

Strategies for Launching a Successful IPE Program

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Session Objectives

- Discuss strategies for interprofessional education (IPE) program implementation
- Describe IPE curricular activities
- Identify how IPE can be included in the extra-curricular environment
- Discuss faculty development approaches
- Identify IP student assessment and program evaluation approaches

Take Home Points

- Start small and expand
- Approach with a continuous improvement philosophy
- Look for available resources
- Model what we preach – be collaborative and interprofessional!

Agenda

- Institutional background and IPE definition
- The process of “how to” get organized
- Thoughts and examples of “what to” organize
- Summary

Institutional Background and IPE Definition

Institutional Background

- 6 Colleges
 - Dental
 - Graduate Studies
 - Health Professions
 - Medicine
 - Nursing
 - Pharmacy



IPE is...

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

WHO Framework for Action 2010

How to Get Organized

Involve Champions

- Leadership support helpful (essential)
- Involve a broad array of faculty
- Involve students
- Ensure that working groups are interprofessional in composition

Interested in interprofessional education? The MUSC Creating Collaborative Care (C3) initiative seeks faculty, staff and students interested in serving on C3 associated subcommittees: Curricular, Extracurricular, Teaching Scholars Academy, and Clinical Effectiveness and Patient Safety.

Identify Learning Goals/Objectives

- Interprofessional Education Collaborative (IPEC) Core Competencies
 - Values/Ethics for Interprofessional Practice
 - Roles/Responsibilities
 - Interprofessional Collaboration
 - Teams and Teamwork

Core Competencies

- **Values/Ethics**
 - Place the interests of patients and populations at the center of interprofessional health care delivery.
 - Develop a trusting relationship with patients, families, and other team members.
- **Roles/Responsibilities**
 - Explain the roles and responsibilities of other care providers and how the team works to provide care
 - Recognize one's limitations in skills, knowledge, and abilities

Core Competencies

- **Interprofessional Communication**
 - Listen actively, and encourage ideas and opinions of other team members
 - Use respectful language appropriate for a given difficult situation, crucial conversation, or interprofessional conflict
- **Teams and Teamwork**
 - Describe the process of team development and the roles and practices of effective teams
 - Apply leadership principles that support collaborative practice and team effectiveness

MUSC Goals

Students will:

1. acquire teamwork competencies
2. acquire knowledge, values and beliefs of health professions different from their own profession
3. apply their teamwork competencies in a collaborative interprofessional learning context
4. demonstrate their teamwork competencies in a collaborative interprofessional health care delivery or translational research context

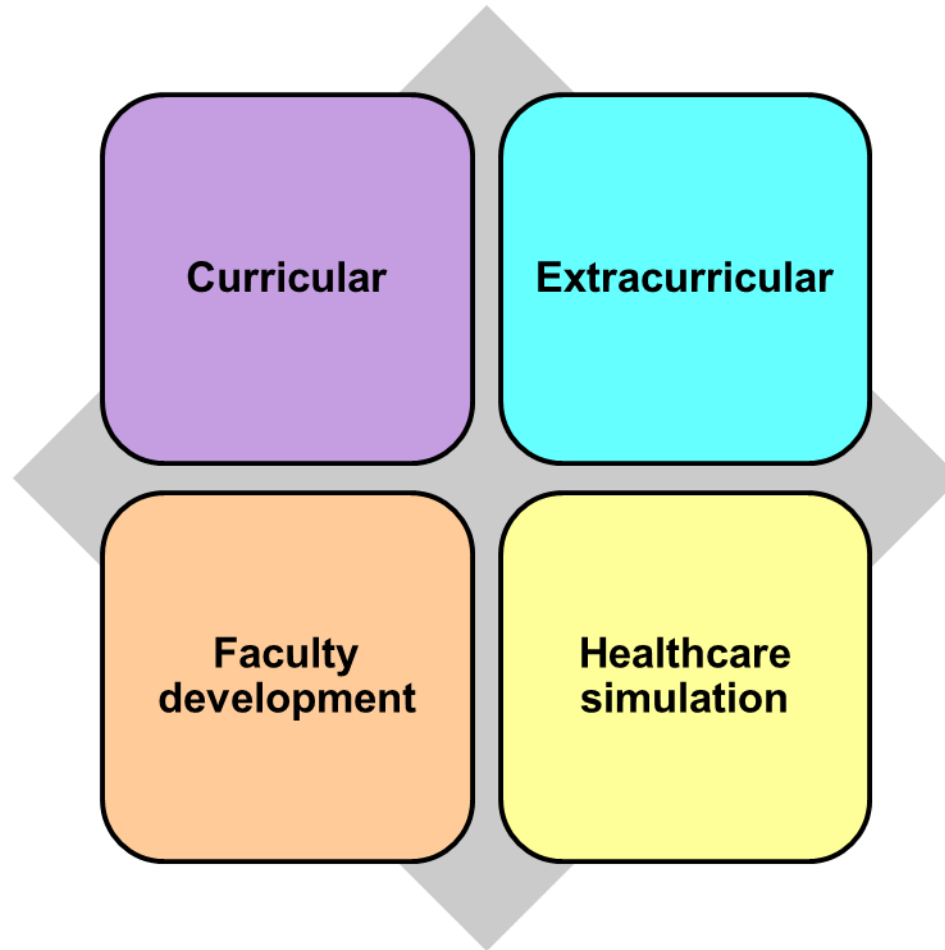
Determine Your Purpose

- Why do you want to engage in IPE?
 - A focus for university accreditation (Quality Enhancement Plan)
 - Required in several professional accreditation standards
 - Recognized as essential for health professions training
 - Other

How To Get the Work Done

- Determine work groups and charges
 - Ensure groups are interprofessional and involve students
- Consider institutional hierarchy and where approvals necessary
- Centralized, university level infrastructures effective

Our Domains



What to Organize

Developing Activities

- Use principles of instructional design
 - Needs assessment
 - Objectives
 - Content
 - Teaching/learning methods
 - Learner assessment/program evaluation

Additional Considerations

- Co-curricular vs. academic credit
- Elective vs. required
- Short duration vs. longer duration
- Focus on all vs. subsets of learners
- Classroom vs. clinic vs. community setting

Advice:

Start small, improve upon, and expand!

Co-Curricular

- Activities for interested students
- Do not carry academic credit
- Participation can be formally recognized

Example

- Presidential Scholars Program
 - Year-long program
 - Bi-monthly evening meetings
 - Community project work
 - Recognized at graduation



Other Examples

- Student-run clinics
 - CARES clinic
- Community service activities
 - Junior Doctors of Health Program
 - Community Health Fairs

Short Duration

- Workshops that involve subsets of learners
 - Clinical skills workshops



Simulation

- Simulated Interprofessional Rounding Experience (SIRE)
- Medical, Pharmacy, PA students manage an “acute patient”



Interprofessional Day

- Introduce IP concepts to all 1st year students; reinforce with 2nd year students
- Half day event; classes cancelled
- Presentation and small group sessions



Longer Duration

Interprofessional Service Learning Project (ISLP)

- Over a three week period
- During required clinical rotations
- Didactic and project work



For a Semester

- Required course
- IP 710 “Transforming Health Care for the Future”
- Online and face to face sessions
- IP group project work analyzing fictional sentinel event

Clinical Settings

- Provide interprofessional clinical environment
- Require students to:
 - Interact with another professional to improve patient care
 - Document and reflect on interaction

The Scheduling Issue

- If calendars don't align, work around and within limitations
 - ISLP in 3 week common timeframe
 - IP Day on least disruptive day of week
 - IP 710 initially all online, added in-class sessions at noon

Learner Assessment

- Knowledge
 - Professions, collaborative skills
- Skills
 - Teamwork, communication
- Attitudes
 - Toward IPE and collaboration
- Quantitative and qualitative approaches

Faculty Development

- Training for particular activities (IP Day)
- Faculty Development Institute
 - Focus on advanced team-building skills
 - Improve knowledge of IPE
 - Address IPEC Interprofessional Collaborative Core Competencies

Faculty Development

Focus on collaborative skills and respect/value for other professions

Summary

Take Home Points

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References/Resources

- ▶ American Interprofessional Health Collaborative: www.aihc-us.org
- ▶ Canadian Interprofessional Health Collaborative: <http://www.cihc.ca/>
- ▶ Center for the Advancement of Interprofessional Education (CAIPE): <http://www.caipe.org.uk/>
- ▶ IPEC Core Competencies for Interprofessional Collaborative Practice <http://www.aacn.nche.edu/Education/pdf/IPECReport.pdf>
- ▶ Josiah Macy Foundation, American Board of Internal Medicine Foundation, and Robert Wood Johnson Foundation. Team-based competencies, Building a shared foundation for education and clinical practice. Conference Proceedings. February 16-17, 2011. https://www.aamc.org/download/186752/data/team-based_competencies.pdf
- ▶ Medical University of South Carolina Creating Collaborative Care (C3) Program: <http://www.musc.edu/c3>
- ▶ WHO Framework for Action: http://www.who.int/hrh/resources/framework_action/en/

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