

KATARINA STARK, LAUREN STIPPICH, KELLI COLE, CHASE LARUE, MSED, MS, KELLY HORTON, MAT, ERICA CHOU, MD
MEDICAL COLLEGE OF WISCONSIN, MILWAUKEE, WI

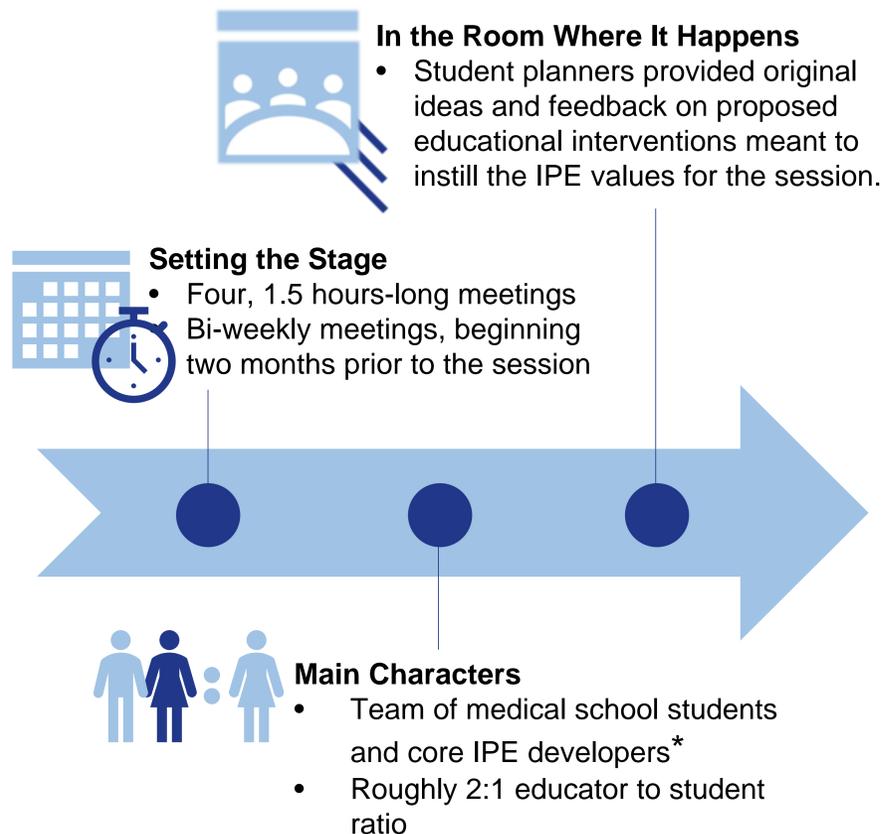
BACKGROUND | TELLING OUR STORY

- A 2-year, 4-session, IPE thread at MCW sought to enhance student engagement and outcomes as learners in an interprofessional field.
- COVID-19 forced education to shift to an all-online model.
- Zoom fatigue and the limited interactions allowed through virtual meetings challenged student learning and interest.

AIMS | BLOW US ALL AWAY

- Include students in the process of creating an engaging, timely IPE session that combined core objectives of the earlier IPE curriculum while also overcoming students' Zoom fatigue.

METHODS | THE ROOM WHERE IT HAPPENS



RESULTS | WERE THEY SATISFIED?

"It was very excellently planned and executed given the circumstances of virtual learning and the pandemic."

"This workshop was better than the past workshops because it was more relevant to medicine and creativity."

"I thought this workshop was a really nice way to promote engagement from the group since it was relatable to all of us."

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Figure 1: Student quotes self-reported anonymously, immediately after the innovative session. Average self-reported satisfaction rating with this session was 7.5 of 10 (SD 2.5), with prior sessions rating 5.7 of 10 (IPE Session 2) and 6 of 10 (IPE Session 1).

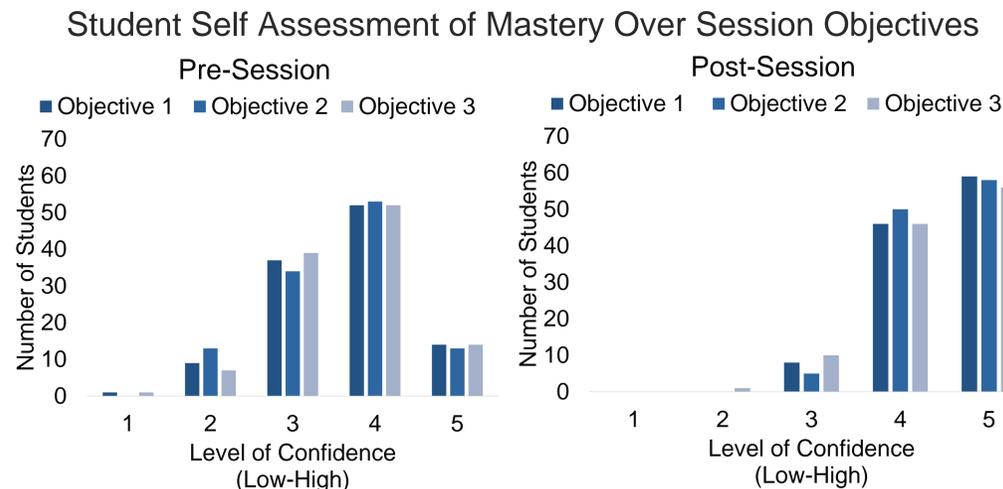


Figure 2: Self assessment retrospective pre/post survey for each of the 3 core objectives of the session, all based on IPEC sub-competencies for teamwork. **Students showed statistically significant improvement in their average level of confidence for all 3 objectives.** ($p < 0.05$)

DISCUSSION | NOT THROWING AWAY OUR SHOT

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CONCLUSIONS | YOU'LL BE BACK

- Developing interprofessional education sessions through methods that involves health professional students as equal stakeholders relative to IPE program educators leads to higher student satisfaction with IPE sessions and significantly greater student confidence in mastery over session objectives.

NEXT STEPS

- Continue to design IPE sessions with this same model of interactive design, reviewing its efficacy for in-person events.
- Publish a detailed guideline of our innovative approach for increased use of this method in planning interactive health professional learning events.



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In the Room Where It Happens

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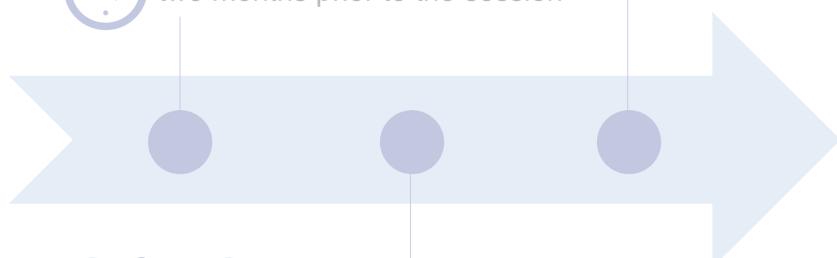
Setting the Stage

- Four, 1.5 hours-long meetings
- Bi-weekly meetings, beginning two months prior to the session



Main Characters

- Team of medical school students and core IPE developers*
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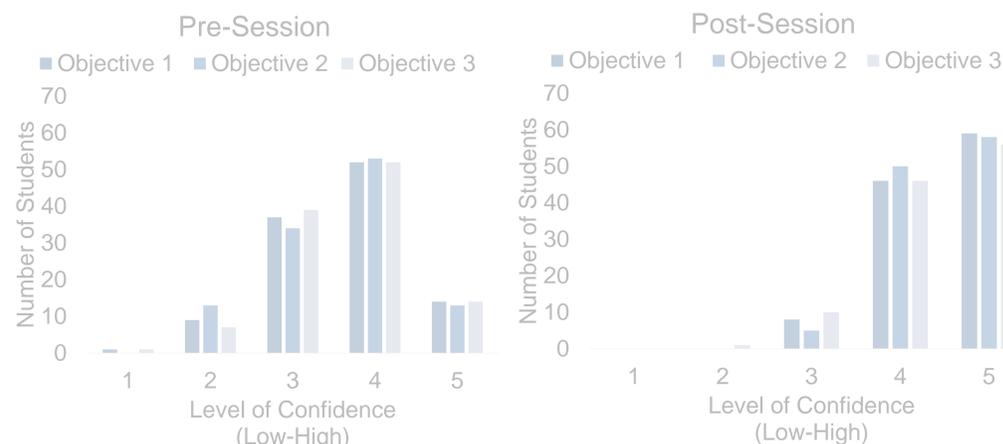


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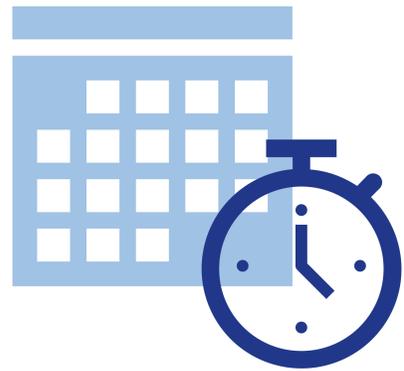
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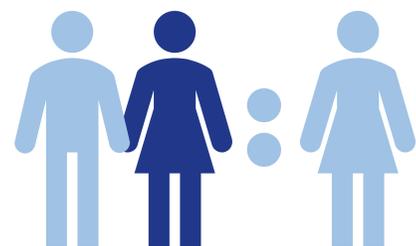
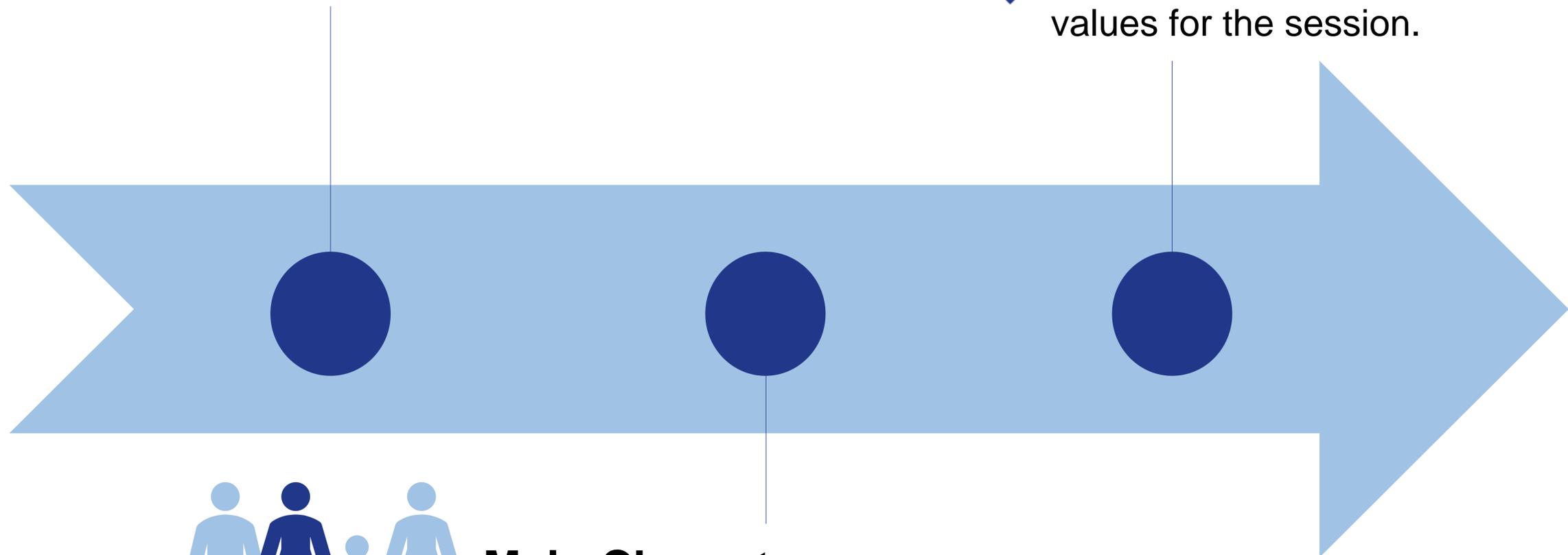
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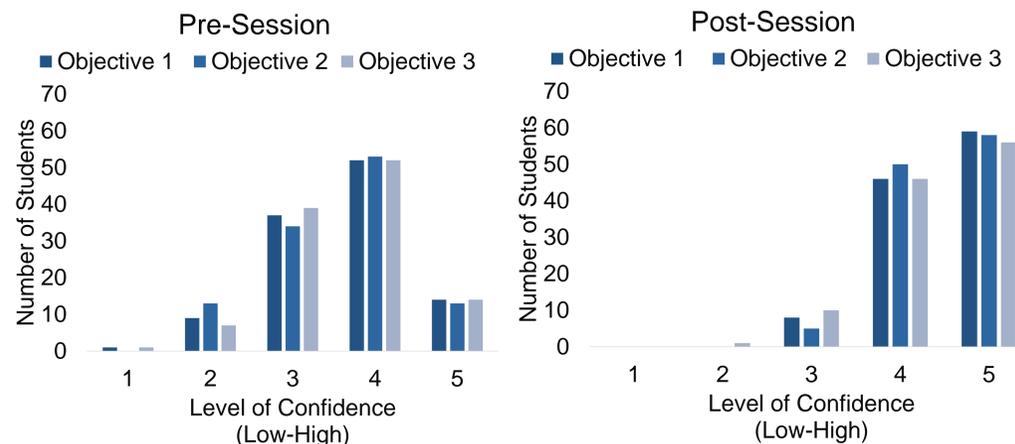


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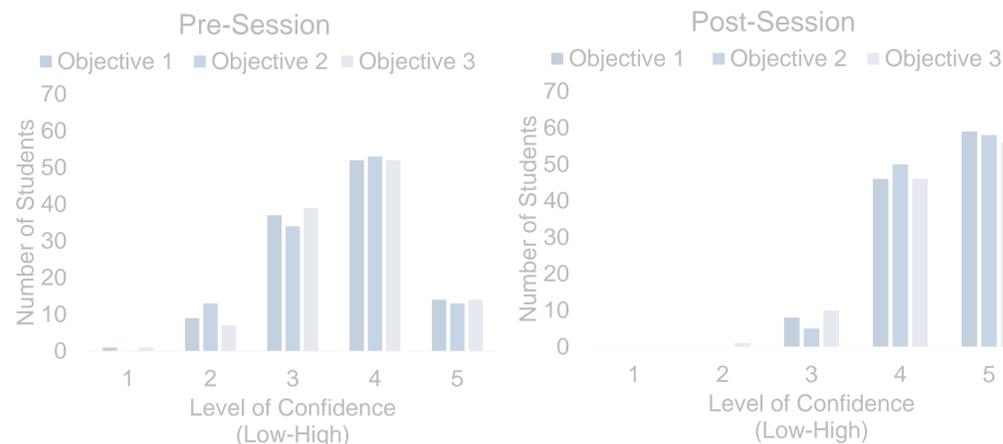


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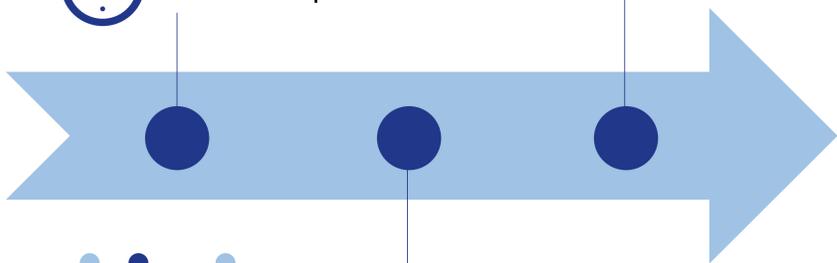
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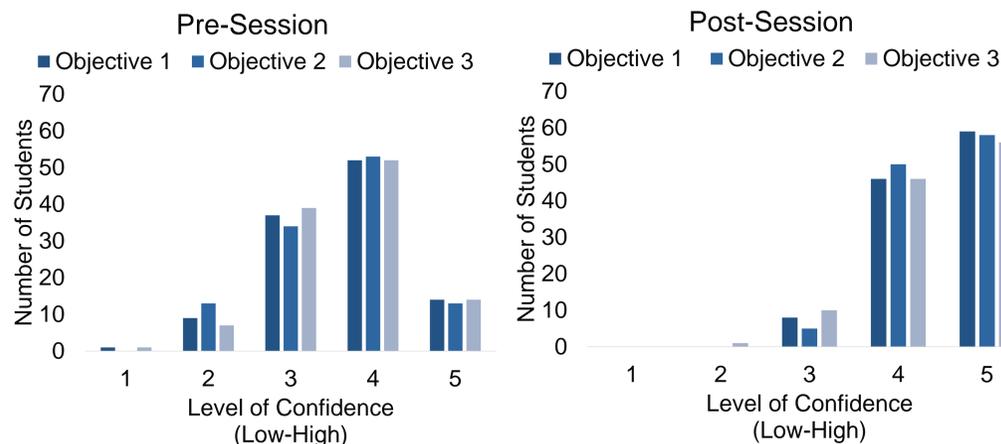


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