

# Interprofessional Education: Collecting and Scoring Student Reflections

# Presenters

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Thank you to Renee Ruhkamp, Ed.D., RN and Ricardo Varguez, Ph.D. of Clarkson College for helping us prepare this presentation.  
Acknowledgement to the Clarkson College IPE committee for their diligent work and enhancements to our IPE initiatives over the years.


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# Disclosures

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No Relevant Financial Conflicts:


Relevant to the content of this educational activity, we do not have any relevant financial conflicts with commercial interest companies to disclose.



# Learning Objectives

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By the end of the presentation, participants will be able to:

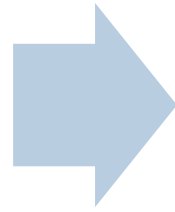
1. Describe a process for approving IPE activities
  2. Outline steps for student completion of IPE reflections
  3. Discuss opportunities for providing meaningful feedback to students
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# IPE at Clarkson College



## Modules 1-4

- Completed first semester
- Online lectures, videos, activities, quizzes
- ICCAS Surveys #1 & 2



## Module 5

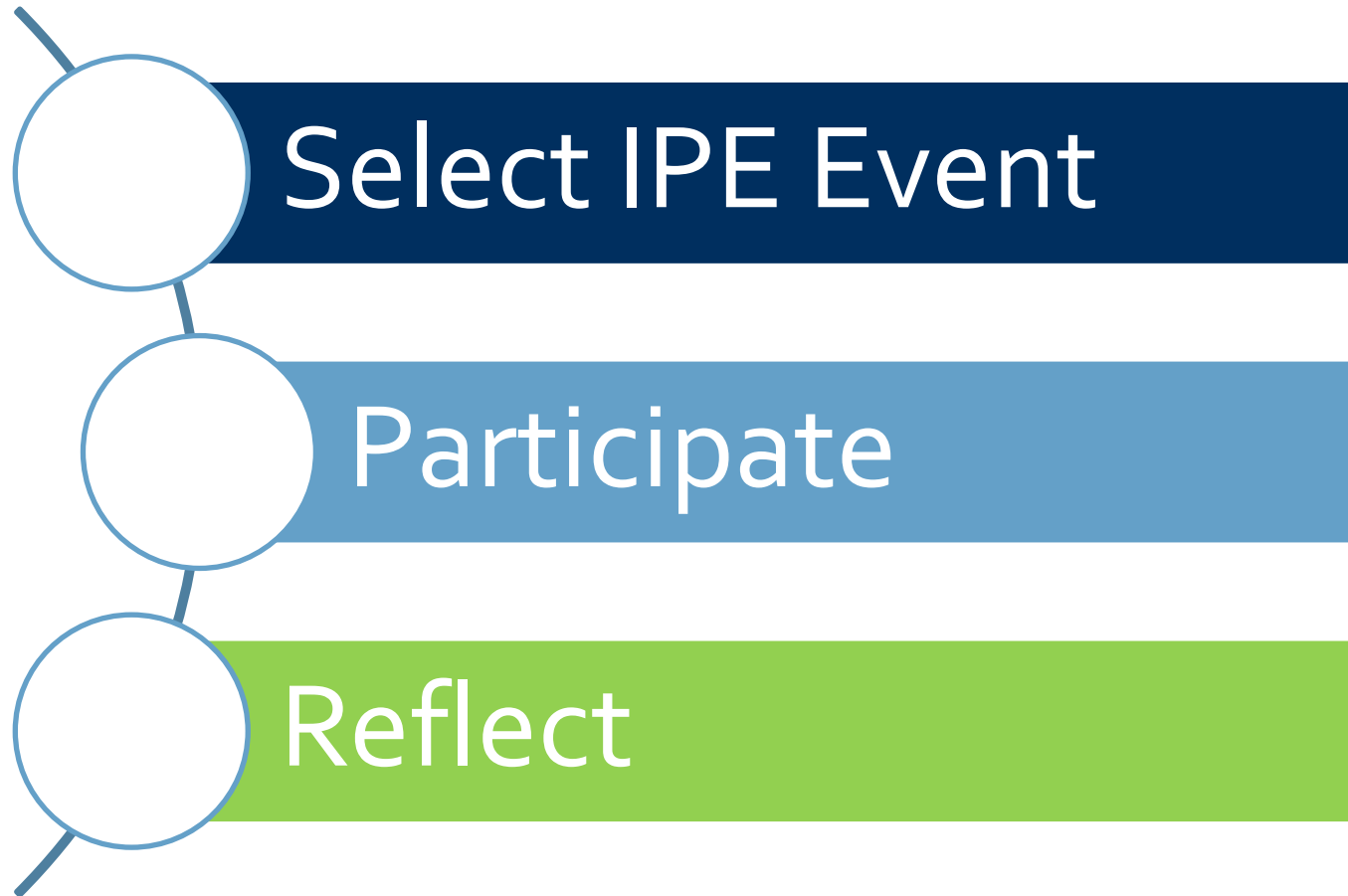
- Completed any time prior to graduation
- 3 IPE events and a reflection for each
- ICCAS Survey #3

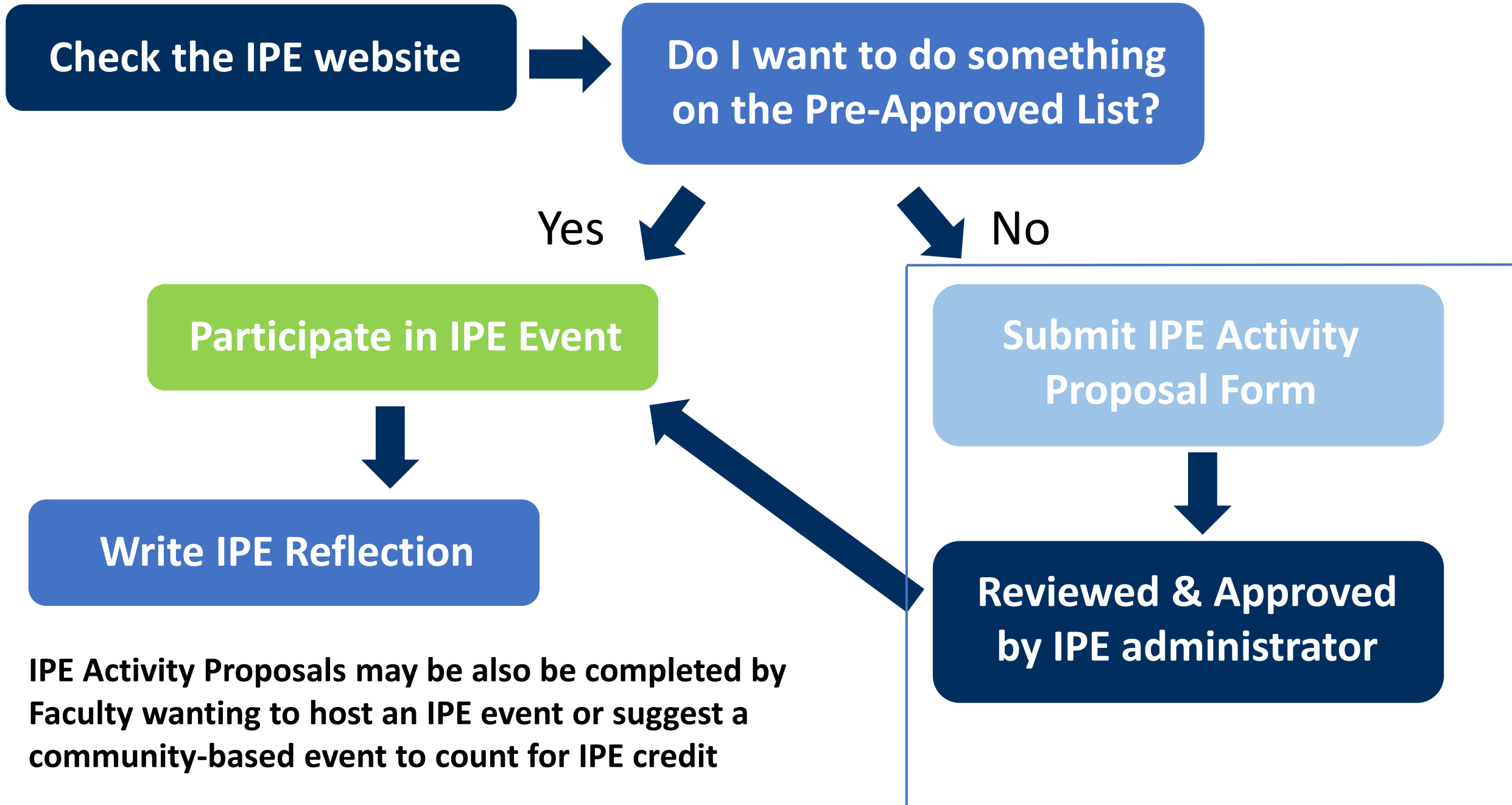
# Module 5 Process for Students

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[www.nextwerk.com](http://www.nextwerk.com)





# IPE Activity Proposal Form

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Let's see what it looks like...





# Student Participation in IPE Events

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- Synchronous – in person or virtual
- Asynchronous – past events, recorded
- Clarkson College-sponsored
- Community events

[Online list of  
pre-approved  
IPE events](#)

# Student Reflection

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- Completed separately for each of the 3 IPE events
- Located in Module 5 of the online course, within our LMS
- Submit within 90 days of IPE experience

[My IPE Reflection](#)




# Faculty Assessment & Feedback

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## Grading Procedure

- LMS – Canvas gradebook
- Each reflection is thoroughly reviewed, with individualized comments given
- Graded as Complete/Incomplete

If reflection does not demonstrate IPEC competences, then it is marked as "incomplete" and student has an opportunity to revise and resubmit.

- Question(s) left unanswered
  - Too vague
  - Beyond 90-day timeframe
  - Didn't follow process for pre-approval
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# Highlights of Student Reflections

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**What was your reaction to this experience? What did you enjoy?**

**What might you have changed if you could repeat it?**

My initial reaction was a sense of hope to finally be around others who understood the importance of looking at the whole person and not just their illness. I enjoyed hearing from some of the individuals who benefited the program in Camden and were able to tell what worked and what didn't. What I wish was represented more was individuals with severe disability. What I saw mostly represented with health disparities related to socioeconomic needs and mental health. While the disabled community does deal with these issues there are many more complex medical needs as well as social isolation needs that were not discussed.

# Highlights of Student Reflections

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Which of the above knowledge, skills, or attitudes have you applied or plan to implement in your current work or school situations, future professional career, or the community at large because of this IPE experience? Please provide specific examples in a short paragraph describing the setting and scenario you have in mind.

The interprofessional communication and roles/responsibility are very important for my career. As a physical therapy clinician, I may not be able to cure the ailment or impairment that the patient is suffering from, but a clinician in another field may be able to. It is my job to refer them to the type of clinician I think could help, or to communicate with another clinician to see if their services may be appropriate.

# Highlights of Student Reflections

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**How has (or will) this IPE experience improve delivery of services for your customers/students/client(s)?**

...Also, as I practiced my skill of **teamwork** today in the kitchen, I will be able to master this skill as a nurse **working with other nurses** and other people of **other departments like radiography, pharmacy, and many others**. It is important for me to work in teams with others and if I genuinely **get to know the people I work with** as a nurse, then **care for my patients will be more efficient** since we can all help each other take care of the patients for sure by **being confident in asking for help and asking questions to one another if we don't know or remember something at work**.

# Examples of Meaningful Feedback

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## Comments



Sarah Flanagan

May 26 at 11:57am



What an interesting, perfect choice for your project, Molly! I loved reading your reflection and hearing all about your experiences, both in your previous role working the night shift, but also now as you came back as a seasoned team member to help address these nutritional deficiencies that you observed and even experienced first-hand. I am sure the rest of your team appreciated you taking the time to talk with them, share this information, and then pass it along in a format that could be easily shared with others on different shifts or units. Great job connecting your experience back to the IPEC competencies, as well as considering opportunities for you to implement these concepts in the work you are doing right now. Absolutely well done!

- Give specific feedback
- Acknowledge meaningful application
- Offer suggestions, if needed
- Encourage continued growth



# Lessons Learned

Full  
committee  
review of  
proposals was  
inefficient

Be detail  
oriented in  
your  
processes

Be  
adaptable –  
new ideas,  
new ways to  
do things  
(COVID)

IPE is not  
limited to  
clinical  
opportunities,  
or even  
health care

Work across  
departments  
to help  
students  
complete IPE  
requirements

Advisors &  
Registrar  
play key role  
in students  
completing  
prior to  
graduation



# Students are ...

Amazing

- Resilient, Innovative, Empathetic

Evolving

- Building capacity to work collaboratively

Open

- Eager to work with and learn from others

Excited

- Excited to use what they've learned

# Questions?

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[www.clarksoncollege.edu/ipe](http://www.clarksoncollege.edu/ipe)

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