Forging Ahead: Interprofessional Education in Health Professions Programs

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Community College of Baltimore County Initiative:

*Educate faculty and trial student experiences in Interprofessional Education*

Grant Funding From:

- Maryland Higher Education Commission / Nurse Support Program II

The Nurse Support Program II (NSP II) is funded by the Health Services Cost Review Commission (HSCRC) and administered by Maryland Higher Education Commission (MHEC). The goal of the Nurse Support Program is to increase the number of nurses in Maryland. NSP I supports hospital centered initiatives while NSP II focuses on expanding the capacity to educate nurses through nursing education programs at Maryland institutions.
Objectives:

At the end of this session, participants will:

• Describe strategies for implementing interprofessional teamwork and collaboration in nursing and allied health programs within the community college.

• Provide examples of interprofessional collaborative learning experiences designed for associate degree students.

• Discuss the challenges of educating faculty and organizing students from multiple disciplines for interprofessional education.
In this presentation:

- IPE, a brief introduction
- THE CCBC IPE Program
- Challenges of initiating IPE in the Community College Setting
Language delay and professional non-communication

- https://www.youtube.com/watch?v=38Q AeY-stXY&app=desktop
Triple/Quadruple Aim*

• Improved patient experience of care, quality of care and satisfaction
• Improved health of population
• Reduce per capita costs of healthcare

• improving the work life of health care providers, including clinicians and staff.

*Institute of Healthcare Improvement (www.ihi.org)
What is Interprofessional Education?

• Most common accepted definition: occurs when two or more professionals (students, residents, or health workers) learn with, about, and from each other to enable effective collaboration and improve health care\(^1\)

• “Interprofessional Collaboration is the process of developing and maintaining effective interprofessional working relationships with learners, practitioners, patients, clients, families and communities to enable optimal health outcomes.”\(^2\)

\(^1\)(World Health Organization 2010)

\(^2\)(Canadian Interprofessional Health Collaborative 2010)
What IPE is not!

• Students from different health professions in a classroom receiving the same learning experience without reflective interaction among students from the various professions;

• A faculty member from a different profession leading a classroom learning experience without relating how the professions would interact in an interprofessional manner of care; and

• Participating in a patient care setting led by an individual from another profession without sharing of decision-making or responsibility for patient care.
Interprofessional Education has become the norm in most major universities

✓ Thomas Jefferson University
✓ UVA Center for Academic Strategic Partnerships for Interprofessional Research and Education (ASPIRE)
✓ University of Minnesota
✓ Saint Louis University
✓ The University of California, San Francisco
Where are the Community Colleges?

• Pre-baccalaureate healthcare professionals make up anywhere from 39%-95% of workers in a healthcare system *

• Literature review and anecdotal evaluations indicate limited formal IPE programs at the Community College

Without IPE...
Associate degree students are **disadvantaged** when they join the healthcare team

- Learning focuses on socializing to roles and responsibilities of the chosen profession
- Limited interdisciplinary interactions/activities – Silo mentality
- Time limitations due to “packed” curricula
Goal of interprofessional education

• Prepare a collaborative practice ready healthcare workforce, with competencies to work together in interprofessional teams to deliver quality care and achieve improved health outcomes (WHO)
What are the IPE core competencies?

Values/Ethics for Interprofessional Practice

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

Roles/Responsibilities

- Use the knowledge of one’s own role and those of other professionals to appropriately assess and address the health care needs of patients and to promote and advance the health of populations

Core Competencies for Interprofessional Collaborative Practice: 2016 Update
IPE Core Competencies

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 and population health programs and policies that are safe, timely, efficient, effective and equitable.
Community College of Baltimore County (CCBC)  
School of Health Professions

• CCBC is ranked among the top providers of undergraduate education, workforce development, technology training, and lifelong learning/life enrichment in the Baltimore Metropolitan area.

• Three Major Campuses
CCBC
School of Health Professions
Programs

• Dental Hygiene
• Emergency Medical Technician
• Massage Therapy
• Medical Laboratory Technician
• Mental Health
• Mortuary Science
• Occupational Therapy Assistant

• Physician Assistant
• Practical Nursing
• Registered Nursing
• Radiography
• Radiation Therapy
• Respiratory Therapy
• Veterinary Tech
Objectives of the Planning Grant:

- Explore the application of IPE in a variety of academic settings via site visits, participation in conferences and workshops.
- Introduce and educate faculty on IPE and the four IP competencies
- Design and pilot a variety of IPE activities with pre-licensure students
- Identify and pilot assessment tools for use with IPE activities
Step 1: Faculty Development:

- Collaboration Across Borders (CAB), Roanoke, VA
- Educating Health Professions for IP Practice Buffalo, NY
- Train the Trainer Faculty Development Program Charlottesville, VA
- National IPE Summit 2016 and 2017 Minneapolis, MN.
- IPE and Collaboration initiatives at Johns Hopkins University SON, Baltimore, MD
- Speaker: Jane Kirschling PhD, RN University of Maryland
- New Web-Based Method for Geriatric IPE: Interactive Unfolding Cases
- Northeastern-Central Pennsylvania IPE Coalition-Collaborative Care Summit
- Drexel Simulation Training Philadelphia, PA
- TEAMSSTEPS Training
Step 2: Creation of Student Activities / IPE Menu

- SHP Student Orientation
- Health Mentors Projects
- Dental Clinical Project
- IPE Simulations
- Classroom IPE videos
- SHP Case Study Event with break out sessions
Student Activities
SHP Orientation

• Mandatory - 750 students per year

• Introduce students to other disciplines in SHP

• Small Group Activities to begin to break silo barriers
Health Mentors Project

• Students: RN, PA, RT, OTA, Massage Therapy, Radiography
• Modeled from the program at Thomas Jefferson University
• Students assigned to interdisciplinary teams
• Interview Health Mentors at their residences
• Outcomes from students indicated improved knowledge of interprofessional roles / and great appreciation of patient communication
Dental Clinical Project

• Students: Registered Nursing, Dental Hygiene, and Respiratory Therapy

• Families were asked to complete an asthma screening questionnaire during a visit to the dental clinic on Sealant Saturday

• Team developed an asthma action plan for a pediatric client

• Project reorganized as a Standardized Patient Activity, due to low patient turnout.
Room of Errors

- Students: OTA, RN

- Debrief revealed different problems identified by each discipline – focus on role development.
COPD Simulation

• Students: Nursing, Occupational Therapy Assistant, and Respiratory Therapy students

• Two part scenario

• Part 1- standardized patient and high fidelity mannequin with focus on **roles and responsibilities** with regard to caring for a COPD patient

• Part 2-focus on **team communication**, **ethical** dilemma and how team plans to deal with the two team members involved in this dilemma
Faculty created videos

• Students: PN, RN, Radiation Therapy, Respiratory Therapy
• Classroom activity: video viewing and debriefing

https://youtu.be/N2WPN9gxddg
Bad Communication and Team Interaction

https://youtu.be/A-mQLLS5ync
Good Communication and Team Interaction
Theater students as standardized patients (SP)

• Students: Occupational Therapy Assistant, Nursing, Respiratory Therapy, and Mental Health Practitioner
• Training and cues developed for College theater students
• Case conference / topic: Young man from hospital to rehabilitation center post MVA
Alzheimer’s Case Study School Event

150 Students involved
- Mental Health Practitioners
- Occupational Therapy Assistant
- Respiratory Therapy
- Nursing
- Radiography

Scenario
- Video and case overview
- Small groups discussions with trained mentors
- Large group discussion with Panel of experts from community
Interprofessional Education at the Community College Level

**WHAT IS IPE?**
Interprofessional education “occurs when two or more professions learn with, about, and from each other to enable effective collaboration and improve health outcomes.” (WHO; 2010)

**IPE ACTIVITIES**
- New Student Orientation
- Health Mentors
- Case Studies:
  - COPD, Pediatric Asthma
- Simulations:
  - Schizophrenia, Medical Errors, Collaboration Across Disciplines
- Healthcare Communication:
  - The Good, the Bad, & the Ugly
- Room of Errors Lab Assignment

**PARTICIPANT QUOTES**
- “Event very well planned and I enjoyed interacting with other health professions.”
- “Very helpful in defining and understanding each other’s roles and how to collaborate for patients’ well-being.”
- “Provided excellent resources for Alzheimer’s patients and caregivers.”
- “Impressed with the group sizing. Activities were well coordinated and organized.”
- “This was a great opportunity! Thank you!”
- “Event about Alzheimer’s contributed to my clinical hours at the hospital because when I come in contact with a patient who may have that disease, I have a better grasp on how to handle the patient.”
- “Wonderful! Let’s do it again!”
- “Students collaborated well and had meaningful discussion.”
- “I appreciated the opportunity to be a panelist at the IPE event and to share my experiences as an OTA providing services to persons with Alzheimer’s and other types of dementia...”
- “Do this more often. I like a lot about other professions.”

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**CONTACT INFORMATION**

**Alzheimer’s Case Study**
March 29, 2017

123 Students
11 Disciplines
48 Faculty and Guests

Photo Credit (All Photos): Matthew P. Spangler
Challenges
Faculty Challenges

• Winning faculty buy-in → Faculty Development

• Operationalizing the concepts of IPE → Developing/Imbedding Activities/Projects

• Obtaining financial support → Grant funding

• Obtaining ongoing administration support → Limited Resources

• Scheduling → Common Free Hour
Student Challenges

- Recruiting students / Volunteer vs mandatory activities
- Discovering appropriate student pairing
  - Disciplines and Semester
- Quantifying outcomes
- Scheduling across disciplines
Discussion / Questions
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