Interprofessional Education in Health Professions: How a Critical Look can Elevate Patient Safety and Collaborative Practice

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Objectives

- Discuss the significance of Interprofessional Education (IPE)
- Explain the benefits of IPE
- Identify common participants in IPE
- Describe types of IPE activities
- Relate elements of collaborative course design
- Consider implications for online students
- Brainstorm future steps
Let’s Get to Know Each Other

Are you from health profession programs?

Yes

No
What health profession are you from? (please type)
Please select the option that applies to you:

- Traditional clinical faculty
- Traditional classroom faculty
- Online faculty
- Other
What is true about the current state of the science related to IPE?

- There is good evidence that supports students in health professions should learn content about health and illness in blended groups
- Simulation is the most beneficial learning activity when it comes to IPE
- There are good studies relating specific learning activities to achievement of individual IPEC core competencies
- Most studies related to IPE are descriptive or qualitative providing lower quality evidence

Total Results: 0
What is true about the current state of the science related to IPE?

There is good evidence that supports students in health professions should learn content about health and illness in blended groups.

Simulation is the most beneficial learning activity when it comes to IPE.

There are good studies relating specific learning activities to achievement of individual IPEC core competencies.

Most studies related to IPE are descriptive or qualitative providing lower quality evidence.
What is true about the current state of the science related to IPE?

- There is good evidence that supports students in health professions should learn content about health and illness in blended groups

- Simulation is the most beneficial learning activity when it comes to IPE

- There are good studies relating specific learning activities to achievement of individual IPEC core competencies

- Most studies related to IPE are descriptive or qualitative providing lower quality evidence

✓ 0%
The Significance of Interprofessional Education in the Health Professions

It’s about patient safety and improved outcomes
Definitions

- Interprofessional Education (IPE)
- Interprofessional Collaborative Practice (IPCP)
History of IPE & IPCP in the United States

- 2000: Institute of Medicine (IOM), *To Err is Human: Building a Safer Health System*
- 2003: IOM published core competencies for all healthcare professionals; TeamSTEPPS® introduced by the Agency for Healthcare Research and Quality (AHRQ)
- 2009: Interprofessional Education Collaborative (IPEC) formed
- 2011: IPEC core competencies published
- 2014: Health Professions Accreditors’ Collaborative (HPAC) formed
- 2016: IPEC core competencies updated to include "triple aim"
What are some of the Benefits of IPE?

- IPE has a significant impact on students’ knowledge, attitudes and skills toward collaboration
- Beginning to drive changes in organizational policies and practices that benefit patients
Who Should Participate in IPE

Students from all health professions including:

- Radiologic technology
- Respiratory therapy
- Dental and dental hygiene
- Nursing
- Pharmacy
- Medicine
- PT
- OT
- SLP
- PA
- Social work
- Public health
- EMT/Paramedics
- Dietitian

You cannot work adequately with other health professionals if you do not understand what they do. But you cannot understand what they do if you do not learn about them, from them and with them.

International Federation of Medical Students’ Associations
What Kinds of Activities are Employed for IPE?

- Didactic content
- Small group work with case studies
- Simulation activities
- Short and long-term clinical practice
- College courses
What types of IPE activities are used in your programs?
Educational Planning: Transition to Baccalaureate Health Professions

- Single discussion related to IPE
- Goal to Increase engagement
- Have students apply concepts of IPE
- Improve collaboration
- Keeping in mind our online students
Found multitude of activities
Most literature finds helpful in all competency domains
Most success with multiple activities over a time period rather than a single activity
Some evidence that learning in small groups is beneficial

Common measurement tools include RIPLS, T-TAQ, IPEC Competency Self-Assessment Tool

Interprofessional Education Collaborative.

Four IPEC Competency Domains.
Note: Adapted from Core Competencies and Competency Statements for Interprofessional Practice, by IPEC Expert Panel, 2016. Interprofessional Education Collaborative.
The Why and How of this Project

IMTL

- Share
- Support
- Learn
- Feedback
- Free lunch 😊
Course Design Process

Team: 3 IDs + 1 Faculty

ID Process: Agile

Plan
Design
Implement
Evaluate

Created by Nhor from Noun Project

Created by Laymik from Noun Project
Phase 1: Interactive Case Study

Directions for Discussion

- Review the medical record for Shawn. In the progress notes, you will find consultations and notes from the pulmonologist (p. 8), social worker who coordinates interdisciplinary rounds (p. 10), and the registered dietitian (p. 9). There are also several nursing notes in the SOAP format.
- Read Gagan’s (2009) article and view the SOAP Notes video to familiarize yourself with the components of a SOAP note.
- Transcript for SOAP Notes(6.34)
- In preparation for interdisciplinary patient rounds, compose a SOAP note addressing Shawn’s condition from the perspective of your own profession.
- Discuss your questions and concerns about Shawn, as well as recommendations from the perspective of your profession. You may find it helpful to use your SOAP note as a guide.
- Include the SOAP note in your initial post in the discussion area.
- In your written discussion post, explain how your selected competency domain fits into your personal practice in the health professions in this situation.
- In your peer responses, ask a relevant question and collaborate with your classmates about the patient.
- Follow all guidelines of the discussion rubric.
## Phase 1: Medical Record

### SUNY ESC Medical Center
113 West Ave, Saratoga Springs, NY 12866
(518) 555-1234
Hospital No. 111

### Inpatient Face Sheet

<table>
<thead>
<tr>
<th>Patient Name and Address</th>
<th>Gender</th>
<th>Race</th>
<th>Marital Status</th>
<th>Patient No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLEARY, SHAWN</td>
<td>M</td>
<td>W</td>
<td>S</td>
<td>6789</td>
</tr>
<tr>
<td>28 JONES ROAD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APT 228</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>JACKSONVILLE, NC 28540</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date of Birth</td>
<td>Age</td>
<td>Maiden Name</td>
<td>Occupation</td>
<td></td>
</tr>
<tr>
<td>06/09/YYYY</td>
<td>24</td>
<td>NA</td>
<td>Analyst USMC</td>
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</table>

<table>
<thead>
<tr>
<th>Admission Date</th>
<th>Time</th>
<th>Discharge Date</th>
<th>Time</th>
<th>Length of Stay</th>
<th>Telephone Number</th>
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<tbody>
<tr>
<td>09/12/YYYY</td>
<td>1130</td>
<td>MM/DD/YYYY</td>
<td></td>
<td></td>
<td>(910) 555-9876</td>
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</table>

<table>
<thead>
<tr>
<th>Guarantor Name and Address</th>
<th>Next Of Kin Name and Address</th>
<th>Relationship to Patient</th>
<th>Next of Kin Telephone Number</th>
<th>Relationship to Patient</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLEARY, SHAWN</td>
<td>OLEARY, PATRICK</td>
<td>BROTHER</td>
<td>(518) 555-0011</td>
<td>Brother</td>
</tr>
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<table>
<thead>
<tr>
<th>Admitting Physician</th>
<th>Admit Type</th>
<th>Room Number/Bed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Smith, MD</td>
<td>INPATIENT</td>
<td>311-A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attending Physician</th>
<th>Admitting Diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Smith, MD</td>
<td>Guillain-Barré Syndrome – AIDP Type</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Insurer</th>
<th>Policy and Group Number</th>
<th>Secondary Insurer</th>
<th>Policy and Group Number</th>
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<tbody>
<tr>
<td>Tricare</td>
<td>987-6543</td>
<td>NA</td>
<td>NA</td>
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### Diagnoses and Procedures

<table>
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<tr>
<th>ICD Code</th>
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<tbody>
<tr>
<td>987-6543</td>
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</table>

**Principal Diagnosis**
Guillain-Barré Syndrome – AIDP Type

**Secondary Diagnoses**

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**Phase 1 Summer 2020**

**Interactive Case Study**

**IPE Case Study**

**Medical Record**
Phase 2:
Clarified Instructions and Examples

CONSULTATION REPORT

Nutrition Consultation
Nutrition Therapy: TF Initiation
S: EGD with PEG placement this afternoon. TF plan discussed with pt. Pt with no further questions or concerns re: TF initiation.
O: 26 yom admit for Guillain-Barré syndrome, acute inflammatory demyelinating polyradiculoneuropathy (GBS-AIDP) subtype. PMHx per HPI, previously healthy
Ht: 76” Wt: 65.2 kg %BW: 96% Wt loss: 4% (6 lbs in 1 week) Diet: NPO IV: NS & 50 mL/hr 1/01 2345/1025
Labs: Na 139, K+ 3.2, Cl 110, CO2 17, BUN 16, Crt 1.09, Mg 2.2, PO4 2.2, Alb 2.3
Meds include: Enoxaparin, Ibuprofen, Gabapentin, Immune Globulin
Ket needs: 2200-2600 kcas, 88-106 g protein, 2500 - 3000 mL/fluid/d
A: Unintentional weight loss related to loss of appetite and difficulty swallowing as evidenced by 6 lbs weight loss over 1 week. Appropriate to start enteral nutrition support to meet 100% pt’s estimated kcal and protein needs. Will start TF tomorrow morning at low rate for refeeding syndrome precautions and advance slowly. Recommend supplement 100 mg/day thiamine to enhance O2 utilization with high refeeding risk. Mild hypokalemia treated with oral KCl supplementation daily. MD to continue daily KCl supplementation.

P: Start TF tomorrow morning with Fibersource 80 mL/hr + 20 mL/hr water flush; increase rate by 10 mL/hr to goal rate of 80 mL/hr
Fibersource at 80 mL/hr + 20 mL/hr water flush via PEG provides 2304 kcal, 104 gm protein, and 2035 mL free water per day
Plan to cycle down to 12 hr cycle in the next 2-3 days
Add 100 mg/day thiamine for 3-5 days
Ordered 2 tabs oral KFbux Neutral x 3 doses
Monitor Propofol amounts as administered in lipid emulsion provides 1.1 kcal/mL as fat
RD will continue to monitor po intake, labs, TF tolerance, course & nutrition needs
Mary Gray, RDH

Phase 1
Summer 2020
Interactive Case Study
Medical Record
Examples

Phase 2
Fall 2020
IPE Case Study
Clarified Instructions
**Phase 3:**
Video Responses and Project Evaluation

- LearnScape (Kaltura) integrates with Discussion
- Enabled Video Response
Phase 4: 360 Degree Video and OER

- IPCP Team Meeting
- Interactive
- Non-Linear
- Multiple Points of View
- Release of OER content

Phase 1: Summer 2020
- Interactive Case Study
- Medical Record

Phase 2: Fall 2020
- Clarified Instructions
- Examples

Phase 3: Spring 2021
- Video Responses
- Evaluations

Phase 4: Future
- 360 Degree Video
- OER
Evaluate the Project
User Experience Design Processes

- User/Learner Centered Iterative process
- User/Learner Experience Interviews
- Identify Pain Points
- Revise Course To Address Issues
- Repeat Process at End of Phase 4
Questions?


References


Evaluate Sessions and Win!

- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

**Five (5) $25 gift cards** will be awarded

Must submit evals using the OLC conference website, beta platform mobile app