Getting started in IPE?
Things You Should Consider

Wendy Rheault PT, PhD
Susan Tappert PT, DPT
Objectives

1. Articulate the definition of Interprofessional Education and Practice

2. Present the rationale and evidence for Interprofessional Education

3. Outline the development, implementation and evaluation of the IPE initiative at Rosalind Franklin University including the development of an interprofessional culture

4. Present lessons learned and plans for future implementation
**Definition of IPE**

“occasions when (students) from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes” (WHO, 2010)

**Definition of IPCP**

“when multiple health workers from different professional backgrounds work together with patients, families and communities to deliver the highest quality of care” (WHO, 2010)
Background

World Health Organization- 1978

Institute of Medicine-

To Err is Human: Building a Safer Health System (2000)


Health Professions Education: A Bridge to Quality (2003)

National Academies of Practice-

Toward Interdisciplinary Team Development: A Policy Paper of the National Academies of Practice (2011)
Rationale

- IOM discussed the problems with current system of uncoordinated, siloed care
- Patients report that providers don’t know what other members of the team are doing (IOM, 2001)
- 85% of providers report that one or more adverse outcomes have resulted from uncoordinated care (IOM, 2003)
- Shift from diagnose and treat to prevention
- Shift from special care to primary care
- 40% of US population have a chronic condition requiring team based care
Healthcare Reform

- NAP points out that the current system is incapable of meeting the needs of the increasing proportion of complex patients
- New structural models - medical homes, ACOs
- Requires the expansion of roles of many healthcare providers
- Newer models also emphasize teamwork
Evidence for Collaborative Practice

Zwarenstein, Goldman and Reeves (2009)- Cochrane Report

Improvements in patient care such as drug use, length of stay and total hospital charges

Specific Areas:

- Provonost and Freishlag (2010)- Teamwork reduced surgical mortality
- Holland et al (2005)- Team reduced hospital admission and mortality for heart failure
- Halprin, Barnett, Burton (2004)- Team reduced atrial fib following cardiac surgery
Evidence for Interprofessional Education

Hammick et al, (2007)

• Reviewed 21 studies
• 13 studies- medicine and nursing
• All 21 studies focused on measuring either reaction to the education, participants attitudes toward other professions or interprofessional teamwork

“Our results showed more positive than neutral or mixed results...This suggests that in general for these studies, learners responded well to the IPE, knowledge and skills necessary for collaborative practice were learned and there were positive changes in behavior, service organization and patient/client care.”

“Our results showed measures of change in perceptions and attitudes are more likely to show mixed results than the other outcomes measures. This highlights the challenge of changing value based aspects of professional practice.”
IPEC Competencies

Collaboration between:

- American Association of Colleges of Nursing
- American Association of Colleges of Osteopathic Medicine
- American Association of Colleges of Pharmacy
- Association of American Medical Colleges
- Association of Schools of Public Health
- American Dental Education Association
IPEC Competencies

1. Values and Ethics for Interprofessional Practice
2. Roles and Responsibilities
3. Interprofessional Communication
4. Teams and Teamwork
Assessment of Institutional Readiness for IPE

Interprofessional Educational Assessment and Planning Instrument for Institutions

• Developed at East Carolina University with assistance of Association for Prevention Teaching and Research (APTR) member experts.

• Purpose: Assess status of the development of an Institution’s Interprofessional Education

• Funding: APTR Cooperative Agreement with the Office of Disease Prevention and Health Promotion (ODPHP), U.S. Department of Health and Human Services

• [http://www.aptrweb.org/?page=IPE_Assessment](http://www.aptrweb.org/?page=IPE_Assessment)
### Interprofessional Education Assessment and Planning Instrument for Academic Institutions

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Interprofessional Educational Assessment and Planning Instrument for Institutions

Interprofessional Education Topics

• IPE Courses
• IPE Clinical Rotations
• IPE Community Projects
• IPE Standardized assessment or Evaluation
• IPE Extra curricular Activities
Interprofessional Educational Assessment and Planning Instrument for Institutions

• Health Prof. Student/Program Participation in IPE
• IPE Personnel Support
• Institutional policy
• IPE Faculty Members
• Faculty IPE Incentives
Development of an IPE activity

- Outcome or Competency
- Learner
- Topic
- Strategy
- Assessment
Who is your Learner?

• Students
  – When in their curriculum
  – Which professions

• Professionals
  – Experience
  – Which professions
What is your Topic?

• Interprofessional Concepts

• Health Care Related Topics

• Combination
What Strategies will you employ?

- Large lectures
- ½ day classes
- Weekend activities
- Courses
- Small group activities
What Strategies will you employ?

- Student-community partnerships
- Clinical activities
- Student run clinic
- Simulation
- Service Projects
How will you assess learning?

• Reflections

• Quizzes

• Projects
What are the activity logistics?

• Health Profession Curriculum committees
• Grading
• Credit
• Scheduling
• Cost
What are the activity logistics?

- Rooms
- Facilitators
- Dissemination of Information
  - Notification about the activity
  - Assignments prior to activity
  - Handouts for the activity
Planning Form for Interprofessional Education

• Where do we want IPE to be?
• What resources do we have?
• What resources will we need?
• What are the challenges?
• What are the possible resolutions to the challenges?
Long Term Planning for Interprofessional Education Initiative

Activities

Year 1

Year 2

Year 3

Resources

Resource Needs

Challenges

Possible Challenge Resolution

Activities

Activities

Activities
Strategic Plan

- University Strategic Plan listed **Interprofessional Practice and Education** as Strategic Priority

- Two committees formed
  - Practice
    - 8 C’s of Collaborative Practice Model
  - Education
    - Decision made to offer a required course to all first year students
Interprofessional Educational Opportunities

First Year Experience

- IP Degree Programs
- IP Clinical Experiences
- IP Simulation
- IP Courses
Interprofessional Educational Opportunities

First Year Experience

IP Degree Programs

IP Courses

IP Clinical Experiences

IP Simulation
First Year Experience

- Required interprofessional course for all first year clinical students from 9 programs:
  - Counseling Medicine, Podiatry, Physical Therapy, Physician Assistant, Pathologists’ Assistant, Pharmacy, Nurse Anesthesia, Psychology,
  - Small interprofessional groups of no more than 15 students with a faculty facilitator
First Year IP Experience

- Standardized sessions
- Primarily small group
- Some online materials
- Case studies
- Reflection papers
- Student co-facilitators
Content in First Year Experience

- Intro to IP Health Care
- Generational Communication
- Prevention Education
- Information Literacy
- Intro to the Professions
- Healthcare Disparities
Content in First Year Experience

• Patient Interviewing in an IP Team
• Cross Cultural Communication
• Quality Improvement
• Health Care Policies and Collaborative Care
Service Learning Projects

• Included in First Yr Experience
• Prevention Education Model
  ▪ Prevention Screening
  ▪ Nutrition Education
  ▪ Physical Fitness
  ▪ Making Healthy Choices
Service Learning Projects

Settings

• Health Dept
• After School Programs
• Malls
• Homeless Shelters
• Nursing Homes
• Schools
Service Learning Projects

- Interprofessional groups
- Student driven
- Community partners
- Poster and Reflection
Student Affairs Involvement in IPE

- Multicultural Coordinator in Student Affairs has organized noon time sessions
- Attendance at 2 multicultural events required
  - Approved events are posted in online course
  - Reflection paper following the experience
Culture in Health Care

- Gender Identity in Healthcare
- Cultural Issues in International Healthcare
- Serving Non English Speaking Patients
- Medical Spanish Crash Course
- Treating the Hispanic Patient Population
Interprofessional Educational Opportunities

- First Year Experience
- IP Degree Programs
- IP Clinical Experiences
- IP Simulation
- IP Courses
Interprofessional Courses

• Clinical Anatomy – summer and fall quarters
• Leadership in the Health Care Environment
• Neuroscience
• Pharmacology
Excellence in Interprofessionalism

Objective:
To foster the development of interprofessionalism in the student participants
Interprofessional Educational Opportunities

First Year Experience

IP Degree Programs

IP Clinical Experiences

IP Courses

IP Simulation
Simulation

**Hammick et al (2007)** - IPE can improve learner attitude but work-based interventions that promote true IPP behaviors are lacking.

Simulation - recommended as training modality capable of improving individual and teamwork behavior.

**TeamSTEPPS**

- Developed with Department of Defense and AHRQ for medical team training.
- Simulation is used.
- 5 areas of teamwork - leadership, team structure, situation monitoring, mutual support and communication.
- Simulation has been shown to improve teamwork.
Two Approaches to Standardization

1. Standardized patients with interprofessional student teams
2. Uniprofessional students with interprofessional standardized professionals
Example of “Standardized Professionals”

- Medical Student as the Learner
- Standardized Professionals- Nurse, PA and Resident
- Conflict Resolution Case
Mannequin-Based Interprofessional Simulation

- Emergency Situation-Respiratory Distress
- Interprofessional Team of students
- Found that teamwork improved outcome
- Establishment of Leader
Interprofessional Educational Opportunities

- First Year Experience
- IP Degree Programs
- IP Courses
- IP Clinical Experiences
- IP Simulation
Clinical Experience

- Scholl Foot and Ankle Clinic
- Orthopedic Clinic
- Case Studies
- Two hospital systems
Interprofessional Educational Opportunities

- First Year Experience
- IP Degree Programs
- IP Courses
- IP Clinical Experiences
- IP Simulation
Degree programs designed to be IP

- Doctorate in Interprofessional Healthcare Studies
- Master of Science in Health Administration
- Master of Science in Health Professions Education
- Certificate in Women’s Health
Interprofessional Academic Committee

Purpose:
Provide an interprofessional university-wide forum to enhance collaboration, share resources and increase coordination among the various programs/schools/colleges and advise the University community on matters affecting curriculum across the University.
Interprofessional Academic Committee

- Room Scheduling and Impact Committee
- Multiprofessional to Interprofessional Courses
- Academic Impact Assessment of new Technology Project Initiation
- First Year Experience
Developing a Culture of Interprofessionalism

Educational Programs
- First Year Experience
- IP Courses
- Clinical Experiences
- Simulation
- IP Degree Programs

Faculty
- Interprofessional Academic Committee
- Promotion and Tenure for IP Activities
- All Committees Interprofessional
- Faculty Education

Time and Space
- Universal Calendar
- Programs physically close together

Student Environment
- Interprofessional Student Council
- IP Community Activities
- IP Student Run Clinic

Strategic Plan
Lessons Learned

• “Buy in”- top down with faculty commitment
• Universal Academic calendar
• Physical layout of university is important
• Classroom space- large and small!
• Community partner sites
• Engaging and educating faculty and staff
• Engaging students