



# **WCHHS Lunch and Learn: Interprofessional Education**

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Dr. Melissa Osborne, Wellstar School of Nursing

Dr. Kandice Porter, Dept of Health Promotion and Physical Education

Dr. Monica Nandan, Dept of Social Work and Human Services

Dr. Michelle Rhue, Dept of Social Work and Human Services

# Session Overview

- Introduction to Interprofessional Education (IPE) and Interprofessional Collaborative Practice (IPCP)
- Evidence of Effectiveness
- Accreditation Standards Related to IPE
- Examples of IPE Initiatives in Higher Ed
- Next Steps and Opportunities for Involvement

A group of six healthcare professionals, including doctors and nurses, are seated around a table in a bright, modern meeting room. They are engaged in a discussion, with one man in a white lab coat smiling and looking towards the camera. A laptop is open on the table in front of him. The room has large windows in the background, letting in natural light.

# INTRODUCTION TO IPE AND IPCP



# Student Success

- "We will focus instruction to ensure academic programs are connected to the world our students enter." - USG Goals for Student Success
- Students often learn in silos but enter the working world as part of an interprofessional team
- IPE addresses career readiness by preparing students to work in such teams

# Learning in **SILOS**



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**Interprofessional**

**Practice-ready**

**Independent**

Discipline specific skills & practice

**Socialization into profession**

# What is Interprofessional Education (IPE)?

## Definition

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

## Purpose

"No one profession, working in isolation, has the expertise to respond adequately and effectively to the complexity of health needs" **WHO, 2010**

# Interprofessional Collaborative Practice (IPCP)

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

(WHO, 2010)



# Interprofessional Education

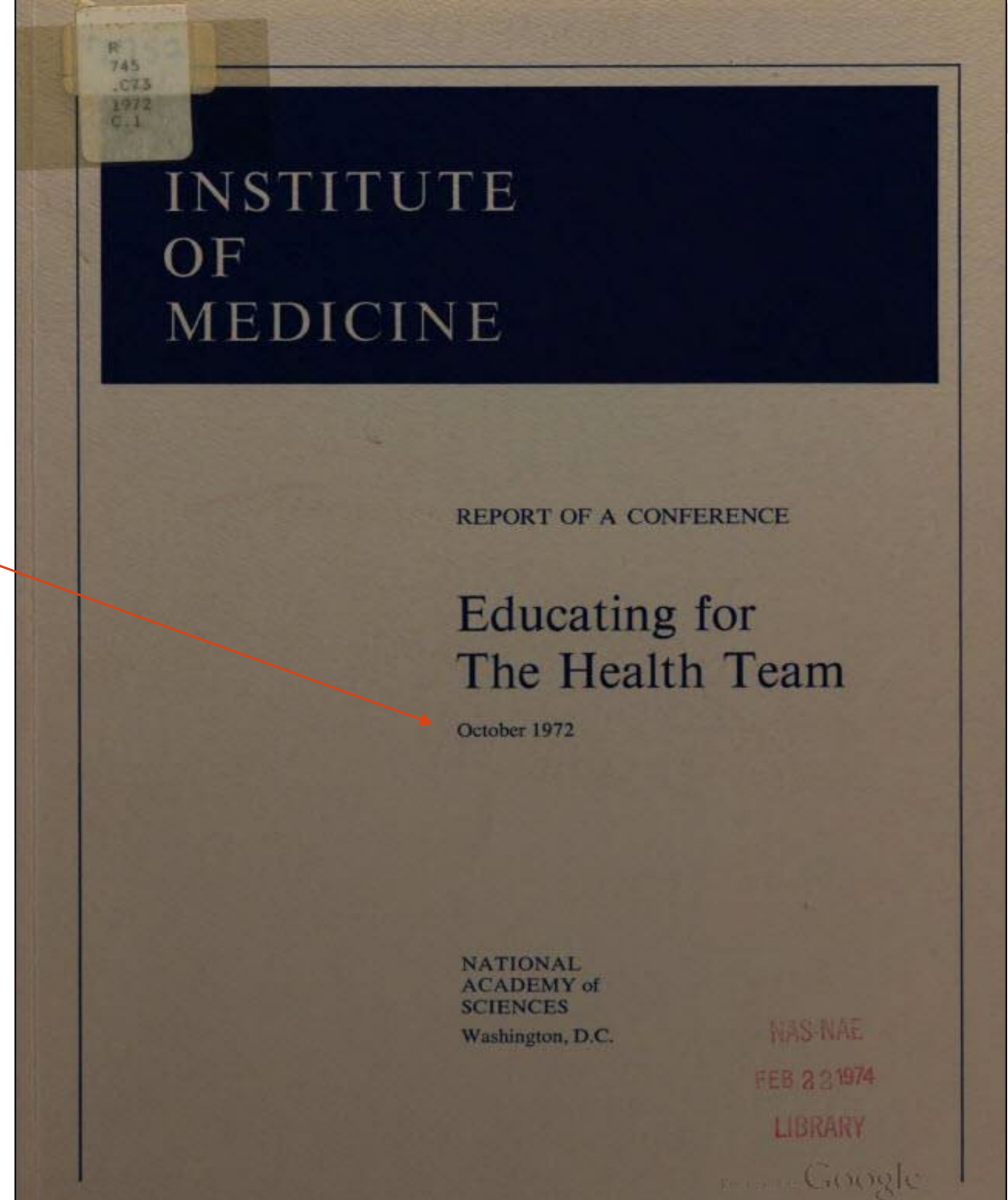


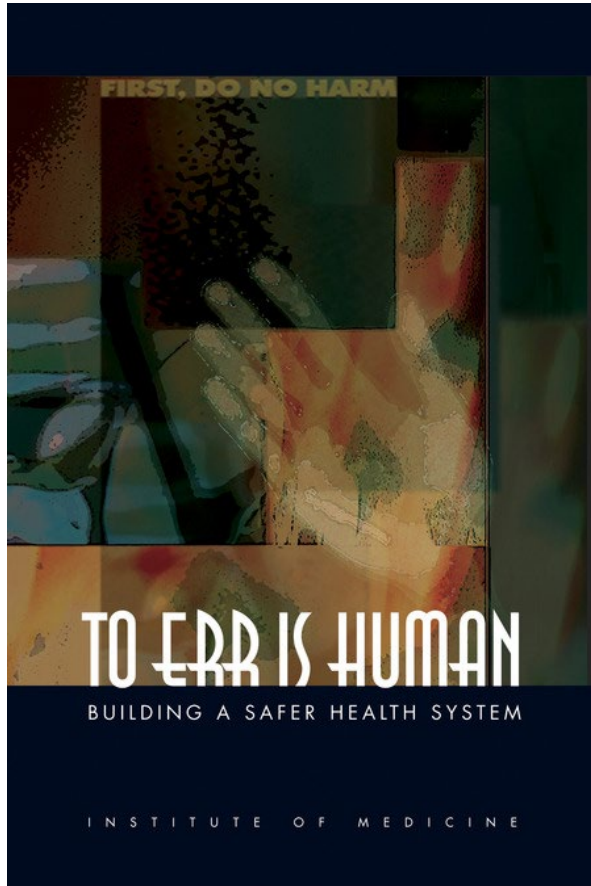
“If health care providers are expected to work together and share expertise in a team environment, it makes sense that their education and training should prepare them for this type of working arrangement.”

The cartoon “CIHC Campus: How can they work together if they don’t learn together?” (CIHC, 2008)



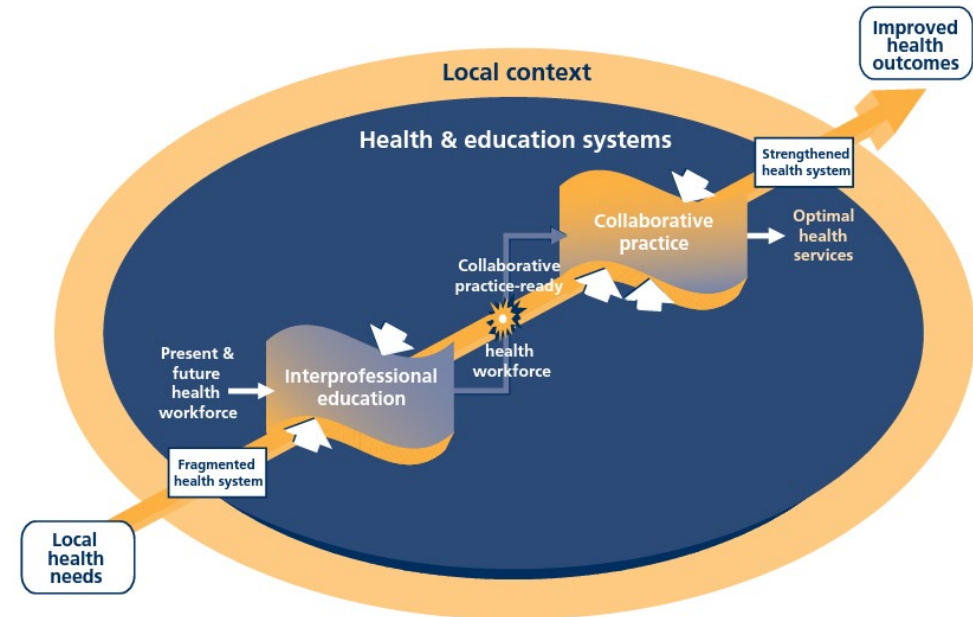
Not a new  
concept





"It is clear that **how** care is delivered is as important as **what** care is delivered." -IPEC Expert Panel, 2011

FIGURE 2: Framework for Action on Interprofessional Education & Collaborative Practice



Reprinted with permission from: World Health Organization (WHO). (2010). *Framework for Action on Interprofessional Education & Collaborative Practice*. Geneva: World Health Organization.



# Core Competencies for Interprofessional Collaborative Practice

Sponsored by the Interprofessional Education Collaborative\*



Report of an Expert Panel  
May 2011

\*IPEC sponsors:  
American Association of Colleges of Nursing  
American Association of Colleges of Osteopathic Medicine  
American Association of Colleges of Pharmacy  
American Dental Education Association  
Association of American Medical Colleges  
Association of Schools of Public Health

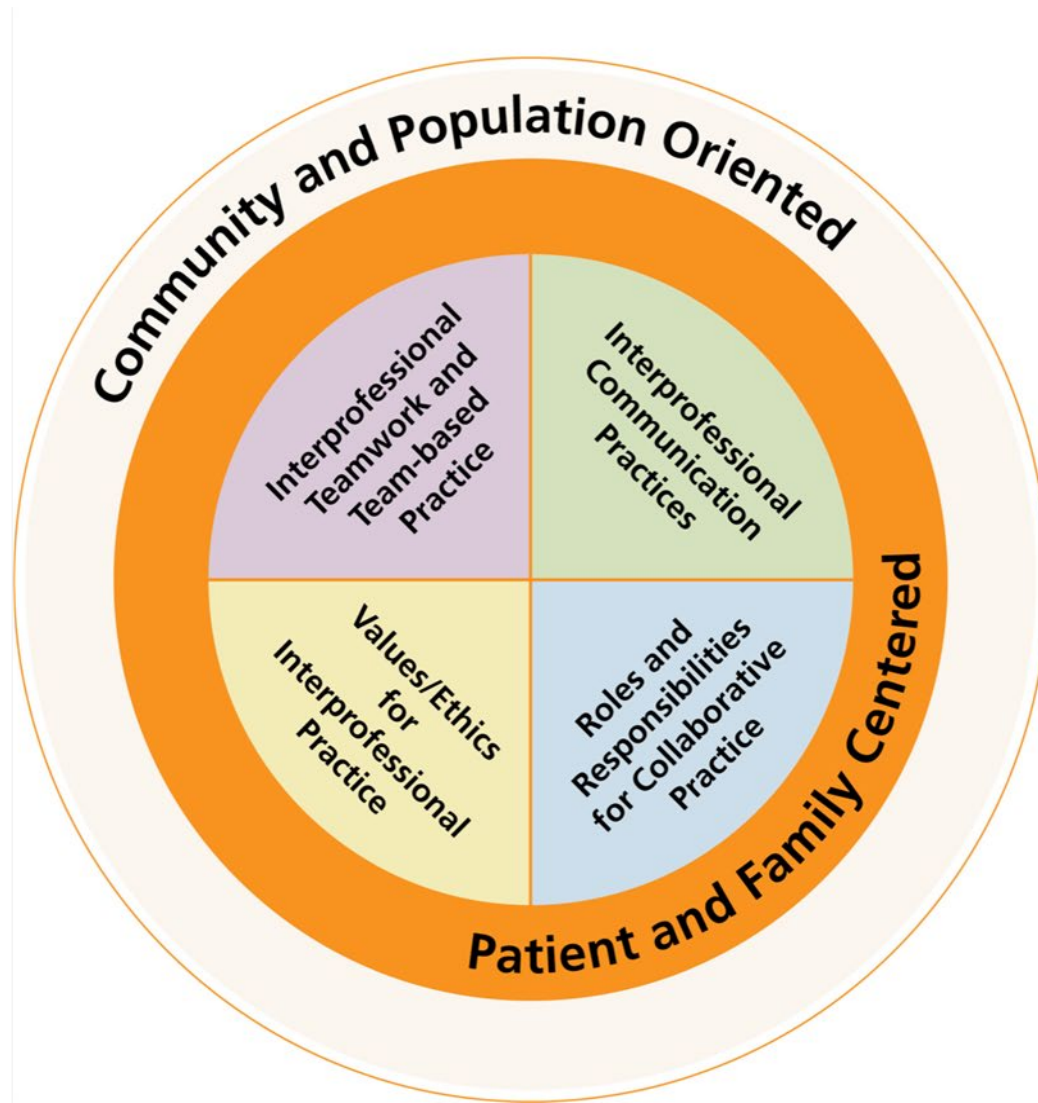


Interprofessional Education Collaborative  
*Connecting health professions for better care*

# Core Competencies for Interprofessional Collaborative Practice:

## 2016 Update

# IPEC CORE COMPETENCIES



*Competency based approach integrates what the student needs to **“know”** with what the student is able to **“do”** to be a collaboration ready graduate.*

# Core Competencies

- **Values and Ethics**

- "Work with individuals of other professions to maintain a climate of mutual respect and shared values."

- **Roles and Responsibilities**

- "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."

- **Interprofessional Communication**

- "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 maintenance of health and the prevention and treatment of disease."

- **Teams and Teamwork**

- "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...."

# Sub-Competencies

- Example – Roles and Responsibilities

## Roles/Responsibilities Sub-competencies:

RR1.	Communicate one's roles and responsibilities clearly to patients, families, <b>community members</b> , and other professionals.
RR2.	Recognize one's limitations in skills, knowledge, and abilities.
RR3.	Engage <b>diverse professionals</b> who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific <b>health and healthcare needs of patients and populations</b> .
RR4.	Explain the roles and responsibilities of other providers and how the team works together to provide care, <b>promote health, and prevent disease</b> .
RR5.	Use the full scope of knowledge, skills, and abilities of <b>professionals from health and other fields</b> to provide care that is safe, timely, efficient, effective, and equitable.
RR6.	Communicate with team members to clarify each member's responsibility in executing components of a treatment plan or public health intervention.
RR7.	Forge interdependent relationships with other professions <b>within and outside of the health system</b> to improve care and advance learning.
RR8.	Engage in continuous professional and interprofessional development to enhance team performance <b>and collaboration</b> .
RR9.	Use unique and complementary abilities of all members of the team to optimize <b>health and patient care</b> .
RR10.	<b>Describe how professionals in health and other fields can collaborate and integrate clinical care and public health interventions to optimize population health.</b>

# Sub-Competencies – More Examples

## Values and Ethics

VE3.	Embrace the cultural diversity and individual differences that characterize patients, populations, and the <b>health team</b> .
VE4	Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions <b>and the impact these factors can have on health outcomes</b> .

## IP Communication

CC2.	<b>Communicate</b> information with patients, families, <b>community members</b> , and <b>health team</b> members in a form that is understandable, avoiding discipline-specific terminology when possible.
CC3.	Express one's knowledge and opinions to team members involved in patient care <b>and population health improvement</b> with confidence, clarity, <b>and</b> respect, working to ensure common understanding of information, treatment, care decisions, <b>and population health programs and policies</b> .

## Teams and Teamwork

TT6.	Engage self and others to constructively manage disagreements about values, roles, goals, and actions that arise among <b>health and other</b> professionals and with patients, <b>families, and community members</b> .
TT7.	Share accountability with other professions, patients, and communities for outcomes relevant to prevention and health care.
TT8.	Reflect on individual and team performance for individual, as well as team, performance improvement.

# Poll Questions



- Considering these definitions of interprofessional education (IPE) and interprofessional collaborative practice (IPCP)...
  - Have you engaged in IPE (as a student or an educator)?
  - Have you engaged in IPCP?



A group of six healthcare professionals, including doctors and nurses, are seated around a table in a bright, modern setting, likely a hospital or clinic. They are engaged in a discussion, with one man in a white lab coat smiling and looking towards the camera. A laptop is open on the table in front of him. The background features large windows with a view of a building.

# EVIDENCE OF EFFECTIVENESS



# Emerging Evidence

- Collaborative practice strengthens health systems and improves health outcomes (Van Dam et al., 2019)
- Team-based approach maximizes the strengths and skills of each member of a health team (Sibbald, Ziegler, Maskell & Schouten, 2021)
- Clear need for a collaborative practice ready health workforce, which includes health and human services professionals from clinical and non-clinical fields (Ramsden et al., 2021)
- Collaborative practices assists with recruitment and retention of health workers and possibly mitigates healthcare worker burn out ([Health Worker Burnout — Current Priorities of the U.S. Surgeon General \(hhs.gov\)](https://www.hhs.gov/health-work/burnout))

# Emerging Evidence

- Improvements in attitudes toward and knowledge/skills needed for working in an interprofessional environment
- Increased self-efficacy for IPCP and observed attitudes toward collaborative work
- Limited research involving patient outcomes
- More research needed incorporating observed behaviors in the practice setting and involving patient outcomes



# ACCREDITATION STANDARDS RELATED TO IPE



# Accreditation Standards

- **Nursing**

- AACN Essentials Domain 6: Interprofessional Partnerships

- **Social Work**

- IPCP and IP conceptual frameworks woven throughout CSWE Educational Policy and Accreditation Standards

- **Public Health**

- CEPH (and NCHEC) learning outcomes include interprofessional practice

- **Prosthetics and Orthotics**

- CAAHEP foundational content areas
- Experiences that expose the student to interprofessional communication
- Collaboration as member of interdisciplinary healthcare team

- **Exercise Science**

- CAAHEP knowledge domains
- Communicating with other professionals to meet client needs

- **Human Services**

- CSHSE standards emphasize an interdisciplinary approach

A group of six diverse professionals are seated around a table in a bright, modern meeting room. They are engaged in a discussion, with one man in a white lab coat and tie smiling towards the camera. A laptop is open on the table in front of him. The room has large windows in the background, letting in natural light. The overall atmosphere is collaborative and professional.

**EXAMPLES OF IPE INITIATIVES IN HIGHER ED**



# Examples of IPE Initiatives

- University of Michigan
  - Center for IPE supported by multi-million-dollar university grant plus funding from the affiliated schools
  - 7 health science schools
  - Activities/Opportunities
    - Courses
      - Classroom (e.g., Intro to IPE; Trauma-Informed Practice)
      - Co-curricular (e.g., student-run clinic)
    - Student organization
    - Faculty IP Leadership Fellows
    - And more

# Examples of IPE Initiatives

- The Ohio State University
  - Interprofessional Healthcare Academic Certificate
  - 12 credit hours, graduate-level
  - Collaboration between nursing, medicine, pharmacy, social work
  - Courses include:
    - Interdisciplinary Case Management
    - Social Determinants of Health: An Interdisciplinary Perspective
    - Interprofessional Evidence-Based Practice
- Case Western Reserve University
  - Office of IP and ID Education and Research
  - Leadership Teams and Student Council
  - Collaborating programs include dental, nursing, medicine, nutrition, pharmacy, PA, psychology, social work
  - Coursework includes:
    - Undergraduate teamwork course in partnership with community organization
    - Clinical collaborative practice experience



# Examples of IPE Initiatives - USG

- Georgia Southern
  - Community health fairs
    - Athletic training, nursing, rehab sciences, health services admin, and more
  - Collaboration between Medical Lab Science and Sports Medicine graduate programs
  - Online resources
  - Faculty committee
- University of Georgia
  - IPE Day
    - Partnership with pharmacy, social work, AU nursing and med schools
  - IPE Public Health Event
- University of North Georgia
  - In development
  - Partnership with counseling, nursing, PT, and interdisciplinary healthcare



**NEXT STEPS AND OPPORTUNITIES FOR  
INVOLVEMENT**

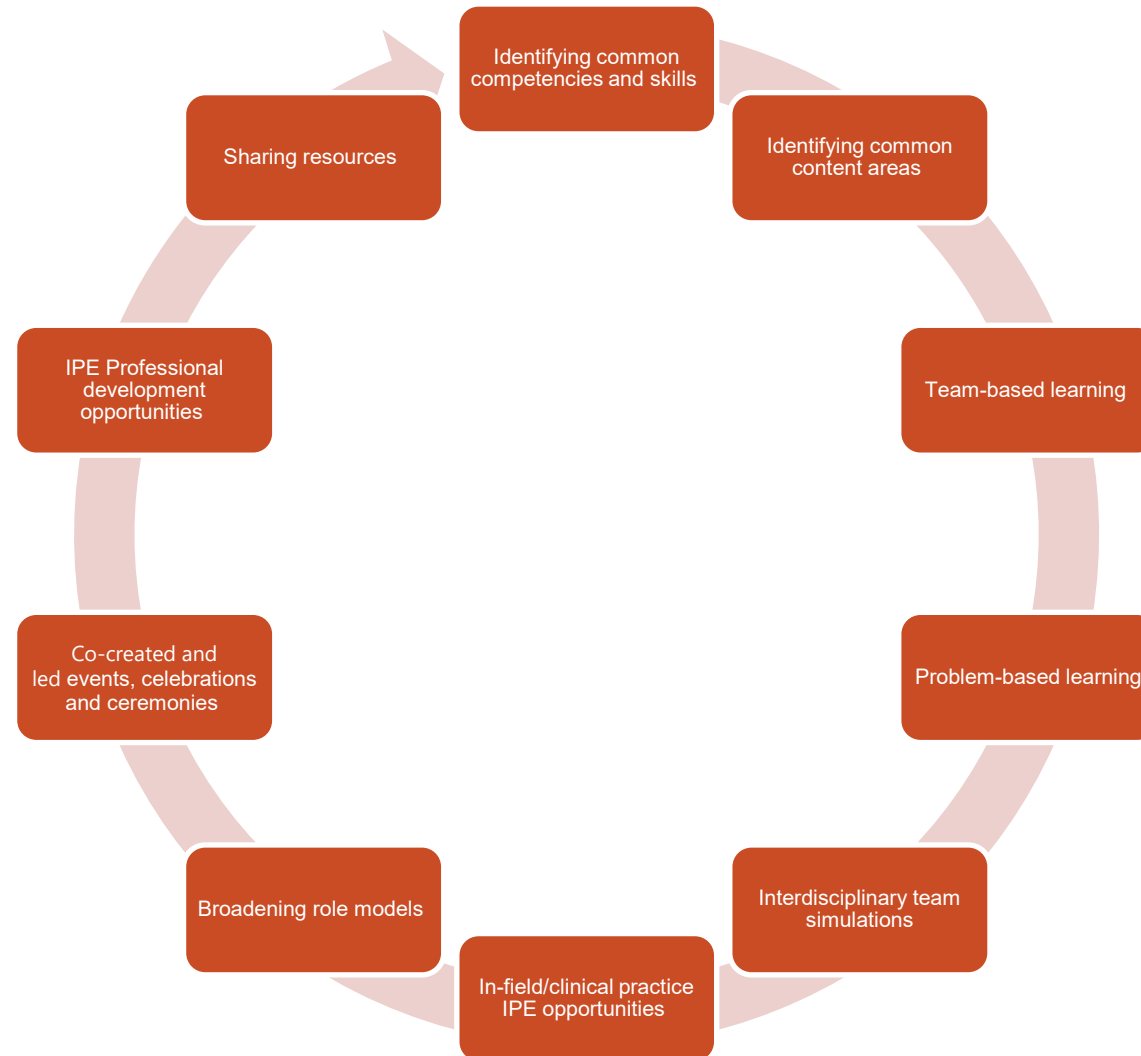


# Barriers

- Fears of diluted professional identity
- Discipline rivalries or competition for limited resources
- Differences in standards and accreditation requirements
- Logistical issues and “crowded” curriculum
- Varying levels of faculty preparation in IPE
- Faculty workload and recognition for IPE efforts



# Possible Solutions



# Opportunities

- Curricular

- What are some common areas for collaboration?
  - Content
  - Skills

- Co-curricular

- What are things we can do outside the classroom that can enhance interprofessional collaborative practice?



# Next Steps

- Undergraduate special topics course
- Graduate coursework
- Service-learning and field experience collaborations
- College-wide simulations and case studies
- Create faculty workgroups
- Engage student leaders



# Professional Development



## VIRTUAL IPEC FACULTY DEVELOPMENT INSTITUTE

### *Interprofessional Education: Building a Framework for Collaboration*

May 23-25, 2023 | Zoom and IPEC Learning Connect



[May 2023 Institute \(ipecollaborative.org\)](https://www.ipecollaborative.org)

## Train-the-Trainer (T3) Team Development Training Program (University of Texas at Austin, May)

A comprehensive series of interactive learning opportunities with a focus on interprofessional practice and education. The 3.5-day virtual workshops are hosted by two different university sites:



University of Virginia Center for Interprofessional Collaborations, Charlottesville, Virginia  
April 26-29, 2023 (virtual)

University of Texas at Austin  
May 22-25, 2023 (virtual)

[More Information](#)

#### Event Date:

Monday, May 22, 2023 - 8:00 am CDT to Thursday, May 25, 2023 - 12:00 pm CDT

#### Location:

Online

## [Train-the-Trainer Interprofessional Faculty Development Program | National Center for Interprofessional Practice and Education \(nexusipe.org\)](https://www.nexusipe.org)



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### CONFERENCE & EVENTS

Our calendar lists upcoming interprofessional practice and education-related events, conferences and calls for abstracts from around the world. View the calendar or submit your own entry.

[Submit your Event](#)

COLLABORATING ACROSS BORDERS VIII CONFERENCE

## Hope and Trust in Health and Social Care

Virtual Conference May 16 - 18, 2023 | Pre-Conference Workshops May 15, 2023



### Collaborating Across Borders (CAB) VIII: Hope and Trust in Health and Social Care

Virtual Conference May 16-18, 2023 | Pre-conference Workshops May 15, 2023

CAB VIII is presented by AIHC and CIHC, and hosted in 2023 by the University of Toronto Center for Advancing Collaborative Healthcare and Education and the University Health Network.

Registration now open. Early bird rates available through April 3. Learn more at <https://events.myconferencesuite.com/CAB-VIII/>

[Home | AIHC \(aihc-us.org\)](https://www.aihc-us.org)

[Conferences & Events | National Center for Interprofessional Practice and Education \(nexusipe.org\)](https://www.nexusipe.org)

# Interested in IPE?

- Interested in being involved in IPE at the WCHHS?
  - Scan the QR code or click the link
  - Enter your information into the form
  - Indicate your areas of interest
  - <https://forms.office.com/r/xmb7GHNApN>

