



SAINT LOUIS UNIVERSITY

The Continuum from IPE to IPP: Mapping Curriculum to the IPEC Core Competencies and Assessing Student Application to Clinical Practice

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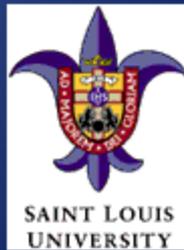
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The Center for Interprofessional
Education and Research

Learning Together for Tomorrow's Health Care



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Objectives: By the end of the presentation Participants will be able to:

1. Explain terminology related to IPE, IPCP, and IPEC Core Competencies, and essential components of the SLU IPE framework
2. Understand the process of curriculum mapping of an IPE course to the IPEC Core Competencies
3. Discuss the necessity of integrating longitudinal IPE experiences into PA education
4. Discuss the impact of the SLU IPTS course on student critical reflections

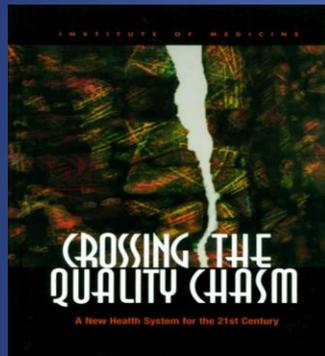
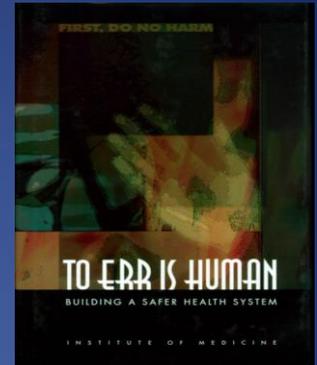
IPE Challenges Confronting PA Faculty

ARC-PA Standards, 2012

- B1.08 The curriculum ***must*** include instruction to prepare students to work collaboratively in interprofessional patient centered teams.

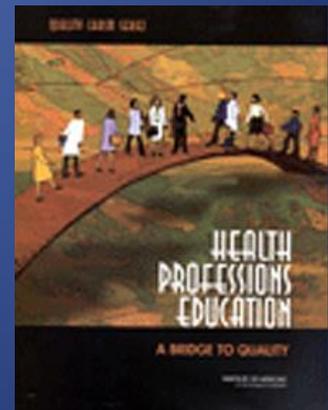
IOM: A Transformative Vision for Healthcare

Medical errors reached a critical mass and became a point of national attention. IOM report concludes that medical errors caused 98,000 deaths annually . (1999)



A redesign of the health care system to include six aims: safety, patient-centered, effective, timely, efficient, and equitable patient care. (2001)

All health professionals should be educated to deliver client-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics (2003)

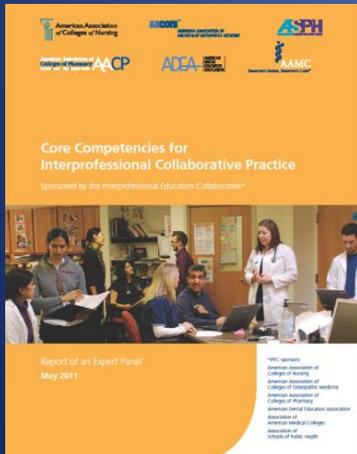


- IPE occurs when students from 2 or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.
- IPE is a necessary step in preparing a 'collaborative practice-ready' health workforce that is better prepared to respond to local health needs.



(2010)

- A collaborative practice-ready health worker is someone who has learned how to work in an interprofessional team and is competent to do so.



(2011)

Learning Together for Tomorrow's Health Care

Core Competencies for Interprofessional Collaborative Practice (IPCP). Identifies four competency domains: Values and Ethics for IP Practice; Roles and Responsibilities for IPCP; IP Communication; IP Teamwork and Team-based Care (37 competencies). IPEC

***Health professionals for a new century:
transforming education to strengthen health
systems in an interdependent world (Frenk, J.
et.al.)***



The Lancet Commission
(2011)

All health professionals in all countries should be educated to mobilize knowledge and to engage in critical reasoning and ethical conduct so that they are competent to participate in patient and population-centered health systems as members of locally responsive and globally connected teams.



Core Principles & Values of Effective Team-Based Health Care

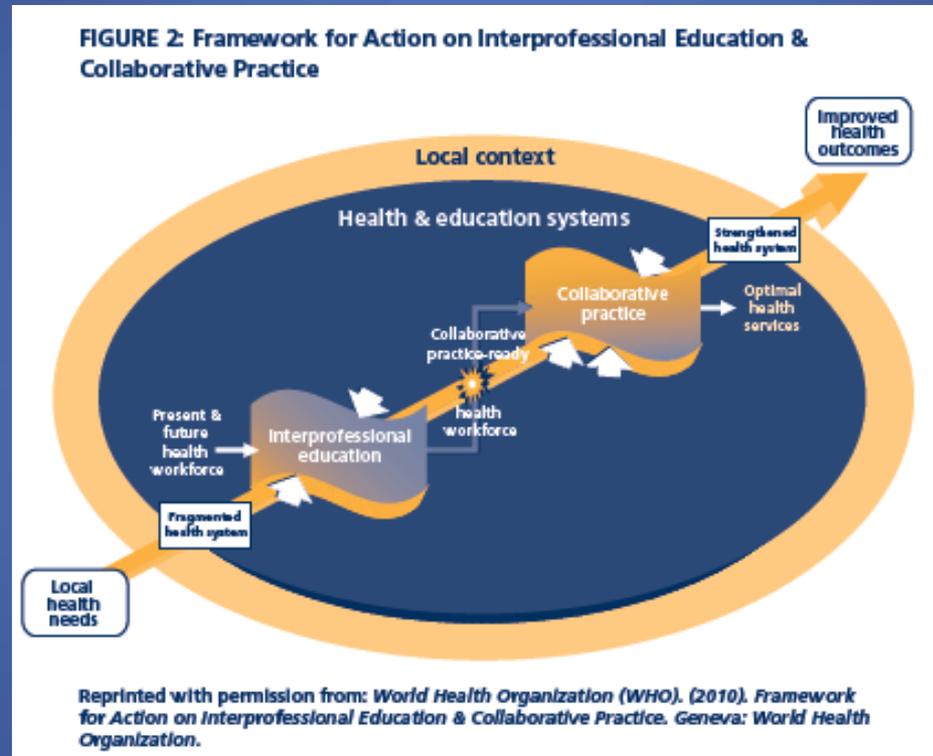
Mitchell, P. et.al.
2012

1. Shared Goals
2. Clear Roles
3. Mutual Trust
4. Effective Communication
5. Measurable Process and Outcomes

IPE and IPP/IPCP Defined

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

(WHO, 2010)



Collaborative Practice includes the process of shared patient and care goals, clear roles, mutual trust, effective communication, and measurable outcomes to improve patient care and outcomes. (IOM, 2012)

SLU-IPE Framework: Goal

- The purpose of interprofessional education (IPE) is to prepare students with knowledge, attitudes and skills of interprofessional practice (IPP or IPCP) which lead to:
 - Interprofessional patient/client-centered care
 - Optimal individual patient health outcomes
 - Improvements in community level (population) health
 - Effective and efficient delivery of health care services
 - Advocacy for improvement of health and health services

SLU-IPE Framework Premises

- IPE includes all aspects in the WHO definition – *about, from, with ... goals of practice and patient outcomes*
- IPE should occur as early as possible in the professional curriculum (*SLU: Baccalaureate Track, Post-Baccalaureate Track, Clinical Track*)
- Embedding IPE within existing curricula allows aspects of patient-centered care and IP team practice to be an expected part of professional practice

SLU-IPE Framework: Premises (cont.)

- IP collaborative practice occurs with deliberate planning and implementation of learning and practice
- IPE must have interactive learning experiences (didactic and practical) that include critical reflection
- Development and assessment of IPE is a collaborative, integrative process among a mix of IP educators

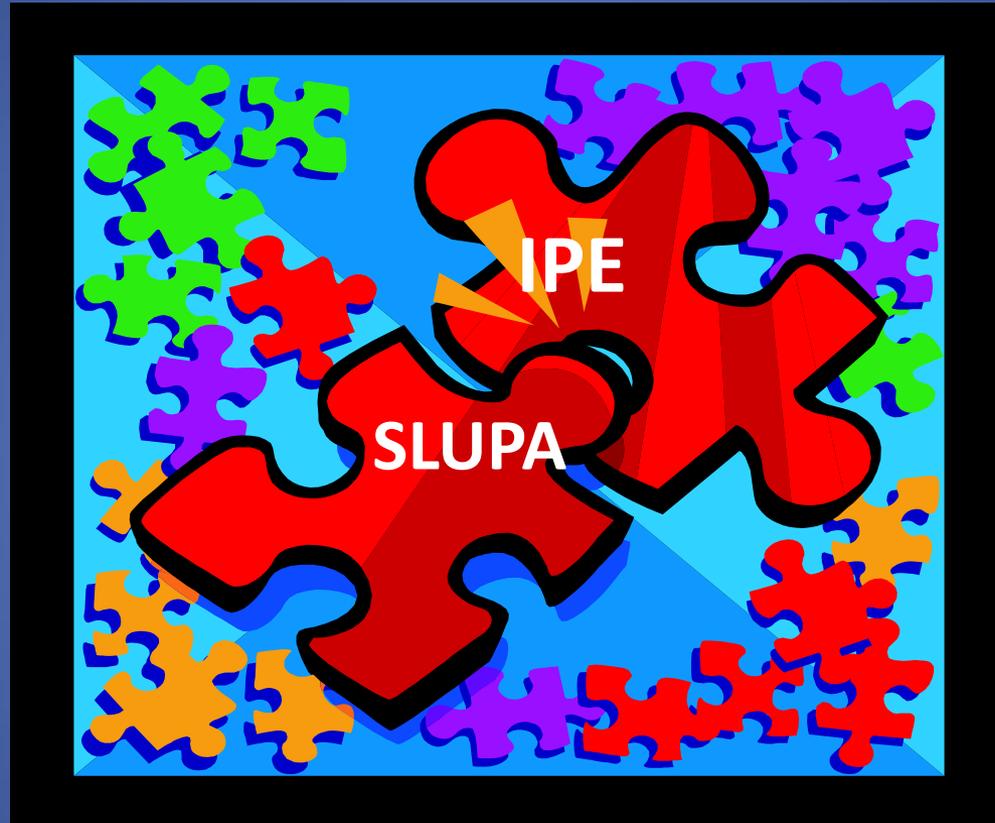
SLU-IPE Framework: Learning Experiences

- IPE occurs when students from two or more health professions learn about, from, and with each other ...
- IPE learning activities occurring when:
 - Students represent multiple professions
 - Experiences are developed, planned and taught by an IP mix faculty
 - Objectives and content include demonstration of achievement of IP competencies
 - Pedagogy includes interactive IP team discussions and collaboration on projects
 - Performance evaluation includes assessment of growth in IP competencies

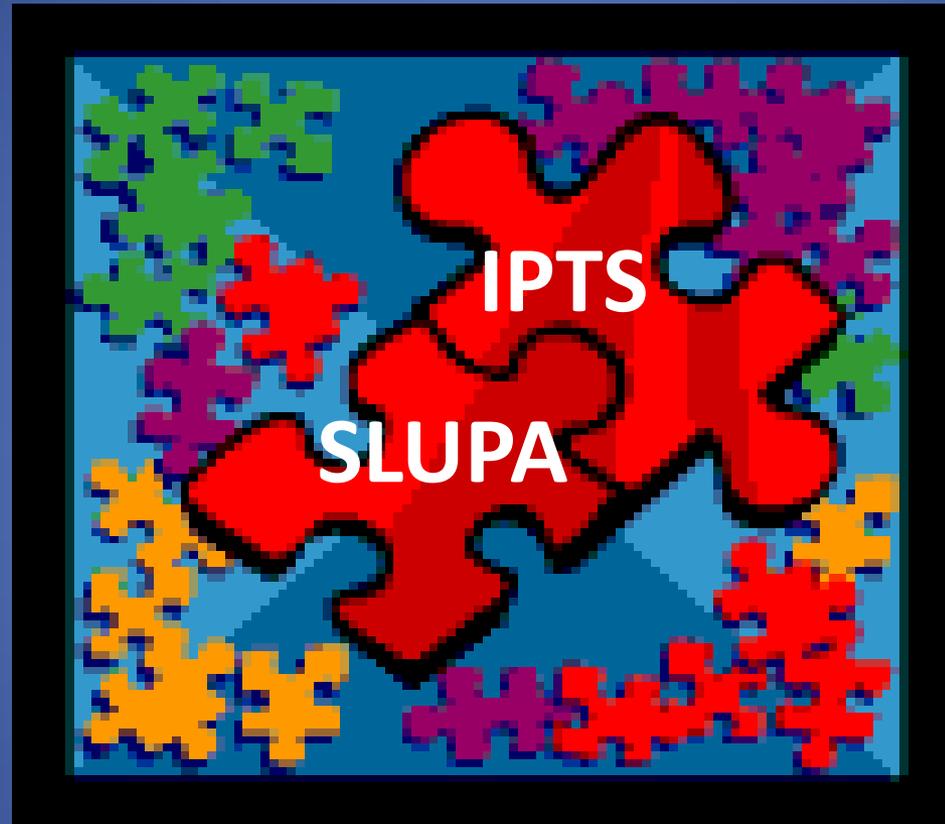
SLU-IPE Competency Domains



Finding the Right Fit for SLUPA and IPE



Interprofessional Team Seminar (IPTS)



IPTS: Course Framework

- 6 x 90 minute Sessions (3 in Fall, 3 in Spring)
- Students attend either Session A or Session B
- 617 Students
- 44 Small Groups (13-15 / group)
 - 22 Small Groups meet on session A dates
 - 22 Small groups meet on session B dates
- Faculty Facilitators from all 7 professions (%)
- Embedded in existing health professions courses (PA students - *Senior Seminar*)

IPTS: Composition 2012-2013*

7 Professions (617 students)

- Medicine* (3rd yr) - 184
- Accelerated Nursing* (ABSN, AGMSN) - 73
- Physician Assistant* - 33
- Masters Social Work* - 18
- Physical Therapy* (5-6th yr) - 76
- Occupational Therapy* (5th yr) - 58
- Pharmacy* (5th yr) -175 (St Louis COP)

* Required in Program Curriculum

IPTS: Faculty Coordination

Facilitators Meetings (about, from, with)

- 30 min before each session
- Review session objectives and learning points
- Review patient cases or materials
- Share teaching methods and experience
- Share clinical information or practice information

IPTS Course Objectives

1. Communicate your professional role and responsibilities clearly to patients, families and other care professionals and explain the roles and responsibilities of other care providers and how you will work together as a team to meet patient care needs.

IPTS Course Objectives

2. Understand the relationship between effective team communication and improved patient safety & health outcomes and choose effective communication tools and techniques to facilitate discussions that enhance team function.

IPTS Course Objectives

3. Demonstrate skills at effective interprofessional team communication and patient-centered communication that integrate the knowledge and experience of other health professionals and patients to provide appropriate care of the patient.

Aligning IPTS Course with IPEC Core Competencies

- In May, 2011 IPEC issues report: *Core Competences for Interprofessional Collaborate Practice*
- Four Domains:
 - (1) Values and Ethics for IP Collaborative Practice
 - (2) Roles and Responsibilities for IP Collaborative Practice
 - (3) Interprofessional Communication
 - (4) Interprofessional Teamwork & Team-based Care

Curriculum Map of IPTS Objectives/Activities with IPEC Core Competencies

IPTS Course Objectives	IPTS Course Activities	IPEC Domains and Selected Competency (Selected Items from the Core Competencies for Interprofessional Collaborative Practice, IPEC, 2011)	Sessions Competency is Practiced
Objectives	44 Groups of 13-15 students	Domain I: Values/Ethics for IP Practice	
1. Communicate your professional role and responsibilities clearly to patients, families and other care professionals and explain the roles and responsibilities of other care providers and how you will work together as a team to meet patient care needs.	Session 1: Intro self, intro profession, discuss scope of training in health profession program, scope of practice for profession, and personal experience with patient care. All students provided a complex patient case and asked to introduce concerns and/or contributions to care of this patient by their profession (Obj. 1)	1. Place interest of patients and populations at the center of IP health care delivery	2, 3, 4
	Session 2: Students given three complex patient cases (paper) with chart notes from their profession (provided by faculty). Students will practice having a BRIEF TEAM HUDDLE. Students will introduce chart notes from their profession and discuss needs, concerns, and potential patient safety issues with team prior to going in to see the patient. Each profession present to group. Also identify any info the team may need from the patient and assign tasks if cross-over (Obj. 1, 2, 3)	4. Recognize and respect the unique cultures, values, roles/responsibilities, and expertise of other health professions	1, 2, 4
		6. Develop a trusting relationship with patients, families, and other team members	1, 2
		9. Act with honest and integrity in relationships with patients, families, and other team members	4, 5
		Domain II: Roles and Responsibilities for Collaborative Practice	
		1. Communicate one's roles and responsibilities clearly to patients, families, and other professionals	1
2. Understand the relationship between effective team communication and improved patient safety and health outcomes and choose effective communication tools and techniques to facilitate discussions and interactions that enhance team function.	Session 3: Discuss three perspectives of bias (provider, patient, HC system) that impact the patient encounter – given sample vignettes. Introduce specific tools for having crucial conversations and how to utilize skills to improve teamwork and patient care (Obj. 2, 3)	6. Communicate with team members to clarify each member's responsibilities in executing components of a treatment plan	2, 4
	Session 4: Students given three complex cases (paper) with chart notes from all other professions (provided by faculty). Students to review other professions chart notes, discuss notes for clarification, conflicting issues, accountability to patient outcomes and hold an IP TEAM MEETING to determine common team care plan (Obj. 2, 3)	8. Engage in continuous professional and interprofessional development to enhance team performance.	3, 5
		Domain III: Interprofessional Communication	
		1. Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussion and interactions that enhance team functions	2, 3, 4
		2. Organize and communicate information with patients, families, and health care team members in a form and format that is understandable, avoiding discipline specific terminology when possible	3, 4, 5
		3. Express one's knowledge and opinions to team members involved in patient care with confidence, clarity, and respect, and work to ensure common understanding of information, treatment, and care decisions	1, 2, 3, 4, 5, 6
3. Demonstrate skills at effective interprofessional team and patient-centered communications that integrate the knowledge and experience of other health professionals and patients to provide appropriate care of the patient	Session 5: Evaluating Adverse Outcomes. Students will be provided a framework for identifying systems issues contributing to real patient errors/adverse outcome cases. Students must identify and utilize skills practiced so far to engage in crucial conversations, avoid personal blame/scapgoat, and identify action items for preventing repeat and/or future error (Obj. 2, 3)	6. Use respectful language appropriate to a given difficult situation, crucial conversation, or interprofessional conflict	3, 5
	Session 6: Students bring cases and written reflection based upon personal experiences from their clinical rotations that either demonstrated good/poor IP teamwork. Present the case, discuss what worked, how they applied skills, or ask for input on what other professions may contribute to improving patient outcomes (Obj. 3)	8. Communicate consistently the importance of team work in community and patient-centered care	5, 6
		Domain IV: IP Teamwork and Team-based Care	
		3. Encourage other health professionals – appropriate to the specific care situation – in shared patient-centered problem solving	2, 4, 6
		6. Actively encourage self and others to identify and constructively manage disagreements about values, roles, goals, actions that arise among health care professionals and with patients and families	2, 3, 4, 5

Critical Reflection

- *generates* learning (articulating questions, confronting bias, examining causality, contrasting theory with practice, pointing to systemic issues),
- *deepens* learning (challenging simplistic conclusions, inviting alternative perspectives, asking “why” iteratively),
- *documents* learning (producing tangible expressions of new understandings for evaluation)

Ash & Clayton, 2009

Whitney & Clayton, 2011



Jesuit Mission in Education

- Goal: to challenge our students to reflect upon the value implications of what they study, to assess values and their consequences for human beings.
- Purpose in education: to form men and women “for others”; graduates who are leaders-in-service.

Peter-Hans Kolvenbach, S.J.



IPTS Critical Reflection Assignment

What? (What happened/describe patient case/care and related to the learning objectives of the course?)

1. Increase awareness of the scope of training and practice ...
2. Understand issues that impact patient and IP team communications...
3. Demonstrate skills IP teamwork/communication...to improve patient care/outcome

So What? (Describe the TEAMWORK aspects of the event that impacted you and why? What was the impact of TEAMWORK on the patient/client? What are the variables involved - cultural, personal, or system factors that contributed to the patient case or how you worked as an IP Team?)

Now What? (How will you incorporate the relevant information about this experience into your future actions? Did the discussion in this IPTS session help you identify any issues/insights to experiences you are having during clinical rotations? How may this event inform your knowledge, attitudes and behaviors as a developing clinician? Did working through this IPTS help you identify anything you would like to learn or do as a future clinician?)

Basis of Critical Reflection Analysis

- Themes related to 3 IPTS learning objectives
- Transformational experiences
- Themes on challenges/barriers

St. Louis Poet: T.S. Eliot

*We had the experience but missed
the meaning. And approach to the
meaning restores the experience in a
different form.*

The four quartets

T.S. Eliot

1943