

Interprofessional Education (IPE): What it is and why is it important?

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Program Goals

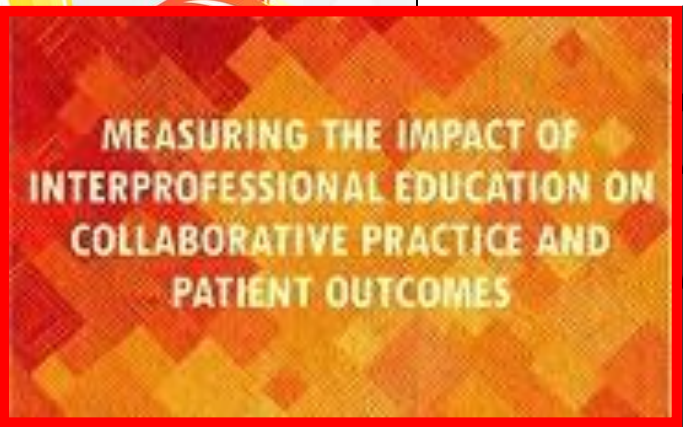
- Introduce the learner to IPE
 - History
 - Importance
- Present the development of a structured IPE program at one health-sciences university
- Use a case study to illustrate the impact of collaborative practice in the provision of patient care



Where we were...



Timeline of Major Interprofessional Education & Collaborative Practice Literature



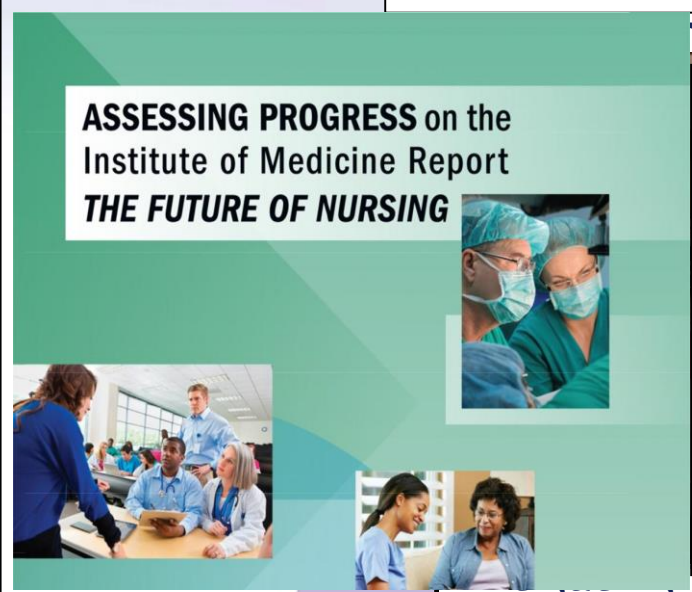
MEASURING THE IMPACT OF
INTERPROFESSIONAL EDUCATION ON
COLLABORATIVE PRACTICE AND
PATIENT OUTCOMES

Measuring the Impact of Interprofessional Education on Collaborative Practice and Patient Outcomes

Institute of Medicine, 2015

The impact of IPE on "patient safety, patient and provider satisfaction, quality of care, health promotion, population health, and the cost of care.

the United States



ASSESSING PROGRESS on the
Institute of Medicine Report
THE FUTURE OF NURSING

framework Care: Aligning

Assessing Progress on the Institute of Medicine Report The Future of Nursing

Institute of Medicine, 2015

Nurses need to lead and manage Interprofessional Collaborative Efforts



1999

Interprofessional Education (IPE) & Collaborative Practice (CP)



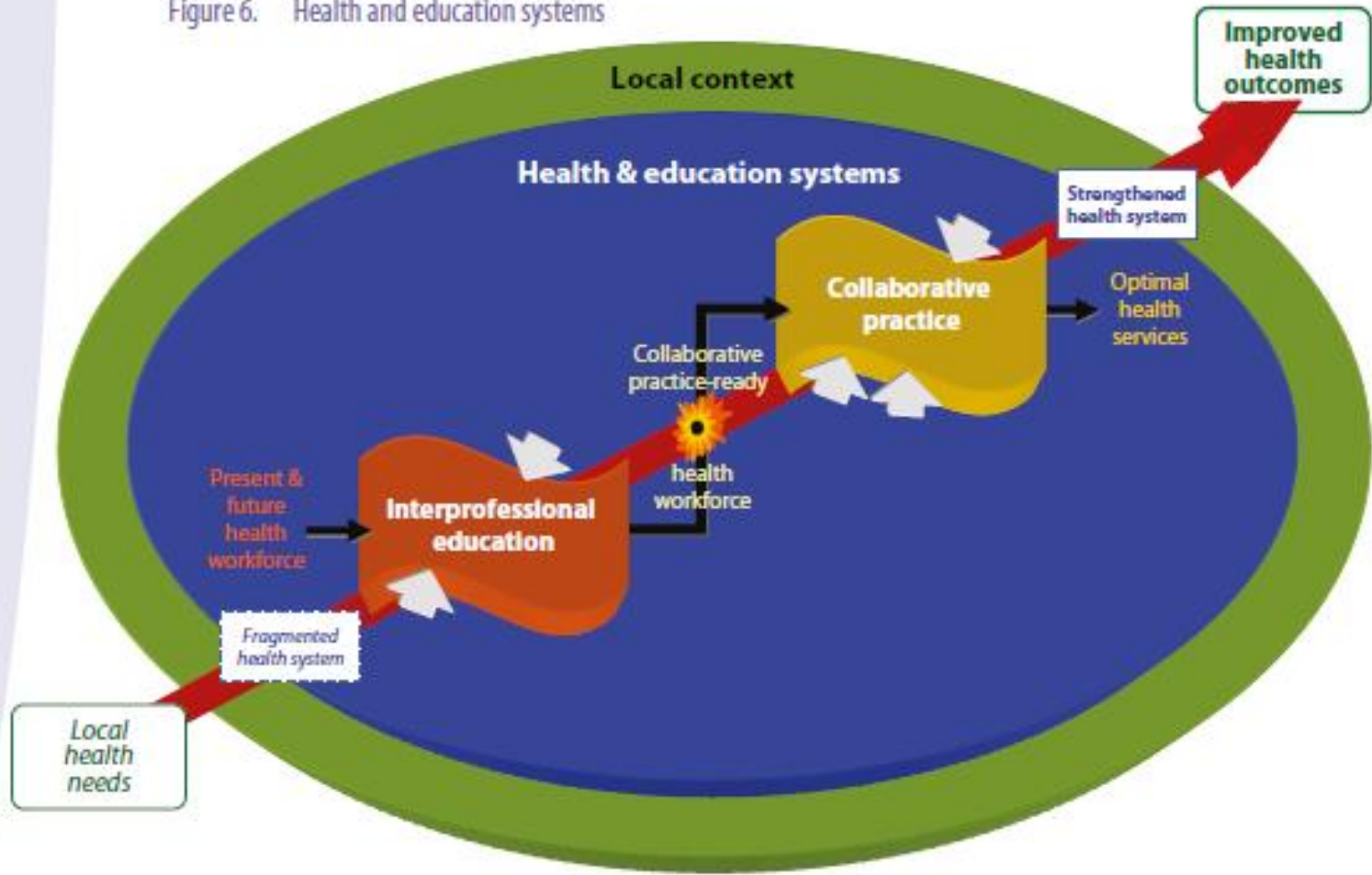
Interprofessional Education

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

Collaborative Practice

“When multiple health workers from different backgrounds work together with patients, families, caregivers, and communities to deliver the highest quality of care”

Figure 6. Health and education systems



Jefferson Center for Interprofessional Education



- **Founded 2007**

Mission: To promote excellence in healthcare through interprofessional education and scholarship



Scope: Dedicated to implementing and evaluating interprofessional education and collaborative practice initiatives throughout Thomas Jefferson University curriculum

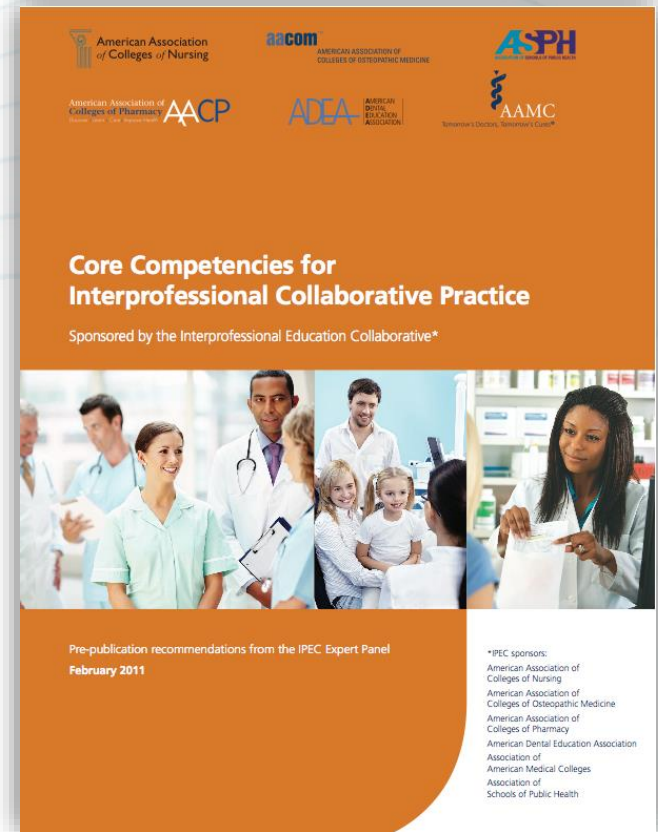


Vision: JCIPE will define the future of interprofessional care by creating a culture of collaborative educational practice, **setting the standards for patient-centered care and team-based training** and becoming a national/international leader in developing an evidence base to support interprofessional education

<http://www.jefferson.edu/jcipe>

Importance of IPE & CP

- IPE Core Competencies for Interprofessional Collaborative Practice developed in 2011 (IPEC)
 - Communication
 - Roles/Responsibilities
 - Teamwork
 - Values/Ethics
- IPEC updated in 2016
 - Interprofessional Collaboration
- IPE is now part of most accreditation standards



Accreditation Requirements



Program	Accrediting Body	Requirement Citation	Requirement Narrative
Couple & Family Therapy	The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)	Key Element IV B, FCA 9: Community Intersections & Collaboration	Must develop competency in multidisciplinary collaboration
Medicine	Liaison Committee on Medical Education (LCME) Effective July 1, 2015	Standards 6 (6.7) & 7 (7.8 & 7.9): Competencies, Curricular Objectives, and Curricular Design; Communication Skills; & Interprofessional Collaborative Skills	Must learn in environments permitting interaction with students in other health professions Curriculum must include specific instruction in communication skills relating to communication with patients and their families, colleagues, and other health professionals Curriculum must prepare students to function collaboratively on health care teams that include health professionals from other disciplines
Nursing	American Association of Colleges of Nursing (AACN)	Essential VI (undergraduate) & Essential VII (graduate): Interprofessional Communication (and Collaboration for undergrads) for Improving Patient (and population for graduates) Health Outcomes	Communication and collaboration among healthcare professionals critical to high quality care As a member and leader of interprofessional teams, master's level nurse communicates, collaborates, and consults with other health professionals
Occupational Therapy	Accreditation Council for Occupational Therapy Education (ACOTE) Effective July 31, 2013	Standard B.5.21	Must effectively communicate and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order to clarify each member's responsibility in executing an intervention plan

Program	Accrediting Body	Requirement Citation	Requirement Narrative
Pharmacy	Accreditation Council for Pharmacy Education Effective July 1, 2016	Standards 3 (3.4) & 11 (11.1, 11.2 & 11.3): Approach to Practice and Care & Interprofessional Education	<p>Must be able to actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs</p> <p>Must demonstrate competence in interprofessional team dynamics, including articulating the values and ethics that underpin interprofessional practice, engaging in effective interprofessional communication, and honoring interprofessional roles and responsibilities. Interprofessional team dynamics are introduced, reinforced, and practiced in the curriculum</p> <p>Curriculum must include opportunities for students to learn about, from, and with other members of the interprofessional healthcare team</p> <p>Must competently participate as a healthcare team member in providing direct patient care and engaging in shared therapeutic decision-making; participate in experiential educational activities with other student/professional healthcare team members, including face-to-face interactions that are designed to advance interprofessional team effectiveness</p>
Physical Therapy	Commission on Accreditation in Physical Therapy Education (CAPTE) Effective January 1, 2016	Standards 6F, 6L3 & 7D28	<p>Curriculum must include interprofessional education; learning activities develop interprofessional competencies including, but not limited to, values/ethics, communication, professional roles and responsibilities, and teamwork [effective January 1, 2018]</p> <p>Curriculum includes clinical education that encompasses involvement in interprofessional practice</p> <p>Curriculum includes content and learning experiences designed to prepare students to achieve educational outcomes required for initial practice of physical therapy. Courses within the curriculum include content designed to prepare program students to: Manage the delivery of the plan of care that is consistent with professional obligations, interprofessional collaborations, and administrative policies and procedures of the practice environment</p>
Physician Assistant	Accreditation Review Commission on Education of Physician Assistant (ARC-PA) Effective September 2014	Standard B1.08	<p>Curriculum must include instruction to prepare students to work collaboratively in interprofessional patient centered teams (includes content on roles and responsibilities of various health care professionals, emphasizes team approach to patient centered care, assists with learning principles of interprofessional practice and includes opportunities to apply these principles in interprofessional teams within the curriculum)</p>

Council on Academic Accreditation: Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology

- **Standard 3.0A Curriculum, Standard 3.1A**
 - ...ensure that students have opportunities to acquire the knowledge and skills needed for entry into independent professional practice across the range of practice settings
 - Instruction in prevention and identification / evaluation/ treatment of auditory and vestibular disorders must include opportunities for students to acquire the knowledge and skills necessary to
 - *Interact effectively with patients, families, other appropriate individuals, and professionals*

Council on Academic Accreditation in Audiology and Speech--Language Pathology. (2014). Standards for accreditation of graduate education programs in audiology and speech--language pathology (2008, revised 2014). Retrieved March 7, 2017 from

<http://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf>

IPEC Competencies: 2016 Update



- Work with individuals of other professions to maintain a climate of mutual respect and shared values. (Values/Ethics for Interprofessional Practice)
- 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)
- Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and prevention and treatment of disease. (Interprofessional Communication)
- 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)

Importance of IPE & CP

Addresses “Quadruple Aim” to improve health care quality through:

1 Improved patient outcomes

Interprofessional team training recommended to increase patient safety and quality health care (Institute of Medicine, 1999)

2 Increased patient satisfaction

Shown to increase patient satisfaction and improve the culture (Reeves, et al., 2008)

3 Decreased costs

Shown to reduce errors in the ED (Reeves, et al., 2008)

4 Increased provider satisfaction

Acknowledged role of workforce, importance of restoring joy, meaning to practice (Sinsky, et al., 2013)



Where we are heading...

- Promote excellence in health professions education and healthcare delivery through innovations in interprofessional education (IPE), collaborative practice (CP), faculty/staff development, assessment and scholarship

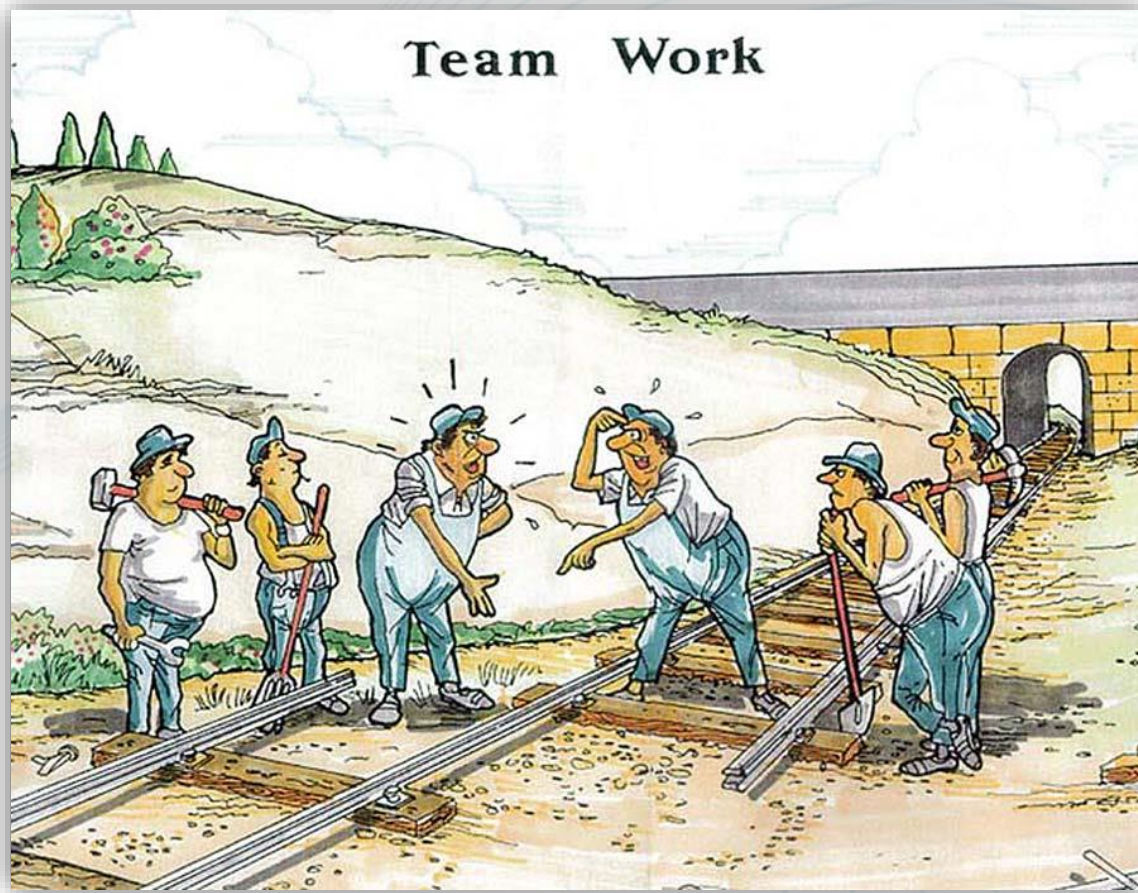


Barriers to IPE & CP

- **Organizational and professional cultures**
 - Negative perceptions about utility
 - Perception of add-on/extra work
 - Role socialization from “where we were”
- **Organizational structures**
 - Scheduling & space logistics
 - Equal representation of professions
- **Power imbalances**
 - Formal and informal “Turf Wars”



“A team of experts does not make an expert team”



Salas, et. al., 1992

IPE/CP Curriculum at Jefferson

*Adapted from Miller's Pyramid of Clinical Competence

Step 4: Proficient

Advanced IPC

- Near Miss RCA
- Hotspotting
- No One Dies Alone
- ESHP
- Advanced TeamSTEPPS
- IPE/CP Scholarship
- IPE/CP Facilitation

Step 3: Competent

Core IPC

- Collaborative care: team-based rounding, huddles, debriefs, Teach-Back
- TeamSTEPPS
- Virtual ESHP
- Clinical Discharge Scenario
- Teamwork training elective

Step 2: Knowledgeable

Year 2 HMP/Core IPE

Step 1: Informed

Year 1 HMP/Core IPE

Program Feedback

This is my first time with the program and I had an awesome experience. My students were very attentive and listened to me throughout the program. I felt comfortable sharing with them the ups and downs of my life - things doctors don't normally ask but should.

-Health Mentor

I think we were all able to view how you need to look at the whole person and try to learn their story before you can come up with the best fit solution for a client.

-JHMP Participant

It drives home the principles presented in Health Mentors and gives extra practice in healthcare communication.

-TeamSTEPPS participant

It is...good to realize that the university as a whole values teamwork and is dedicated to help change a culture that hasn't valued team in the past.

-TeamSTEPPS participant

From the moment we met we had a mutual understanding that although in different disciplines with different demands we would all work together at these assignments. We also were very open to learning about one another's discipline, our program's demands, and what we were learning in order to better understand one another and how we think.

-JHMP Participant

Questions?

- JeffCtrInterproEd@jefferson.edu
- @JeffCIPE



Resources in Developing and Assessing IPE

- Interprofessional Education Collaborative
 - <https://www.ipecollaborative.org/>
- The National Center for Interprofessional Practice and Education
 - <https://nexusipe.org/>
- MedEdPORTAL
 - <https://www.mededportal.org/collections/ipe/>



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