Collaborative Library Space and Resources: Focusing on Student Perceptions of Interprofessionalism in Medical Education

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### Purpose

The objective of the action learning project was to utilize the library’s Collaborative Learning Center (CLC), a multimedia group study area, to extend interprofessional learning opportunities.

The UMMC Assessment in Action team selected an interprofessional education (IPE) based action learning project since the institution has embraced patient-centered education in response to the Association of American Medical Colleges’ partnership with the Interprofessional Education Collaborative, and because of the Liaison Committee on Medical Education’s 2013 Accreditation Standard ED-19-A, which requires curriculum preparation of medical students to work collaboratively on healthcare teams.

Libraries have always been champions of new didactic approaches for the constituencies they serve, and IPE is no different. Rowland Medical Library seized the opportunity to offer a location and serve as a facilitator for interprofessional education at UMMC.

### What We Know

- IPE is now a requirement for the medical curriculum.
- The need exists for a quality interprofessional education evaluation (Reeves et al 2015).
- Interprofessional simulation education can prove beneficial to students and future patients (Murdoch et al 2014).
- Change can be difficult, especially due to the diversity of stakeholders: Government and Professional, Institutional, and Individual (Lawlis et al 2014).

### Methods

The library worked with the Office of Academic Affairs and the interprofessional subcommittee of the Associated Student Body to host an interprofessional student event in the library’s CLC.

- Student participants who were currently enrolled in a UMMC program of study (School of Graduate Studies, School of Pharmacy, School of Medicine, School of Dentistry, or School of Nursing) and had received Basic Life Support (BLS) training were randomly divided into two separate groups. Day 1 had 13 participants, and Day 2 had 11 participants.
- Both groups were guided through a series of questions. Student comments were documented and analyzed.

### Results

- In both groups of student participants, 100% showed improved scores on each of the 12 interprofessional competencies.
- Out of 24 students, only 1 participant received a lower score on the BLS post-test after the interprofessional discussion took place. 96% of participants showed either the same or an improved score.
- During both sessions, 38 unique statements about interprofessionalism were recorded: 18 positive, 12 neutral, and 8 negative.

### Reflection

- Health sciences students recognize the importance of interprofessional education and would like more opportunities to work with peers in other programs of study.
- Because academic medical centers are investigating ways to integrate IPE training into existing curricular initiatives in a meaningful way, this project connects IPE training to academic skills and knowledge that students must retain, thereby creating a value-add for students and faculty.
- Library use of new or existing space to meet current needs on campus is good for marketing and public relations within the university, as well as adding increased value to existing librarian roles.
- The team plans to recreate the sessions in the fall in an attempt to recruit more medical students and collect a larger data sample.

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**Words used during Day 1**

“Communication is important... people can make mistakes and the patient is jeopardized.”
-Student participant

**Words used during Day 2**

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