

## 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.

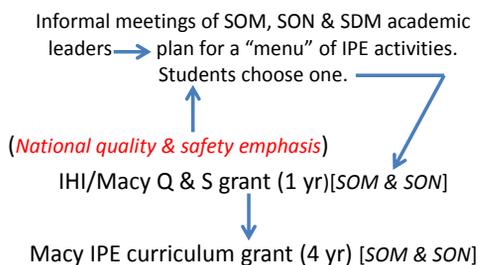


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### IPE Evolution @ CWRU



### 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



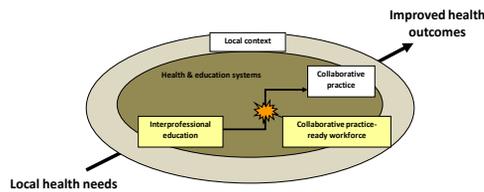
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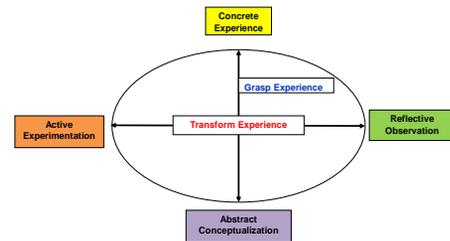
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Figure 1: WHO Framework for Action on Interprofessional Education & Collaborative Practice



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)



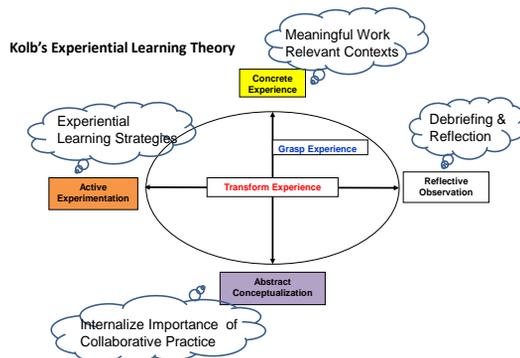
## I-LEAD Goals

- 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



## 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

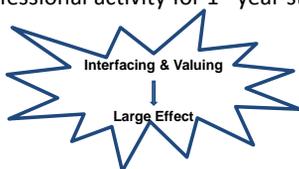
- Small number of people in small number of situations started behaving differently
- Little changes having big effects
- People more sensitive to their environment (context) than they seemed

### TIPPING POINT



## Tipping Point

- Deans of four schools got interested
  - Medicine            Dental Medicine
  - Nursing             Social Science
- Interprofessional activity for 1<sup>st</sup> 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

