

# Putting the Patient at the Center of IPE Learning and Evaluation



Debra Mattison, Kate Balzer, Olivia S. Anderson, Thomas Bishop, Karen Farris, Mark Fitzgerald, Vani Patterson, Danielle Rulli, Nikki Trupiano, and Laura J. Smith

The Longitudinal Interprofessional Family-Based Experience (LIFE) program was developed to address the need for foundational experiential IPE activities that provide students with real patient-family learning opportunities centered on inclusion of the patient-family voice. During LIFE, interprofessional student teams work together over 11 weeks to intentionally schedule plan, prepare, and implement two virtual team meetings with patient-family advisors who have chronic illness and have received care at Michigan Medicine.



## Patients as Teachers

Shared their lived-experiences of chronic illness and with health care and community care systems



## Patients as Evaluators

Completed a questionnaire regarding perceptions of students' demonstration of IPE teamwork skills including communication and roles

## Feedback and Outcomes

Students agreed they met multiple core learning objectives of the LIFE program

Participating in LIFE supported the learning objectives	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Identify and describe responses, reactions, and interactions of various providers that <b>patients/families found beneficial or non-beneficial</b>	0	1 (2.2%)	2 (4.3%)	12 (26.1%)	29 (63.0%)
Examine and articulate increased <b>awareness of one's own beliefs, culture, values, and biases</b> and how these impact engagement and care of patients/families	0	0	3 (6.5%)	15 (32.6%)	26 (56.5%)
Identify and articulate understanding of social determinants impacting a <b>patients, his/her illness experience and the impact on patient coping</b> and functioning across the continuum of diagnosis, treatment, and health outcomes	0	0	4 (8.7%)	10 (21.7%)	30 (65.2%)

100% of patient-family advisors recommended participation in the LIFE Program to others

*"Life was an amazing concept. Great to see future health care professionals from different areas learning to work together and learning what a patient/family wants, needs and expects."*

-- Patient

*"I am grateful for being able to participate in the LIFE program. It gave me insight into how interprofessional health care works for patients, and just how much integrating fields can help a patient dealing with chronic illnesses."*

-- Student

## Lessons Learned

- Authentic, experiential patient-family centered learning can be done virtually
- Virtual Interactions outside of classroom and clinic hours provided valuable flexibility and increased access to patient-family advisors
- Use of patient advisors tapped into an underutilized resource
- Patient perceptions related to the institution's investment in IPE emerged as an area of potential impact

## Next Steps

- Explore engagement of patient-family voices in new community collaborations beyond the hospital and clinic walls
- Further utilization of patient-family advisor engagement in standardized evaluation of IPE programs and outcomes

