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Evaluating Interprofessional Fast Forward Rounds for Transition of Care Education

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Research + Scholarship SYMPOSIUM



Evaluating Interprofessional Fast Forward Rounds for Transition of Care Education

Background: Interprofessional Education is gaining recognition by key pharmacy organizations for its value in healthcare education, producing various models for implementation among healthcare students and professionals. Unfolding cases incorporating transitions of care may improve student skills and attitudes toward interprofessional collaboration.

Objectives: This project assessed the efficacy of unfolding cases in improving interprofessional skills and attitudes among pharmacy, nursing, and social work students. The ultimate goal is to integrate this model, if proven effective, into the curricula of multiple health science centers.

Methodology: First, pharmacy, nursing, and social work students completed a pre-intervention survey regarding interprofessional skills and attitudes before discussing the first “fast-forward rounds” case in professional silos. After a transitions of care lecture, subjects completed the alternative cases in interprofessional groups in a crossover design. The comparable transitions of care cases included common healthcare topics that were challenging but within the scope of regular practice. “Fast forwards” between transitions of care required students to interpret changes in the case throughout the hospital stay. Following the interprofessional session, group debriefing allowed for feedback on cases, transitions, and differences working with and without other professions. Finally, a post-intervention survey was administered to measure changes in interprofessional attitudes and skills.

Analysis: Kruskal-Wallis analysis identified differences among the three majors on the pretest and posttest separately. The Wilcoxon sign rank test assessed changes within each group since normal distribution was not assumed. A Chi-squared test analyzed demographic data.

Results: Data analysis of results from the conference revealed a significant improvement in 15 of 25 survey questions in the composite group, while 14, 7, and 4 questions showed significant improvement in the pharmacy, nursing, and social work sub-analyses, respectively. Fewer questions showed significant improvement in the social work group, possibly due to the specific medical details of the cases as well as fewer social work participants relative to pharmacy and nursing.

Discussion: Results suggest that this intervention can effectively improve student attitudes toward interprofessional collaboration and understanding of transitions of care. Changes can be made to improve the benefit to social work students and to increase the number of majors participating.