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OPTIMIZING INTERPROFESSIONAL EDUCATION AND PRACTICE

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Objectives

- Describe the types of interprofessional collaboration
- Identify the four core competencies of interprofessional collaboration
- List relevant literature evidence that supports IPE and IPP for optimal patient outcomes

Genuine client centered service can only be achieved with interprofessional collaboration and effective teamwork.

D.S. Freeth

Definitions

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



Benefits of IPE

“Students trained using an IPE approach are more likely to become collaborative interprofessional team members who show respect and positive attitudes towards each other and work towards improving patient outcomes.”

Karim & Ross, 2008

Definitions cont.

Interprofessional collaborative practice – “When multiple health workers from different professional backgrounds work together with patients, families, and communities, to deliver the highest quality of care.” (WHO, 2010)



Definitions cont.

Interprofessional Team-based Care – The intentional creation of a small work group with a collective identity, and who share responsibility for a patient or group of patients.

(IPEC, 2016)

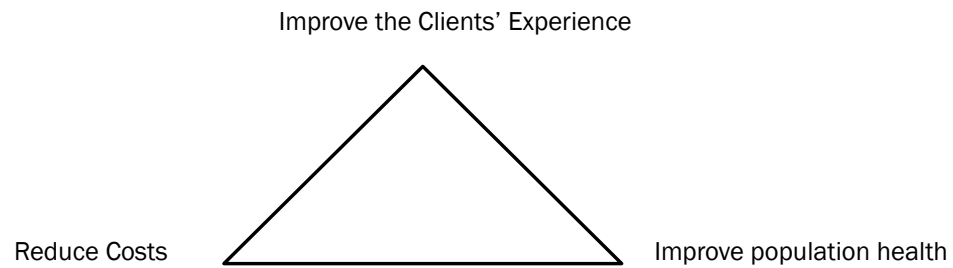


Interprofessional Core Competencies IPEC – 2016



- Values/Ethics
- Roles/Responsibilities
- Communication
- Team functioning

Triple Aim – Affordable Care Act



Health Care Advances

- Team Approaches
- Primary Care Intervention
- Patient Centered Medical Home (PCMC)
- Maximize team roles vs physician led process
- Self-management support
- Community outreach
- Patient satisfaction focus
- Patient engagement focus
- Prevention

Supportive Literature

IPE and IPP

- Bridges et al (2011) Interprofessional collaboration in the classroom and the community
- Pechak, Gonzalez, Summers, & Capshaw (2013). Interprofessional International Service Learning



Supportive Literature

Bridges et al

Interprofessional collaboration: Three best practice models of interprofessional education

1. Didactic – Knowledge of professions, team building skills, service learning
2. Community-based Experience – Service provision to patients, use of environmental resources
3. Interprofessional Simulation – Teams formed utilizing simulation to develop communication skills and leadership

Common theme – Understanding professional identity while gaining understanding of others' roles on a team.

Supportive Literature cont. Pechak et al (2013)

- Three faculty and four students (OT, PT, Speech)
- Eight day international experience
- Reflection questions pre, during and post travel
- Content analysis of themes

Results

Collaboration

Satisfaction

Self-Discovery



Examples of Interprofessional Team-based Groups

Clinic

Feeding Team

Your examples?

Academic

Interprofessional Diabetes Education and Awareness Program



Interprofessional Diabetes Education and Awareness Program (IDEA)

- Initiated in 2012 by Assistant Dean of Student Affairs
- Goal – Provide a way to meet community need, while building interprofessional team skills and diabetes awareness among health care students
- OT, PT, PA, Health Sciences, Audiology, DO, Dental, Optometry, Nursing, Pharmacy, Psych

NSU - IDEA PROGRAM

- Volunteer students are assigned to faculty mentor and arrange planning meetings
- Nine teams (6 students in each, representing 6 professions). Faculty mentors meet 2x monthly with coordinators
- Topics in community settings in an academic year – Eye health, nutrition, general information, dental health, exercise, lifestyle management



IDEA teams – 54 students in 9 teams
Faculty mentor with each team.

1 Kids Kicking Diabetes

2 Dia-Beet-Es

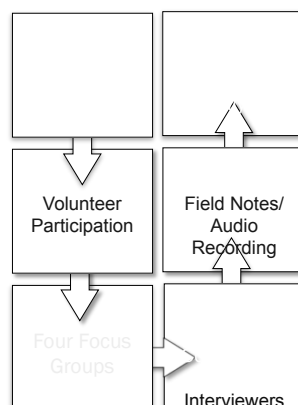
3 Prescription to Empower



Nutrition, eye health, medication, dental health, lifestyle management, exercise



Research Process WHAT ARE PARTICIPANT PERCEPTIONS of INVOLVEMENT IN IPE PROGRAM?



Results

Content Analysis – Enumerative mode, Grbich '99

What did you find beneficial? Highlights of learning? Improvements?

Application of pre-determined categories – IPE Collaborative Competencies (2016)

1. Values/Ethics
2. Roles/Responsibilities
3. Interprofessional Communication
4. Teams and Teamwork



Student A – Teamwork and Values/Ethics

"I thought it was really cool to just work with all the different professions and how you can take the same problem and work together in so many different ways and bring it all together for the betterment of the patient."

Results

IP Communication and Roles/Responsibilities

Student B

"I thought that being able to communicate with other people from the health care professions gave me a better insight on what I do or what I'm learning...and how I can incorporate that within learning about diabetes to explain it better to people out in the community..It helped me to expand my vocabulary, more...than what I'm working on in school."



Lessons

Focus Group Analysis



- Intentional IPE efforts by faculty are needed
- Choice regarding group selection is needed
- Skill building in unintentional areas (health literacy, cultural competency and presentation skills)
- Need for improved preparation overall

Case Opportunities - IPE

- David is an OT professor and Melinda teaches in the PT department and adjuncts in the Athletic Training Program. They realized that their pediatrics courses are taught during the same semester for their Year II students. Over a hallway discussion they decide to arrange a meeting to brainstorm ways to have the students collaborate during the semester. What ways can they integrate IPE into a class, extracurricular or service learning activities during the semester? Write in short phrases on the board for your answers.



Case Opportunities – IP Team-based Approach

- Danielle is very interested in working with adults who have had emotional trauma. She is currently working in an outpatient mental health clinic, but wants to form a team-based approach for intervention with women who have suffered from abuse and domestic violence. What other disciplines/professions would Danielle be most likely to approach about a “one identity” group effort with “shared responsibilities”? How would her roles be uniquely distinct as an OT, and yet blended with the others?

The name they initially form is C.A.R.E. –

Coordinated Activities for Recovery and Excelling



Resources

- [National Center for Interprofessional Education and Practice](#)
- [University of Minnesota IPE](#)
- [IPE Journals](#)
- [Case studies from around the world](#)
- [Interprofessional Education Collaborative \(IPEC\) - Core IPE Competencies](#)

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Selected References

Bridges, D.R., Davidson, R.A., Degradé, P.S., Maki, I.V., & Tomkowiak, J. (2011). Interprofessional collaboration: Three best practice models in interprofessional education. *Medical Education Online*, 16. DOI: 10.3402/meo.v16i0.6035.

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