

Interprofessional Education @ CWRU (Case Western Reserve University)

Curricular Challenges and Meaningful Work

Webinar Presenters

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Interprofessional Education at CWRU

Curricular Challenges & Meaningful Work

- The Interprofessional Education (IPE) journey
- Building a conceptual framework
- Building a curriculum
- The Tipping Point



Objectives

- Discuss early events in the interprofessional education (IPE) journey at CWRU.
- Explain the conceptual frameworks used to design an interprofessional curriculum.
- Discuss steps in building an interprofessional curriculum.
- Describe the emergence of a tipping point in IPE implementation.

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IPE Evolution @ CWRU

Informal meetings of SOM, SON & SDM academic leaders → plan for a “menu” of IPE activities.

Students choose one.

(National quality & safety emphasis)

IHI/Macy Q & S grant (1 yr) [SOM & SON]

Macy IPE curriculum grant (4 yr) [SOM & SON]

Increasing Interest on the Health Professions Campus

- Active development of interprofessional student-run free clinic
- Social Work & Dental students were included in some quality & safety simulations
- Macy Grant initiatives created a wider campus voice



Critical External Drivers:

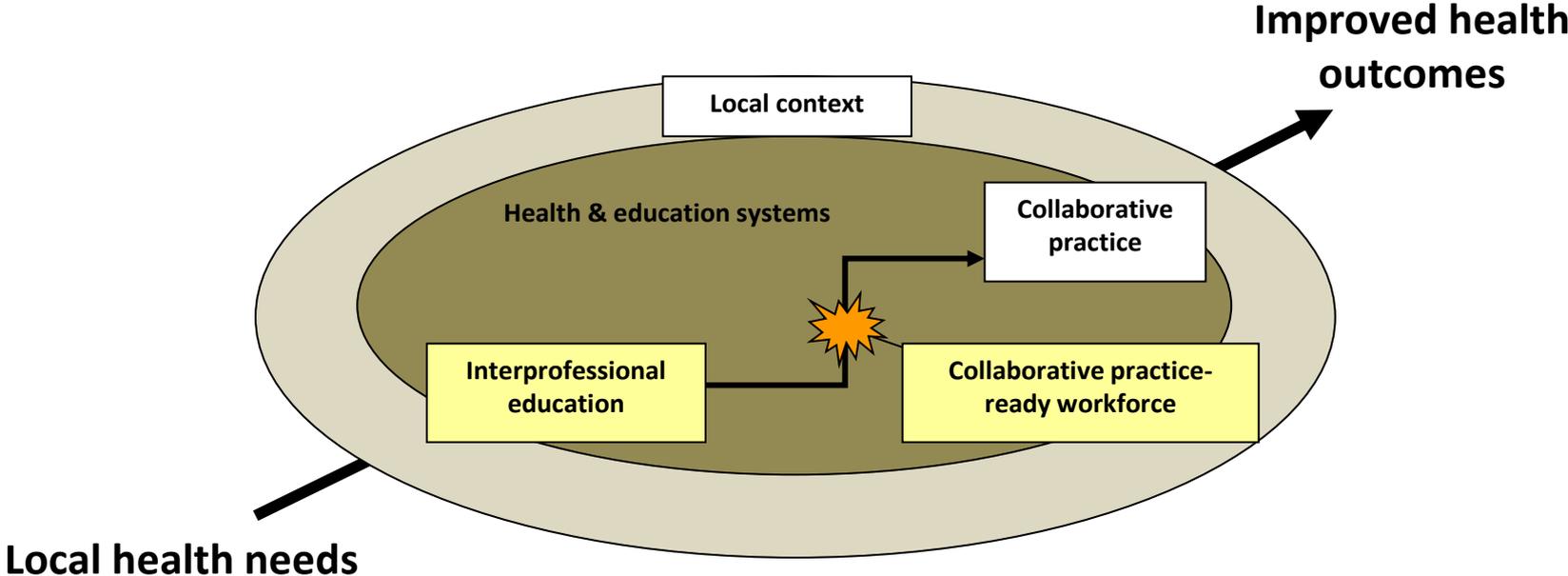
- National accrediting organizations' growing inclusion of interprofessional competencies
- Carnegie Report on Nursing Education (2009)
- Carnegie Report on Medical Education (2010)
- IOM Report on the Future of Nursing (2010)
- National emphasis on *Quality & Safety* in healthcare
- Team STEPPS initiative

Interprofessional Education at CWRU

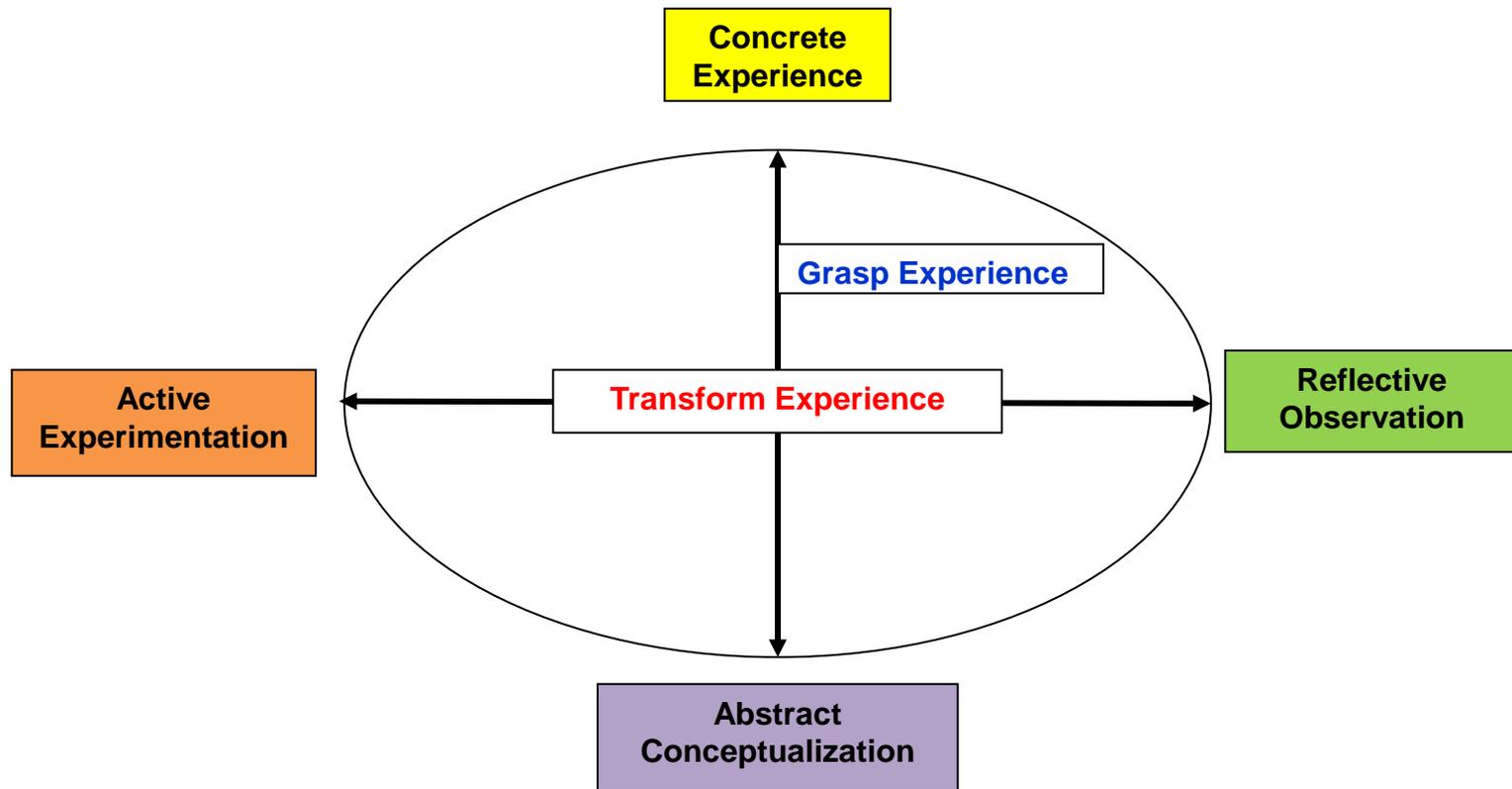
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Figure 1: WHO Framework for Action on Interprofessional Education & Collaborative Practice



Kolb's Experiential Learning Theory (ELT)



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Interprofessional Education

Why a Curriculum?

“**Occasions** when two or more professions learn with, from and about each other to improve collaboration and the quality of care.

It is an initiative to **secure** interprofessional **learning** and **promote** gains through interprofessional **collaboration** in professional practice.”

(Freeth et.al., 2005)

I-LEAD : *Interprofessional Learning Exchange And Development*

Building the Curriculum

- Mission
- Principles/Concepts
- Goals
- Key Design Features
- Curriculum Components

I-LEAD Mission

To develop a viable interprofessional team curriculum.



Developmental program of planned educational activities to secure interprofessional learning & interprofessional collaboration in simulated and actual practice settings.

Principles/Concepts

Appreciate, Build, Apply

- Appreciating the value of interprofessional collaboration



- Building team skills



- Applying knowledge (in inpatient and community settings)

I-LEAD Goals

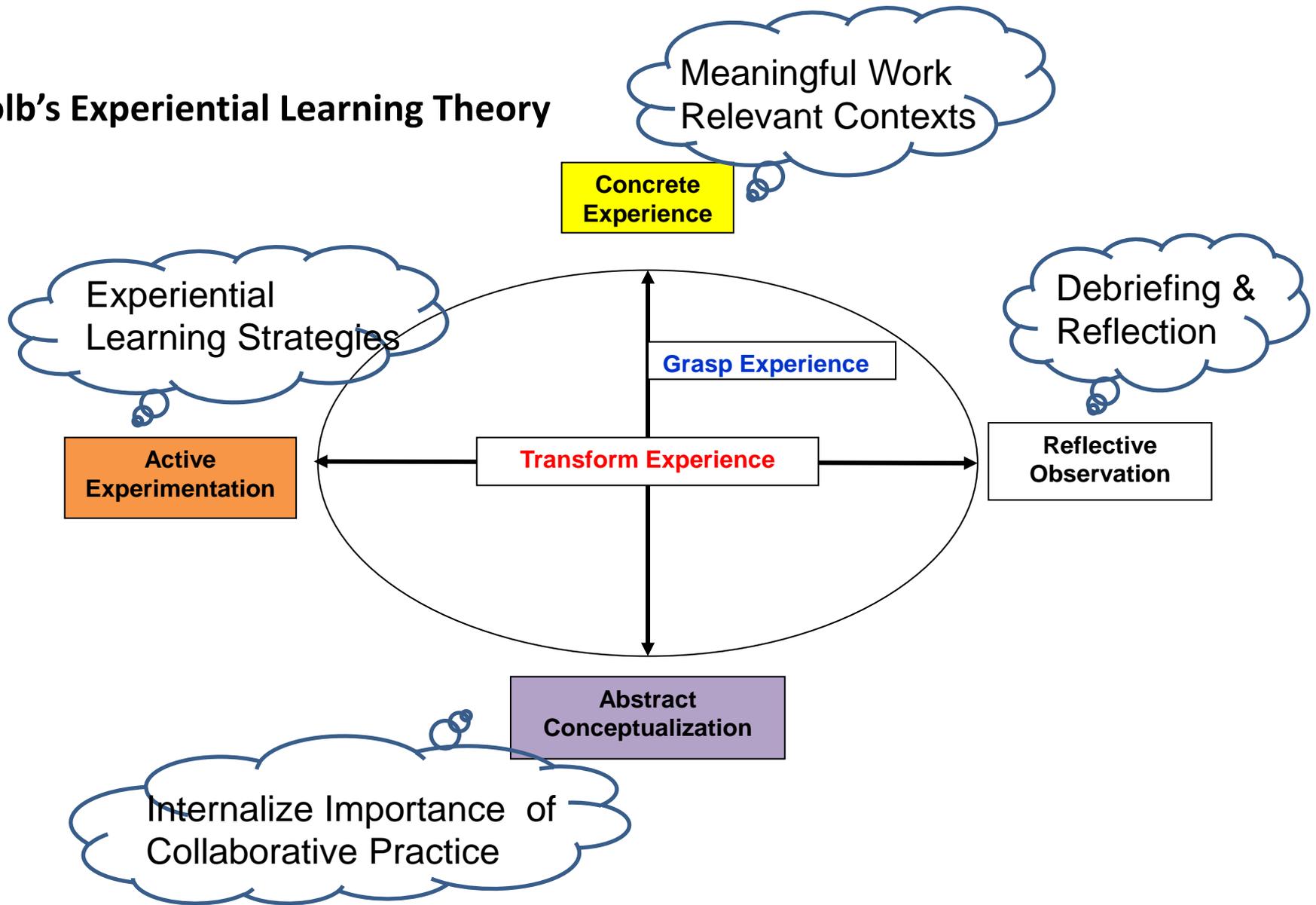
- Provide interprofessional opportunities for collaborative and meaningful work
- Develop teamwork skills
- Engage in interprofessional teams to support quality improvement in healthcare
- Establish sustainability through a virtual curriculum center

Key Design Features

Aligned with Conceptual Framework

- Small groups & experiential learning strategies
- Meaningful talk and meaningful work
 - Simulated and in vivo
- Relevant contexts
- Debrief group process just-in-time
- Reflect on teamwork and learning

Kolb's Experiential Learning Theory



5 Curriculum Components

- *Interfacing with and valuing each other*
 - Developing team skills and shared language
- Classroom**
- Working in the community
 - Working in acute /inpatient care settings
 - Working in ambulatory/primary care settings
- In vivo Labs**

Slow & Frustrating

- Thrust into a cross cultural interaction
 - Planning group but not yet a team
- Different languages, different norms
 - Curriculum
 - Goals, aims, objectives
- Ability to be curious
- Open to being influenced
- Making small changes

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Something Was Happening

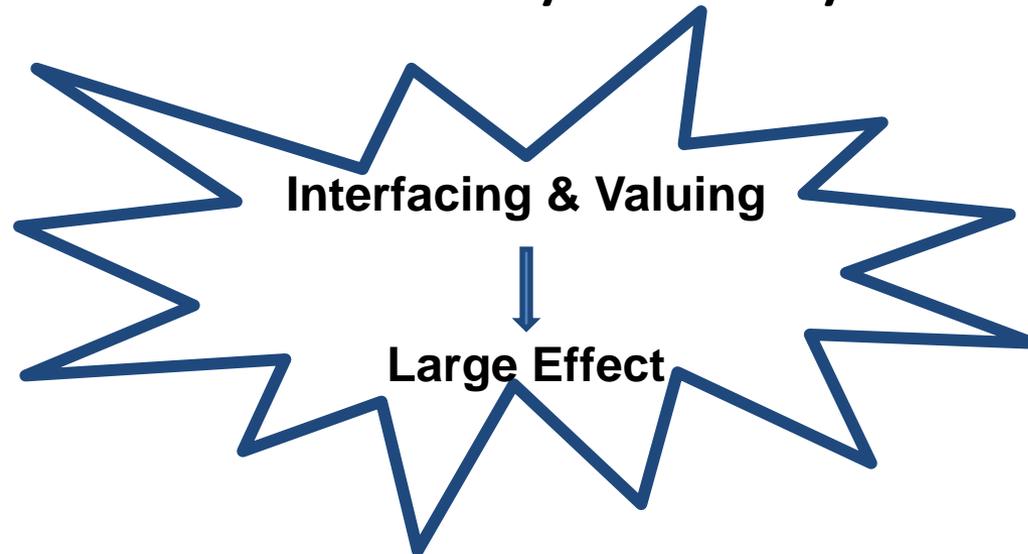
- Small number of people in small number of situations started behaving differently
- Little changes having big effects
- People more sensitive to their environment (context) than they seemed

TIPPING POINT



Tipping Point

- Deans of four schools got interested
 - Medicine
 - Dental Medicine
 - Nursing
 - Social Science
- Interprofessional activity for 1st year students



Interfacing and Valuing Each Other

Clear Learning Aims

1. Appreciate complementary roles/education of each of 4 health professions
2. Explore each profession's literature
3. Work in interprofessional groups to manage a person's health concerns
4. Debrief and reflect on the group process



Interprofessional Workshop on Obesity

Format

- Sharing perceptions of professions
 - Video of interview of a patient with weight problem
 - Sharing each other's literature
 - Debriefing
 - Reflecting
- 500+ students from 4 schools
 - Small group format, 46 groups
 - Facilitators - four schools



Evaluation Components

- Quantitative evaluation of achievement of objectives for the 4 school event
 - Students
 - Facilitators
- Field notes by designated faculty observers
- Qualitative reflection papers by students

Evaluation

- Working with students from other professions was beneficial to learning
 - Students 4.53/5.0 Faculty 4.74/5.0
- Achieved overall goals for workshop
 - Students 4.55/5.0 Faculty 4.71/5.0
- Topic (obesity) important for my profession to learn about
 - Students 4.41/5.0 Faculty 4.57/5.0

Field Notes: Themes

- Respectful and animated interactions
- Need more even balance among students from each profession in small groups
- Took reading activity seriously; felt multiple perspectives important
- Respect used recurrently
- Facilitators did not dominate
- Active participation



Reflection Essays

“Many times I focus on how I as a physician can treat the patient, but this workshop taught me to look at how the medical field as a team can improve the health of an individual.”

“I learned things [about others’ perceptions of my profession] that were not so pleasant to hear, but they were things I definitely needed to hear.”

“I was able to witness the important aspects [of a patients’ problems] that different people focus on when looking at the same situations and receiving the same information.”

What Next?

- Build on success
 - Developmental sequence of 4 workshops over 2 years
 - Consistency of small groups and facilitators
- Door open to 4 school participation in other components of I-LEAD curriculum
 - Shared language/team skills
 - Acute Care
 - Community projects
 - Ambulatory Care

Lessons Learned

- Small wins, large effects (Weick 1984)
 - Don't need to plan perfect program upfront
 - Need to do something
 - Setting a date critical
- Importance of external drivers of change
 - Involvement of deans
 - National reports, accreditation standards

Building an Interprofessional Curriculum

Getting to Yes



- Focusing on our interests, not on our positions
- Asking what learning we want to accomplish, not what we want to do

Review of Webinar Objectives

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The Work of Many

- Kathy Cole Kelly
- Mary DeHaan
- Mary Dolansky
- Jeanne Hitch
- Tony Ligham
- Deborah Lindell
- Gayle Petty
- Mimi Singh
- Dan Wolpaw
- Amy Wilson-Delfosse
- Carol Savrin
- Students of CWRU
Student Run Free
Clinic

Yes

