

Interprofessional Education: Incorporating IPE in the Curriculum and the Clinic

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Disclaimer



“Any opinions expressed today are mine alone,
and are not official positions of the North
Carolina Physical Therapy Board.”

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IPE Definition

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


Why IPE?

- Achieve better patient care
 - ◆ Consequences to poor functioning teams
 - ▶ Medical errors
 - ▶ Inefficient patient care
 - ▶ Diminished quality of care for patients

Why IPE?

- Achieve better health outcomes
 - ◆ Patients with chronic conditions continues to rise
 - ◆ See increased mortality due to non-communicable diseases
- Achieve more affordable and efficient educational and health care systems




Interprofessional Education Collaborative


- Dentistry, Medicine, Nursing, Pharmacy, and Healthcare Administration
- 2011 published Core Competencies
 - ◆ Values/ethics
 - ◆ Roles/responsibilities
 - ◆ IPE communication
 - ◆ Teams/teamwork



IPE in Physical Therapy


- PT has historically been involved in interdisciplinary education
- Collaborative Practice
- American Council on Academic Physical Therapy (ACAPT)
 - ◆ PT needed to promote IPE more





CAPTE Requirements

- 6F The didactic and clinical curriculum includes interprofessional education; learning activities are directed toward the development of interprofessional competencies including, but not limited to, values/ethics, communication, professional roles and responsibilities, and teamwork. NOTE: this element will become effective January 1, 2018.



CAPTE Requirements

- Professional Ethics, Values and Responsibilities
 - ◆ Communicate effectively with all stakeholders, including patients/clients.... interprofessional team members...
- Management of Care Delivery
 - ◆ Manage the delivery of the plan of care that is consistent with professional obligations, interprofessional collaborations....




CAPTE Requirements

- Participation in Health Care Environment
 - ◆ Assess and document safety risks of patients/healthcare provider and design and implement strategies to improve safety in the healthcare setting as an individual and as a member of the interprofessional healthcare team
 - ◆ Participate in patient-centered interprofessional collaborative practice.



IPE Objectives

- As with any activity, objectives are created to guide learning experiences.
- In 2016, the Interprofessional Education Collaborative (IPEC) updated their core competencies for interprofessional collaborative practice.



IPEC Interprofessional Collaboration Competency Domain






IPE Core Competencies

Competency 1


Work with individuals of other professions to maintain a climate of mutual respect and shared values.
(Values/Ethics for Interprofessional Practice)



IPEC Core Competencies

Competency 2

Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.
(Roles/Responsibilities)



IPEC Core Competencies

Competency 3


Communicate with patients, families, communities and professional in health and other fields in a responsible and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.
(Interprofessional Communication)



IPEC Core Competencies

Competency 4

Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.
(Teams and Teamwork)




Competencies


- From these main competencies, experiences may be developed that foster development of professional skills necessary for effective interprofessional collaborative practice.



Methods of IPE



<http://iukid.org.uk/5-by-5-what-is-good-effective-health-care/>



Methods of Incorporating IPE into Curricula

- Courses
- Case collaboration
- Face-to-face discussions
- Roundtable discussions
- University IPE Day
- Simulation lab experiences
- Volunteer service learning
- Pro-bono clinic
- Research
- Community health experience
- Healthcare team/IPE case completion
- Clinical experience
- Faculty teaching for other programs
- Web-based seminars
- Virtual environment interactive exercises



Methods of Implementing IPE into Curricula

- Shoemaker et al.
 - 64 PT and OT students
 - 1-day patient simulation experience
 - Students divided into two groups of 32
 - 16 peer evaluators and 16 students working with standardized patients
 - Orientation prior to experience
 - Debriefing at end of experience



Methods of Implementing IPE Into Curricula

- Dubouloz, et al.
 - Development of a community based clinic for multiple disciplines to provide care (audiology, nursing, OT, PT and SLP)
 - Students participate in an 8-week clinical experience focusing on:
 - Observation – introduction to roles of different healthcare professionals
 - Rehabilitation – delivery of rehab services as a part of an interprofessional team
 - Health promotion – students from various programs address a need identified by a community partner



Methods of Implementing IPE into Curricula

- Grapczynski, et al.
 - Development of an IPE faculty team and theoretical foundation for educational approach
 - Model includes:
 - Holistic approach to healthcare
 - Use of a common language (ICF model)
 - Use of case studies with complex elements that foster interprofessional problem solving to address the case
 - Identify impairments, personal limitations and social restrictions in cases
 - 4-constructs
 - Identity
 - Community
 - Responsibility
 - Bodies of Knowledge



Methods of Implementing IPE into Curricula

- Deutschlander, et al.
 - Developing IPE education materials and embedding them into current clinical practicum courses
 - Materials included:
 - Mentoring
 - IPE Workshops
 - Online forum
 - Expanded into other didactic courses




Methods Of Implementing IPE into Curricula

- Parker, et al.
 - Used the core competencies for a framework for development of activities.
 - Disciplines included: nursing, pharmacy, optometry, physical therapy and health administration
 - Educational sequence developed
 - Online activities through Blackboard
 - Face-to-face meetings
 - Simulations with standardized patients




Benefits of Incorporating IPE into Curricula

- Increased student engagement
- Increased faculty involvement
- Improved cohesiveness of patient care
- Decrease in cost of care for patients
- Research opportunities
- Accreditation standards




Support for/to Participate in IPE

- Funds
- Annual Review
- Promotion/tenure
- IPE center/dedicated staff / team
- Faculty development
- Course credit
- Active-learning experiences




Challenges of Implementation of IPE into Curricula

- Cost
- Time
- Resources
- Charging / billing
- Support Staff / faculty by-in
- Student by-in
- Curricular alignment
- Simulated patient training
- Accreditation standards



Strategies for Overcoming Challenges

- Faculty leads
- Embedded into curriculum with student credit given
- Finding ways to meet all accreditation requirements
- Flexible scheduling with dedicated time for IPE
- Faculty development / IPE training day at school
- Faculty-awarded credit




Methodist University IPE






Methodist University IPE

- Development of an IPE Faculty team
 - Nursing
 - Physician Assistant
 - Physical Therapy
 - Athletic Training
 - Social Work
 - Health Care Administration




Methodist University IPE

- 2-part process
 - Part 1: Roundtable Discussions
 - Part 2: Acute Care Lab Simulation


Methodist University IPE

- Part 1: Roundtable Discussion
 - Utilizes a case-based format in small groups
 - Students organized into groups
 - Health care administration, Social Work, Physical Therapy
 - Athletic Training, Nursing, Physician Assistant
 - Faculty guide discussion and provide role-play simulations of situations in the case
 - Students educate others about discipline specific objectives and roles
 - At conclusion, groups come together for large discussion
 - Students reflect on learning





Methodist University IPE

- Student perspectives on Roundtable Discussions
- The “take-a-ways”
 - Learning viewpoints from other disciplines
 - Importance of respect and value of all disciplines in the care of a patient
 - Valuing the patient as a whole (psychosocial and physical)
 - Benefits of working with clinical and non-clinical staff
 - Resources other disciplines may be able to offer to patients




Methodist University IPE

- Part 2: Acute Care Lab Simulation
 - Methodist University General Hospital (nursing simulation lab)
 - Students are divided into interprofessional teams and given a case that is simulated by a mannequin or patient simulator






Methodist University IPE

- Format of Acute Care Lab Simulation
 - Pre-briefing discussion with health care team regarding current status of the patient and a medical record review
 - Perform a discipline specific assessment or intervention with the patient
 - Provide brief documentation in the medical record regarding the care provided and/or recommendations for patient care
 - Discussion recommendations for discipline specific needs with others
 - Debrief with other health care team members regarding the care provided




Methodist University IPE


Methodist University IPE

- Student perspectives on Acute Care Lab Simulations
- The “take-a-ways”
 - Educating other disciplines about the role of PT in the acute care
 - Learning the roles of other disciplines
 - Knowing your role among other health professionals
 - Time management
 - Effective communication in a busy “often chaotic” environment
 - Ability to practice clinical reasoning and judgement




Methodist University IPE

- Viewpoints from other stakeholders
- The “take-a-ways”
 - Respectful communication with all parties
 - Eagerness to share knowledge with others
 - Eagerness to learn more about other disciplines
 - Always a “team-player”



Methodist University IPE: Challenges

- Coordination of schedules
- Curricular alignment
- Creation of scenarios relevant to all disciplines
- Simulated patient training
- Number of students from all disciplines





IPE Resources

- American Interprofessional Health Collaborative
- Institute of Medicine Global Forum on Innovation in Health Professional Education
- Interprofessional Education Collaborative
- Interprofessional Professionalism Collaborative
- National Center for Interprofessional Practice and Education
- World Health Organization



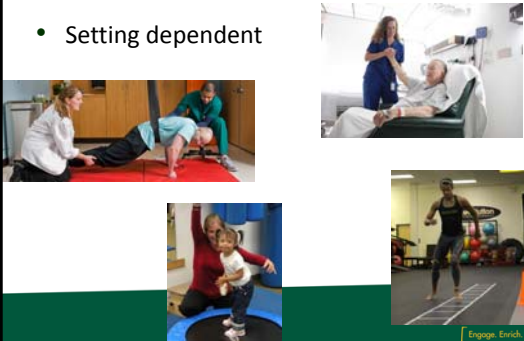

IPE in the Clinic

- Wise, Frost, and Iglarsh (2015)
 - ♦ Profession making strides in academic IPE
 - ♦ CP in clinical experiences occur less frequently


IPE in Clinic

- Setting dependent



IPE in Settings

- Fitzsimmons, et al. (2017)
 - ♦ Numerous opportunities in acute care
 - ♦ Fewer opportunities in hospital based outpatient care
 - ♦ Even fewer in private practice outpatient care



IPE in clinic


- Think about your setting
- With a partner, write down a few ways currently involved in IPE

IPE Experiences First Rotation Students


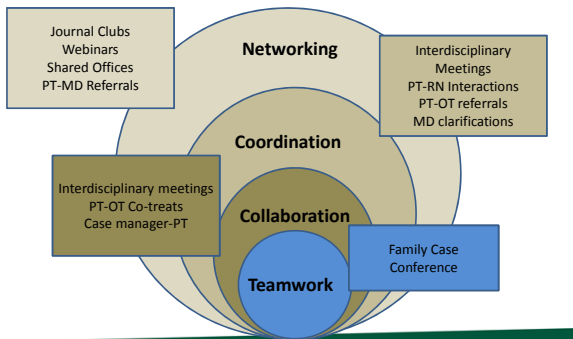
Fitzsimmons, et al.

Inpatient Acute	Co-treats (PT/OT) Shadowing Grand Rounds Barium Swallows Interdisciplinary Meetings Surgery Observations Nursing	Electronic Medical Record
Outpatient Hospital Based	Surgery Observations Sharing Space Roving PT In-services	EMR Phone Fax Email
Outpatient Private Practice	Journal Clubs Webinars	Phone Fax Email




Four Forms of IP Work

- Networking
 - ♦ Loosely connected group interact on episodic basis
- Coordination
 - ♦ Communication and interaction with another profession, but interdependent
- Collaboration
 - ♦ Various health professionals come together to solve problems
- Teamwork
 - ♦ Shared identity, consistent interdependence, and shared responsibility for patient






From Fitzsimmons, et al. 2017



Other Examples IPE in clinic

- Teleteaching
- Spending time with Billing/Coders
- Simulation

Further Development

- How would you further develop IPE activities in your clinic/department/hospital?



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