setting.	This assignment was a fun way to learn about different programs and meet new people.	1. Physical therapy is a doctorate program and they will be able to see patients without a referral from an MD. 2. The respiratory therapy program has clinical days built into their weekly schedule. 3. Each program has a rigorous board exam each student must pass to enter into their profession.
13349359845	Public Health	All the areas involved in the school of medicine and allied health and what they do day to day.	I know more of the scope of practice from other providers than may influence how they work.	Very useful for new students.	1. Cardiopulmonary program day to day. 2. Medical students study routines. 3. I learned not many people know about Medical Lab Science or what they do (I was able to explain) and how public health com-sides with MLS.
13349349595	Medicine	I was surprised by how relateable all of the academic programs and experiences we face are. All of us were facing similar struggles, and we were able to discuss those things and ways we are able to overcome them and move forward to be successful.	I will be more knowledgeable about different programs and the benefits and strengths they can bring to the team as a whole. I will also be more aware of the amount of information they have access to in comparison to my studies and program. In my practice, I will be more eager to reach out and ask those in different fields for help and suggestions on their areas of expertise.	I think this assignment was a great way to meet new people in different programs and see their point of views on the medical field. I also think that this was a great way to make connections that could be beneficial in the future.	I learned that no matter what program you are in, there are other people going through the same struggles and obstacles as you are. I also learned that there are many different fields that are required to make an effective medical team as a whole as each person brings something unique to the team. Lastly, I learned that it is important to communicate with your team in order to be the most successful and efficient.
13349295297	Medicine	I was surprised to learn that while all the professions are different, there are still many ways that they are the same. It was also very interesting to learn about why the students chose to do the profession they are.	I will be more aware of the importance of communication among groups. Also, I know that everyone has a role and it is important for all of us to work together.	I enjoyed this assignment and getting to know students from other programs. However, I didn't like how we didn't have a facilitator in the meeting to help guide the discussion because they have first-hand experience of the importance of these relationships.	1. I learned the importance of having different individuals with differing positions working together as a team. 2. I learned the differences between MD, RT, PA, and RT and their job responsibilities. 3. I learned about similarities and differences among the programs here at LSUHS.
13349182081	Occupational Therapy	The differences between the AH and Med School curriculums	It has taught me to be more aware of other medical professions and the importance of understanding their roles so that we can work better as a team	I enjoyed meeting students outside of the AH program and hearing their perspectives on school, and how we are going through a similar experience	1. Teamwork is critical to success in any medical profession 2. Understanding the roles of other professions is essential to collaboration 3. Despite being in different fields, there are similarities among the professions (i.e. we all care about our future patients)
13348171015	Medicine	I did not know how the role that SLPs play in the healthcare field. I also learned a few things about my own program that I didn't know at first.	I will most likely have a more open mind to the other health professionals and their field of works since I am more away of their scope of practice.	I really enjoyed hearing about the other health professions and some of the things that are difficult in their training. It makes me feel like I'm not in this alone as a future healthcare provider.	I probably should have known, but I did learn that the PA program is a Masters program. I also learned that they don't have to pick a specific specialty and stick with it throughout their entire career after graduating (and do additional training, like physicians have to do with residencies). I also learned that the other specialties (PA, OT, and SLP) only have to take the GRE for program entry, and not an admissions exam like the MCAT. The amount of schooling for each are all different with SLP doing their classes and clinicals simultaneously. I thought that was very interesting.
13348105561	Physician Assistant	I was surprised that my group was comprised of 3 medical students and a PA student (myself) but only one student from two other professions (OT and SLP). This tipped the discussion more in favor of medicine as it relates to physicians and PAs.	I have a better idea of how speech-language pathologists approach the rehabilitation of their patients. I think I will be more likely to consider referring patients to SLPs when indicated.	I'm glad it was an informal, independent meeting that did not require a large time commitment.	1. SLPs see patients with a wide range of disabilities aside from speech impairments that also require the skills of an OT, possible because such patients have deficits secondary to a cerebrovascular insult. 2. Mask-wearing posed a significant obstacle to treating patients for a speech-language pathologist, and they overcame it by using transparent masks. 3. The OTs engage in a community service project that involves cleaning areas in poor neighborhoods.
13348081892	Occupational Therapy	Hearing how much the other professions already knew about occupational therapy because in my experience people are often confused on what OTs role is.	Knowledge from this experience will help me going forward when considering what professionals I will consult with in future settings I may work in.	I really enjoyed getting to talk with my group members and I think this is a great way to meet other professionals and learn about their roles.	I learned about the length of each program and when they begin getting their hands on experience. I learned about the different steps each profession has to take towards getting certified. I learned about what steps each person was required to do in order to get into their programs.
13348001292	Medicine	How like minded and similar allied health students are.	I have a better appreciation for health workers and idea of how to interact with them in a professional setting.	I think this assignment should be completed during third year of schooling (or second for OT/PA schools).	Health professionals in all schools struggle with time management, studying, and exhaustion/burn out. OT school and PA school curriculum is fast paced but similar to medical school. Every one takes different paths to become a doctor, however what makes an applicant competitive is common viewpoint among different healthcare schooling (communication, empathy, clinical experience).
13347979622	Medicine	The wide variety of settings that professions like SLP and OT work in	In the future, it will help me identify scenarios in which my patients would benefit from consultation and care from various allied health professionals.	It was very interesting to learn about the other professions schooling and clinic experiences prior to graduating!	1. Many of the allied professions require frequent continuing education due to the evolving nature of their respective fields. 2. COVID has heavily impacted the field of speech pathology in ways that I had not considered, especially in regards to child speech development. 3. Many of the allied professions allow for a significant laterality in that they are able to make transitions to different settings during their careers if they desire to.
13347957899	Medicine	I was surprised to learn how different each school's curriculum is.	The knowledge gained will allow me to better understand the different roles and responsibilities of members of the healthcare team. I feel like I better understand what it takes to become an OT and a PA.	I wish we had a designated time to meet so that we could have met in person.	I learned that all professional schools are very challenging, that every person's path to get to professional school is very different, and that every person's role in the healthcare team is extremely important.
13347938139	Speech-Language Pathology	How connected all the professions are	Assist in the participation in a multi-disciplinary team	It was great to get to know others in different programs	1) Academic requirements for programs 2) Summary of their profession description 3) Professional settings for each occupation
13347937237	Occupational Therapy	What surprised me is that I learned that the professions of the people I met with all end up connecting with each other in one way or another at some point. Where one profession ends the other starts off and sometimes they will intertwine.	It will help me in developing inter-professional relationships in the field by knowing more about them as individual professions and what to expect. Knowing what each profession does will help me to know who to turn to if I ever need help in an area they have knowledge in.	I really enjoyed talking to the people in my group and hearing what they had to say about their profession. It was an easy conversation, so much to the point where we used up all of our zoom time limit.	1. I learned the process medical school students go through when seeking out their area of practice and where and how it is a ranking/matching system. 2. I learned that physician associates do not graduate knowing what specialty they want to pursue. 3. I learned that SLPs have to do fieldwork and class at the same time.
13347934582	Medicine	I did not know that the CDC recently changed the timeline for developmental milestones, and it has greatly impacted the speech pathology student's education.	I will better appreciate the different roles in the medical field and how they can all work together to bring about the best outcome for a patient.	n/a	1. The CDC changed the timeline for developmental milestones (by a great deal!) 2. You take a comprehensive exam at the end of the 2-year speech path program to determine whether or not you become a speech pathologist. 3. Physician's assistants train similarly to MDs, but they go through a Master's program instead.
13347933701	Physician Assistant	I was surprised how easy it was to do! Just talking for a little while and we learned so much about each other's profession.	This will help me when consulting or referring to other specialties and working with other members in health care.	N/A	1. CDC changed the developmental milestones for babies talking, and SLPs are expecting some major changes in their field because of this. 2. OT is more involved in more specialties and locations than I originally thought. 3. Med students have lots of exams during school and residency, more than I originally thought.
13347688724	Medicine	Despite being in different programs, everyone in our group had similar reasons for pursuing medicine.	I now understand the roles of other medical professionals better, so I can see how we all fit together to treat patients.	I think our group worked effectively together, and I enjoyed meeting students from other specialties.	I learned how the curriculums are different for our specialties, the different training and certification processes for each, and how different fields can interact and overlap on a patient case.
13347571366	Speech-Language Pathology	I was surprised by the amount of interdisciplinary work that other professions get to do together. For example, all allied health professions take anatomy and physiology for patients.	I can be more conscientious of the responsibilities of each profession and recognize that a functional interdisciplinary team can truly change the outcome of professional care for patients.	As a 2nd year grad student, it seemed that I was the only one who was able to share personal clinical experience whereas the rest of my group had yet to work with individual clients.	1. I learned that the OT program has weekly clinical experiences in different settings. 2. I learned that med school students had exams at the end of every cycle and take course work before they work with patients. 3. I learned that med students and PA students experience simulated labs to work through case studies and clinical scenarios
13347542547	Medicine	How broad a spectrum each health profession offered. Each profession has so much to offer to another, which is why working in a team clinically is so important.	It will help me appreciate other professions and it has increased my already high level of respect for each profession.	I really enjoyed my group. They were awesome.	I learned that SLP's can play a major role in health care with communication in multiple settings. I learned that the PA program is a very quick program but offers endless opportunities for students in many different specialties. Lastly, I learned that OT also has specialties which can work on certain things such as hands, and they work in very close contact with other health professions such as PT's and Doctors.
13344268975	Occupational Therapy	--	It was nice to be able to speak to students in other professions and see their perceptions of my field. I know a little better now what other professionals will think of my field once I start practicing.	One thing that came up was how the OT student (me) and the SLP student wished there was some OT/SLP collaboration in the programs! OT and SLP overlap so much in practice, it would really be beneficial for us to collaborate on some kind of assignment, or at least learn more about each other.	1. I couldn't believe how much patient experience is required to apply for PA school! 2. I learned more about the length and requirements of other programs. 3. I learned about other professions' perceptions about Occupational Therapy.
1334402095	Speech-Language Pathology	I learned more about what the first year of medical school looked like.	It will help me better understand how other's view their role in patient care and what they may not know about other professions.	N/A	I learned that OT is broad and similar to SLP because you aren't required to specialize and can work with pediatric/adults across settings. I learned that PA's take tests every 2 weeks and have to retake tests if they don't get an 85 or better as part of curriculum requirements and that medical students have to take step 1, step 2, and step 3 and do board certifications through out their career.
13343758761	Medicine	I was surprised at how many clinical hours some of the other students had prior to entering their programs.	In the future, I will use this information to better understand and communicate with my coworkers.	The part of this project that I liked the least was the timing of it and the questions we were encouraged to ask each other. I felt as though this project would have been better timed if given when all the students were in the beginning stages of their clinical training. I found many of the questions required experiences I did not have and neither did some of the other students who were participating.	I learned from this experience that the various health professional schools have similarities and differences. It was either required or recommended to have shadowing/clinical hours prior to applying. Additionally, all of the programs have some form of clinical training built into their schooling; however, the timing and length of the clinical training differs between the programs.
13343674378	Medicine	I was unaware that other programs also had parts of their curriculum when they participated in clinicals and that some occupations also have residency type training after school.	It will help me to appreciate the work done and treatment suggestions made by other healthcare professionals treating patient's with me.	I would like to talk with a larger variety of healthcare students.	Three things I learn were the job requirements of someone who pursues a career with a masters of public health in relation to pandemics, the responsibilities of respiratory therapists in practice, and the difficulties COVID precautions have caused for PT students.
13343659260	Medicine	OT, PA, and Speech pathology school all require a masters degree.	This knowledge will help me work with a team of broad healthcare workers more effectively.	This assignment could be a better experience in the 3rd and 4th year of medical school. None of us know what specialty we will choose and that made answering the questions pertaining to "duties" very challenging.	It is important to realize that we all have different backgrounds, goals, and priorities; therefore, we all play an important part in a patient's care. As healthcare workers, we will have to be equipped to work with each other effectively and efficiently. One way to do this is to maintain a healthy work environment and establish an open line of communication.
13343651278	Physician Assistant	The requirements to apply to med school.	It gave me a better understanding of the roles these professions can serve for my future patients.	It was interesting!	OT & SLP overlaps a lot, med students have two years of class + two years of clinicals, and OT students struggle with people not knowing what OTs do.
13342674768	Medicine	Hearing about the various roles that other health professionals can fulfill	Being aware of the roles that members of the healthcare team can provide apart from the physician and nurses	No additional comments	I learned about the length and extent of the training programs for SLPs and PAs in comparison to MDs, the role that each of these fields provide for the patient care team in a hospital setting, and the flexibility that other healthcare providers are afforded in their careers that MDs aren't necessarily capable of.
13342652483	Medicine	how hard it is to work around everyone's schedule	I will place more importance on other professionals	maybe make a set meet up time	Speech therapists need to learn head and neck anatomy, physician assistants also have to do cadaver lab, and speech therapists can work with patients very soon after they begin school
13342647238	Speech-Language Pathology	The amount of questions I got about the specific role of an SLP in general.	It will encourage me to advocate for speech and language services when needed.	Learned a lot about the overlap between physicians and speech language pathologist in the medical setting.	-The overlap with physicians/ PAs and SLPs -The extent of knowledge about communication disorders in other programs -How interaction with different professionals is crucial to patient care
13342640167	Medicine	how in depth the programs can go with a 2 year time window.	won't really do anything for studies but better understanding how parts of the team work will help give better care for the patients.	being exposed to even more disciplines would be great, possibly with working practitioners.	Depth of speech therapies scope, how they can also specialize, and how similar PA is to the med program.
13340521320	Public Health	I was surprised to have heard the MLS participant say that they did not get much interaction with other healthcare professions.	I hope to apply the knowledge I've learned through the future interpersonal communications I will have and further my connections towards my career in order to have a greater impact on improving the health of communities.	Hopefully, I get to participate in further meetings! I enjoyed this thoroughly and would love to keep contributing to it.	1. Non-MPH participants had very little knowledge of the real-world, everyday applications that occur due to the role of public health professionals. 2. Doctors have mixed feelings about renewing Board examinations after practicing and receiving tenure. 3. Medical laboratory scientists should help doctors improve their clinical testing skills when using microbiological assays
1334069004	Physical Therapy	I was most surprised how such a variety of fields/specialties could come together for a common goal. For example, in our group, a respiratory therapist, public health major, and med student all had the same goals for helping patients. Each profession is equally as important in a patient's recovery and overall wellness.	This assignment opened my eyes to interprofessional collaboration. I can use what I learned to better communicate and understand other health care professionals in my future practice.	I really like the variety of health care professionals in my group. Each profession was unique yet still similar enough to understand each other.	1. Public health can be a HUGE asset for ethical practice and evidence based care. 2. Each profession approaches patients in different manners, yet we all work towards the same goals for our patients. 3. Although physical therapists have so much to offer to patients, we can learn so much from other health care professionals which will help us to treat patients better in a more effective way.
13339488956	Medical Lab Science	How curious everyone was about other programs/professions.	When I begin working I will try to make it easier for others to understand how the laboratory needs specimens collected.	N/a	Medical students now have to take the board exam every ten years, Public health workers are very hands on with speaking guidelines for the community. We all have the same goals.

2022 Virtual IPE Learning Experience Survey - Open Ended Questions Responses

13339469354	Cardiopulmonary Science	BPPC Respiratory Therapy program	How much information goes into the action plan of treating a patient	It will help me better understand who to talk to when I need to report patient values	I feel like it was a good team building assignment for all of us	That each profession has their own way of progressing into their career. How different but similar roles are in a healthcare team. How mature, self oriented, and driven each person is towards their goals and profession.
13339394122	Physical Therapy		How similar all of our experiences are even though we are in different programs.	I will appreciate other healthcare professional roles and know when to rely on them when needed in order to best treat a patient.	None	1. I learned that medical students have to take multiple tests throughout their education to advance to the "next level" of wherever they want to be. 2. I learned more about a PA's role and their role with the physician. 3. I learned more about what a respiratory therapist does on a day to day basis with their patients.
13339344377	Cardiopulmonary Science	Respiratory Therapy	How informative it was	I feel I will be a more well rounded healthcare provider with the understanding of my fellow healthcare practitioner scope of practice.	I loved this assignment everyone was knowledgeable in regards to their profession	I learned that Med Students (roy, jori, and natalie) have to take 3 major exams the Step 1, 2, 3CK. I learn Jose (MPH student) will promote healthy healthcare practices. Also, Emma (2nd year PT student) told us that the Physical Therapy program actually have 3 residences (wound care, neuro, and orthopedic). Lastly, I learned that we all have one thing in common, this urge and fulfillment with helping others rather than be healthcare center or community.
13339341853	Medicine		That in our respective professional programs, as students we don't really know how our individual roles work together. I believe each program focuses a lot on training students on their particular role, and assignments like these (maybe with a little more time to do so) would be a great way to figure out how the team works together before starting clinical rotations	It will help to know what the job duties of other roles are so I can begin to not only delegate tasks and learn their scope of practice but use their knowledge to help me with mine. IE: RT knows far more about blood gases and pulmonary functions tests in their 1st semester of school than I know in my 1st semester of Med School.	I believe that as the program grows and interprofessional activities are integrated throughout the curriculum it would be nice to have conversations throughout our respective degree programs. Similar to FLG groups we meet with our interprofessional group and not only discuss roles and duties of our individual scopes but incorporate case/patient studies so we can truly see/play out how each role works for the care of the patient.	The respiratory therapy program, it's length of studying before practicing and the settings that RT usually work in is mostly hospital and acute patient care. That PAs have the ability to switch into different specialties a lot easier than physicians and PAs do not have to go through any residency training in order to do so. MPH is a wide scope and could be something with little to no patient interaction like epidemiology or as hands-on as working with patient education every day.
13339224502	Physical Therapy		It was just really interesting hearing about other professions schooling and things that they think are important to do their job well.	It gives me a greater understanding of the scope of other professions.	I enjoyed it. It was not quite as I thought it was going to be since it was other students all conversing and sharing experiences. But it was better than I expected.	1. The schooling requirements for other programs in the med + allied health school. 2. MPH has shifted from looking at pandemics retrospectively to presently. (at least in their current coursework) 3. I think I gained a better understanding of interprofessional workings.
13339151444	Medicine		I was unaware of the different healthcare workers and their jobs.	It will help me ensure that the healthcare team works together.	None.	1. What an RT is. 2. How many years of school PT/OT/PA school is. 3. How long medical school is compared to everything else.
13339106283	Medicine		I didn't know what a MSL degree was before so I was glad to learn more about that.	I'll call ahead to make sure I collect a specimen right and keep the PTs and RTs I may work with in the loop on care decisions	I think it might be better done later in the curriculum after we've had the opportunity to rotate as a part of a care team rather than as students in didactics. This would have been more beneficial if we were given a case to determine each role.	That zoom has a 40min time limit on free meetings so you should sign up with an institutional email to get more time. That email is not the best way to get into contact with everybody, phone numbers and group chats are easier. That I have mad respect for the MSUs doing investigatory work in the lab when someone sends an unlabeled specimen/ damaged specimen. Call ahead and they can be your best friends and make life easy!
13339091839	Physician Assistant		The same qualifications each profession requires.	Appreciation of each profession and how all these intercorrelate with one another.	It will help me to be aware of my colleagues' previous training and how they apply that to their work everyday.	1. How important team work is. 2. Similar requirements. 3. Importance of communication
13339087838	Medicine		It was surprising to hear the amount of overlap between so many different medical professions.	It will help me to be aware of my colleagues' previous training and how they apply that to their work everyday.	It was nice to schedule whenever it was convenient for all of us.	1. Communication amongst various disciplines is critical. 2. Listening is equally as important. 3. Team approach is vital
13339086305	Medicine		It was really fun seeing how everyone approached their fields	We will be able to work as a team in the future since we all have the same common goal	It was fun!	1. The other fields are usually 2 years. 2. All fields are super difficult. 3. They all do anatomy lab together
13339053410	Medicine		That none of us knew how roles were divided amongst a working team in a clinical setting, and that we had never been taught the logistics of any of it.	It will make me pay more attention to how teams work with each other in shadowing settings since we have not been taught it, and none of us know.	The lack of directions from teachers made this difficult, as well as the lack of structure. The guiding questions did not help because most of the answers would be based on specialty, and we are all in school so we have nothing to share. None of us had ever been taught duties of everyone in a hospital or how clinic teams are supposed to collaborate, so there was very little to actually discuss.	1. What a RT is. 2. How applications for PT school work. 3. That my functional knowledge of a clinical setting is still greatly lacking.
13339050039	Medicine		Speaking with students who are a part of the healthcare team that I would not initially think of, such as a physical therapist.	I will be even more open to hearing what the other members of the healthcare team I work on have to say about patient care. I think this will provide patients with better care and better outcomes.	I think it would have been more relevant if it had occurred in the second year of medical school, and I wish they would have given us a clinical case to work through because I think it would have been more applicable in practice.	I learned what training a respiratory therapist has to go through for training, how much clinical time several other health care professionals do in their training, and how many different options there are for masters of public health.
13339002566	Cardiopulmonary Science		Nothing in particular surprised me; it was great to talk with other students and learn about their day to day routines as well as their role in healthcare.	Knowing what each healthcare provider can do in their scope of practice can lead to better patient centered care by means of effective communication among providers.	I think this assignment was beneficial, but I think it could have been more successful if my group would have met in person.	I learned about the education required to obtain credentials for PA, PT, MPH, and MD. We discussed several challenges that we have faced within our programs and various study strategies to aid in the retention of the material we are being taught.
13338985229	Medicine		I did not know how many programs that LSU had. We had a respiratory therapist student from BPPC and did not know that we interconnected.	It will help me be more willing to reach out to other programs for assistance.	I think the instructions were a little vague. Many of my friends did not know that it was up to us to contact the whole group and set a time and make our own Webex, etc. Many of us did not know we were sent our group. We had to see who the email was sent to.	1. We offer associate degrees (like respiratory therapy). 2. PT's don't interact a lot with OT's. 3. PT is a doctorate program.
13338402360	Medicine		I was surprised that each field has very different requirements.	I will be more aware of the roles that each member of the healthcare team has from their perspective.	It could have more variety of healthcare workers. Also some questions were not really answerable by first/second year students	I learned that MPH students have to learn a lot of biostats, that PT and RT students have a lot more clinical early on than MD students, and that MLS students have to learn even more about microbiology than the MD students.
13338298721	Medicine		I was surprised to see how similar my experience in school is with students from other health care specialties.	I will be able to understand and relate more with my future colleagues because I know their experience.	I think this assignment was very unorganized.	1. I learned the roles of students from other health care professions. 2. I learned their collaborative roles in their workplace settings. 3. I was able to relate and communicate with other health care students that are not in medical school for the first time in my life.
13338297930	Cardiopulmonary Science	BPPC-RT	The different questions everyone had about the different professions.	It will help me appreciate everyone's roles as a healthcare team.	N/A	The importance of collecting a specimen in the correct container for the lab. The different directions a healthcare management masters degree can take someone. How COVID has impacted everyone's education in all different fields.
13337286749	Medicine		It was really interesting to see how similar our education paths are. Block for most other schools as well. Boards and specializations.	It's really important to credit other fields for the thorough education they have been through.	I liked the assignment, but it's hard since we are all so new to each school.	Other schools have dedicated residencies for specialization of their respective programs. Increased specialization is occurring amongst the other schools. Other schools are beginning to adopt similar curriculums.
13337065705	Physician Assistant		I was surprised at how similar in training some of the professions are, such as we all are required to pass a didactic portion and a clinicals portion in order to graduate.	I feel like learning about the training that each profession receives really enlightened me and reminded me that we are all in this together. We are all putting in a lot of work to be the best providers and therapist for our future patients. In the future I know I will be able to refer my patients to therapy and they will get the best care possible by well trained individuals.	Overall, I enjoyed this assignment. It was nice to get to learn a little bit about other medical professionals I will be working closely with one day in the future in a relaxed environment.	One thing I learned is PTs can go through residency at the end of schooling to "specialize" in a certain area of care. I also learned that there are four separate board exams that are to be taken throughout a Doctors 4 years of medical school and even throughout residency. And that these are used to rank them among their classmates. I was surprised to learn that medical school is actually 2 years of didactic and 2 years of rotations, I originally thought it was just 4 years of didactic.
13337053594	Occupational Therapy		I was surprised that this assignment actually gave us an opportunity to learn about other health care professions. It allowed us to ask questions we had regarding the inter professional team.	This assignment made me realize that as a health care professional our main goal is better a patients quality of life. It is great to know we are all on one big team and if we have any questions we are able to communicate and help each other out.	I really enjoyed this assignment because I was able to meet other students and make connections with students who will be professionals in the health field.	- I learned more about what requirements are required by each profession - I learned the medical students have to take different step exams throughout their academic program. - I learned maintaining open communication and supportive relationships on a team is very important because it will lead to effective decision making for the teams.
13336982410	Medicine		I was surprised to learn of the different board exams that each program is expected to complete as well as the programs that take place after their schooling. I had no idea that you could do a residency following PT school to further specialize.	This knowledge will help me have a better understanding of the whole approach of patient care; I feel that I have a better grasp of what different healthcare professionals can provide to a patient that an MD necessarily cannot.	I enjoyed getting to know other members of other programs; it was interesting to hear about their schedules and compare them to mine.	1. There are so many different specializations in each healthcare program. The options for careers in medicine are endless. 2. It is important to hear the experiences and concerns of other members of a team in order to work efficiently together. 3. Some programs are more geared toward on the job learning (PA) whereas others require years upon years of practice (MD).
13336980011	Physical Therapy		I was surprised to learn that OT students don't have residency programs after completing school like we do for PT (optional). I was also surprised at the fact that medical school classes consist of 150+ students AND they have class rankings.	The knowledge I gained from this assignment will help me going forward in my studies in which I have more confidence in referring out my patients to a healthcare professional. I have harvested a worry about referring out because I assumed no one wanted to be bothered, but I learned that other professionals would rather be called and informed instead of potentially risking the well-being of patients. Also, I never knew that we would be so interested in learning	I really enjoyed getting to know how the other academic programs operate when comparing them to PT. I also enjoyed that we were all curious about pre-matriculation requirements, different courses within our respective programs, and what fields we were interested in once we graduate.	1) Medical students have to take 4 STEP exams (certification exams) throughout med school and their residency placements. 2) PA's take specialization exams for whatever area they want to work in, and they can change if they would like to. But they have to re-take their certification exam every 10 years. 3) OT's, PA's, and PT's have to participate in continuing education (I thought it was just us).
13336942117	Medicine		I was surprised that all allied health programs have to do cadaver lab as well. I didn't know they were all expected to over the summer.	It really helped to be able to ask for help in the future in other fields that I am not as prepared in.	It was nice to meet new people!	1. I can really relate to all students here, not just at my program. 2. Other programs have to do most of the same things the medical school does, but in a shortened time frame. 3. It's okay to ask for help and trust other professionals.

APPENDIX 3:

Performance Assessment of Communication and Teamwork (PACT) - Observer Form, Pre- Assessment, and Post-Assessment

*(Adapted from the University of Washington Center for Health Sciences
Interprofessional Education, Research & Practice)*

Performance Assessment of Communication and Teamwork*

Observer Form

School: _____

Program: _____

Date: _____

Scenario: 1st 2nd 3rd 4th

Scenario Type: PBL

From your perspective as a team observer, how would you describe the performance of this team? You are not describing the performance of individuals, except regarding how they influence team performance. You are instead describing team functioning.

	Poor	Average	Excellent	Comments?
Team Structure identifies goals, assigns roles and responsibilities, holds members accountable	☐	☐	☐	
Leadership utilizes resources, delegates tasks and balances workload, conducts briefs, and debriefs, empowers members to speak freely	☐	☐	☐	
Situation Monitoring includes all members of the team in communication, and fosters communication	☐	☐	☐	
Mutual Support advocates for each member of the team and works collaboratively to resolves conflict	☐	☐	☐	
Communication provides brief, clear, specific, and timely information, seeks and communicates information from all available sources to all the team	☐	☐	☐	

Use the following ratings. Remember, you are not describing an expert team. You are describing a student team.

Poor: Multiple critical behaviors absent or not performed well.

Average: Most behaviors present and adequately performed.

Excellent: All critical behaviors present and performed well.

*Adapted from the University of Washington Center for Health Sciences Interprofessional Education, Research & Practice: Performance Assessment for Communication and Teamwork (PACT) Simulation Observational Tool Novice Observer Form

Pre-Assessment: Interprofessional Team Training

Adapted from the University of Washington Center for Health Sciences Interprofessional Education, Research & Practice:
Validated Pre-/Post-training Assessment Tools

1. Demographics

Did you have healthcare work experience prior to entering your program (e.g., as a respiratory therapist):

Yes _____ No _____

2. Familiarity working and training with teams.

	Very Unfamiliar	Unfamiliar	Neutral	Familiar	Very Familiar
How familiar are you with WORKING as part of an interprofessional team?					
How familiar are you with TRAINING as part of an interprofessional team?					

3. Interprofessional Training

In less than a few days, you'll be participating in an interprofessional training opportunity.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The Interprofessional Team Communication Training was a valuable experience.					

4. Benefits of Training

Students experience varying benefits from working with students from other professions. Please answer each of the following with regard to how you benefit from working with other healthcare students.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Learning with other students helps me become a more effective member of a healthcare team.					
Patients ultimately benefit if interprofessional healthcare students learn together to solve patient problems.					
Shared learning with other healthcare students increases my ability to understand clinical problems.					
Interprofessional healthcare team training exercises help me appreciate other professionals.					

5. Learning and Performance

Sometimes we learn more quickly or perform better doing tasks we enjoy, while at other times we may enjoy something that we don't easily learn or necessarily perform well at. For each of the following questions answer with regard to both how much you enjoy something and with regard to how well you tend to learn and perform.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I enjoy learning in team-based healthcare activities.					
I perform well in team-based healthcare activities.					
I enjoy learning opportunities that bring together students from other professions.					
I perform well in settings that bring together students from other professions.					

6. Learning Environments

Learning can take place in many environments. Some are more suited to your learning style than others. Please answer each of the following with regard to what works best for you.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Learning in small groups is a good use of training time.					
Learning with other healthcare students is a good use of training time.					
Learning in simulated team exercises is a good use of training time.					

7. Skills

We all have skills we're great at and other skills where we could use some assistance. For the following questions answer with regard to your level of confidence.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can work effectively in teams.					
I can contribute valuable insight to teams.					
I can easily facilitate communication between team members.					
I am not effective at delegating responsibility for tasks.					

I can effectively coordinate tasks and activities of a team.					
I am able to resolve conflicts between individuals effectively.					
I do not feel I can take on a leadership role in a team and be effective.					
Integrating information and suggestions into a plan is something I am not very good at.					

8. Team Structure

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A team's mission is of greater value than the goals of individual team members.					
Effective team members can anticipate the needs of other team members.					
High-performing teams in healthcare share common characteristics with high-performing teams in other industries.					

9. Leadership

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
It is important for leaders to share information with team members.					
Leaders should create informal opportunities for team members to share information.					
Effective leaders view honest mistakes as meaningful learning opportunities.					
It is a leader's responsibility to model appropriate team behavior.					
Team leaders should ensure that team members help each other out when necessary.					

10. Situation Monitoring

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Individuals can be taught how to scan the environment for important situational cues.					
It is important to monitor the emotional and physical status of other team members.					

It is appropriate for one team member to offer assistance to another who may be too tired or stressed to perform a task.					
Team members who monitor their emotional and physical status on the job are more effective.					

11. Mutual Support

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
To be effective, team members should understand the work of their fellow team members.					
Asking for assistance from a team member is a sign that an individual does not know how to do his/her job effectively.					
Providing assistance to team members is a sign that an individual does not have enough work to do.					
Offering to help a fellow team member with his/her individual work tasks is an effective tool for improving team performance.					
Personal conflicts between team members do not affect laboratory and patient safety.					

12. Communication

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teams that do not communicate effectively, significantly increase their risk of committing laboratory and patient errors.					
Poor communication is the most common cause of reported errors.					
Adverse events may be reduced by maintaining an information exchange with all members of the team.					
I prefer to work with team members who ask questions about information I provide.					
It is important to have a standardized method for sharing information when communicating with all members of a team.					
It is nearly impossible to train individuals how to be better communicators.					

13. Essential Practice Characteristics

For each of the following, please state whether the issue is essential to interprofessional practice or is not essential to interprofessional practice.

	Essential	Not Essential	Don't Know
Collaboration.			
Working together to solve patients' problems			
Reducing errors			
Improving quality of care			
Anticipating the needs of other team members			
Asking for assistance when needed			

14. Expectations

What is the most important learning experience you expect to take away from the interprofessional training? Or other comments on interprofessional training?

Thank you for your participation!

Post-Assessment: Interprofessional Team Training

Adapted from the University of Washington Center for Health Sciences Interprofessional Education, Research & Practice:
Validated Pre-/Post-training Assessment Tools

1. Demographics

Did you have healthcare work experience prior to entering your program (e.g., as a respiratory therapist):

Yes _____ No _____

2. Familiarity working and training with teams.

	Very Unfamiliar	Unfamiliar	Neutral	Familiar	Very Familiar
How familiar are you with WORKING as part of an interprofessional team?					
How familiar are you with TRAINING as part of an interprofessional team?					

3. Interprofessional Training

You just finished participating in an interprofessional training opportunity.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The Interprofessional Team Communication Training was a valuable experience.					

4. Benefits of Training

Students experience varying benefits from working with students from other professions. Please answer each of the following with regard to how you benefit from working with other healthcare students.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Learning with other students helps me become a more effective member of a healthcare team.					
Patients ultimately benefit if interprofessional healthcare students learn together to solve patient problems.					
Shared learning with other healthcare students increases my ability to understand clinical problems.					
Interprofessional healthcare team training exercises help me appreciate other professionals.					

5. Learning and Performance

Sometimes we learn more quickly or perform better doing tasks we enjoy, while at other times we may enjoy something that we don't easily learn or necessarily perform well at. For each of the following questions answer with regard to both how much you enjoy something and with regard to how well you tend to learn and perform.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I enjoy learning in team-based healthcare activities.					
I perform well in team-based healthcare activities.					
I enjoy learning opportunities that bring together students from other professions.					
I perform well in settings that bring together students from other professions.					

6. Learning Environments

Learning can take place in many environments. Some are more suited to your learning style than others. Please answer each of the following with regard to what works best for you.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Learning in small groups is a good use of training time.					
Learning with other healthcare students is a good use of training time.					
Learning in simulated team exercises is a good use of training time.					

7. Skills

We all have skills we're great at and other skills where we could use some assistance. For the following questions answer with regard to your level of confidence.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can work effectively in teams.					
I can contribute valuable insight to teams.					
I can easily facilitate communication between team members.					
I am not effective at delegating responsibility for tasks.					

I can effectively coordinate tasks and activities of a team.					
I am able to resolve conflicts between individuals effectively.					
I do not feel I can take on a leadership role in a team and be effective.					
Integrating information and suggestions into a plan is something I am not very good at.					

8. Team Structure

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A team's mission is of greater value than the goals of individual team members.					
Effective team members can anticipate the needs of other team members.					
High-performing teams in healthcare share common characteristics with high-performing teams in other industries.					

9. Leadership

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
It is important for leaders to share information with team members.					
Leaders should create informal opportunities for team members to share information.					
Effective leaders view honest mistakes as meaningful learning opportunities.					
It is a leader's responsibility to model appropriate team behavior.					
Team leaders should ensure that team members help each other out when necessary.					

10. Situation Monitoring

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Individuals can be taught how to scan the environment for important situational cues.					
It is important to monitor the emotional and physical status of other team members.					

It is appropriate for one team member to offer assistance to another who may be too tired or stressed to perform a task.					
Team members who monitor their emotional and physical status on the job are more effective.					

11. Mutual Support

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
To be effective, team members should understand the work of their fellow team members.					
Asking for assistance from a team member is a sign that an individual does not know how to do his/her job effectively.					
Providing assistance to team members is a sign that an individual does not have enough work to do.					
Offering to help a fellow team member with his/her individual work tasks is an effective tool for improving team performance.					
Personal conflicts between team members do not affect laboratory and patient safety.					

12. Communication

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teams that do not communicate effectively, significantly increase their risk of committing laboratory and patient errors.					
Poor communication is the most common cause of reported errors.					
Adverse events may be reduced by maintaining an information exchange with all members of the team.					
I prefer to work with team members who ask questions about information I provide.					
It is important to have a standardized method for sharing information when communicating with all members of a team.					
It is nearly impossible to train individuals how to be better communicators.					

13. Interprofessional Training Experience

Report the frequency that the interprofessional training scenarios allowed you to PRACTICE OR OBSERVE instances of the following communication skills.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Team members anticipated the needs of other team members.					
Leaders discussed the plan with their team.					
Leaders shared information with team members.					
Leaders created opportunities for team members to share information (e.g., huddles, briefs).					
Leaders assigned tasks to team members to help team functioning.					
Team members scanned the environment for important situational cues.					
Team members demonstrated a shared mental model of the patient plan.					
Team members offered help to another team member who appeared tired or stressed.					
Team members were consulted for their experience.					
Team members asked for assistance.					
Team members used communication skills that decreased the risk of committing errors (e.g., check-backs).					
Team members exchanged information with all members of the team.					
Team members asked questions about information provided by other team members.					

14. Essential Practice Characteristics

For each of the following please state whether the issue is essential to interprofessional practice or is not essential to interprofessional practice.

	Essential	Not Essential	Don't Know
Collaboration.			
Working together to solve patients' problems			
Reducing errors			
Improving quality of care			
Anticipating the needs of other team members			
Asking for assistance when needed			

15. Expectations

What is the most important learning experience you took away from the interprofessional training?

Thank you for your participation!

APPENDIX 4:

IPE Questionnaire

(Goreczny et al., 2016)

IPE Questionnaire*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The event was interesting and held my attention.	☐	☐	☐	☐	☐
2. My knowledge of interprofessional education and its relevance has increased as a result of attending this event.	☐	☐	☐	☐	☐
3. I have come to an increased understanding and awareness of the roles and responsibilities of individuals from professions other than my own.	☐	☐	☐	☐	☐
4. This increased understanding will help in assessment and treatment of patients with whom I will interact.	☐	☐	☐	☐	☐
5. This event helped increase my comfort in working with individuals from professions other than my own.	☐	☐	☐	☐	☐
6. I have gained an increased appreciation for the importance of interprofessional teamwork when assessing and treating patients.	☐	☐	☐	☐	☐
7. I believe I have developed increased ability to communicate with individuals from professions other than my own as a result of attending this event.	☐	☐	☐	☐	☐
8. The communication skills I developed in this event will help me understand others as well as convey my knowledge of patients to other professionals.	☐	☐	☐	☐	☐
9. My interest in interprofessional education has increased as a result of attending this event.	☐	☐	☐	☐	☐
10. This event helped me to develop skills that will enable me to work with professionals from other disciplines in a manner that conveys mutual respect.	☐	☐	☐	☐	☐
11. I have come to an increased understanding that individuals from professions other my own have shared values with regards to ethical conduct and dignity, rights,	☐	☐	☐	☐	☐
12. I expect my clinical work to improve as a result of attending this event.	☐	☐	☐	☐	☐
13. I have come to recognize the importance of interprofessional education as a result of this event.	☐	☐	☐	☐	☐

*Goreczny et al., "Assessing Self-Reported Interprofessional Competency in Health-Care Education: Impact of New Curriculum," Internet Journal of Allied Health Sciences and Practice, vol. 14, no. 3, Jan. 2016.