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Educational Model Integrating IPEC Collaborative Practice Competencies Across Multiple Disciplines

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IPE Model Integrating IPEC Collaborative Practice Competencies Across Multiple Disciplines

Presenters:

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Learning Objectives

1. Participants will review and educational model that integrates learning activities that build up to simulation activities.
2. Participants will discuss and share other opportunities and successful activities that support simulation-based learning.



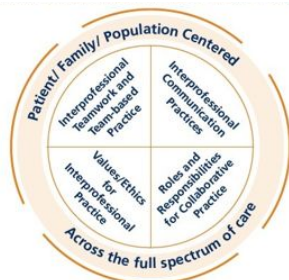
**OT/PT Team
Escape Room
Winners!**





Interprofessional Education Collaborative

Connecting health professions for better care



The Learning Continuum

Interprofessional Education (IPE) Core Competency Domains	PCCM-I Introductory IPE Series (Designated Activity Module or Method)
Roles and Responsibilities for Collaborative Practice	Scavenger Hunt/Escape Room Experience
Interprofessional Teamwork and Team-based Practice	Chart Review and Animated Lecture
Interprofessional Communication Practices	Simulation and Debriefing 1
Values/Ethics for Interprofessional Practice	Simulation and Debriefing 2



JANUARY 18 - 22, 2020 | SAN DIEGO, CA USA

20TH ANNIVERSARY



UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

Roles & Responsibilities for Collaborative Practice

Activity: Scavenger Hunt & Escape Room Challenge



UNIVERSITY OF ST. AUGUSTINE
FOR HEALTH SCIENCES

HSC 5130 C 200: PATIENT/CLIENT CARE MANAGEMENT I

IPE Scavenger Hunt: Roles and Responsibilities for Collaborative Practice

Instructions:
This is a Scavenger Hunt and Escape Room activity. There are 10 items scattered throughout the room and you must work together as a team to identify the item. As you work together as IP teams, identify the tool. How would various members of the IP team use this tool or item?
Once you have identified all 10 items, highlighted letters will give you the letters to solve the final puzzle. The clue for the final clue is contained in the Interprofessional Education Collaborative 2016 Report. Once you solve this final clue, you have finished the Escape Room and you can be released for a brief break before we start your first day of lab. Good luck!

Team Number: _____ Team Member Names: _____

Item #1:
_ s _ _ _ _ _ _ _ _ _ _ a _

Item #2:
_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Item #3:
r _ _ _ _ _ p _ _ _ _ _ _ _ _ w _

Item #4:
_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

IPE Game Sheet for Scavenger Hunt



IPE Core Competencies for Interprofessional Collaborative Practice

CORE COMPETENCIES FOR INTERPROFESSIONAL COLLABORATIVE PRACTICE: 2016 UPDATE

Since the 2011 report was issued, IPEC has made substantive headway in interprofessional education and the crucial partnerships that will further its progress:

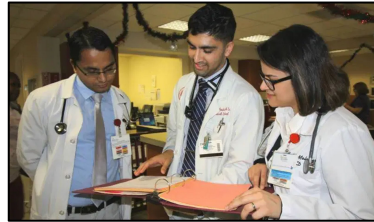
- There have been over 550 citations of the report in the peer-reviewed and related literature between May 2011 and December 2015. It has also been translated into several languages and used in professional development by the health insurance industry.
- Meaningful interprofessional learning experiences in the required curriculum has increased, as reported in *JAMA* and the *Journal of Dental Education*.
- The IPEC Faculty Development Institutes have hosted 339 multi-professional teams with 1,457 participants to design institutionally-based projects that advance IPE at their local institutions.
- With funding from the Josiah Macy Jr. Foundation, the IPE PORTAL collection of peer-reviewed educational resources and materials supporting IPE instruction, which are mapped to the IPEC Competencies, was launched in December 2012.
- In February 2016, IPEC welcomed 9 new institutional members, expanding the professional representation from 6 to 15:
 - o American Association of Colleges of Podiatric Medicine (AACPM)
 - o American Council of Academic Physical Therapy (ACAPT)
 - o American Occupational Therapy Association (AOTA)
 - o American Psychological Association (APA)
 - o Association of American Veterinary Medical Colleges (AAVMC)
 - o Association of Schools and Colleges of Optometry (ASCO)
 - o Association of Schools of Allied Health Professions (ASAHP)
 - o Council on Social Work Education (CSWE)
 - o Physician Assistant Education Association (PAEA)

IPE Escape Room



Interprofessional Teamwork and Team-based Practice

Activity: Chart Review and Animated Lecture



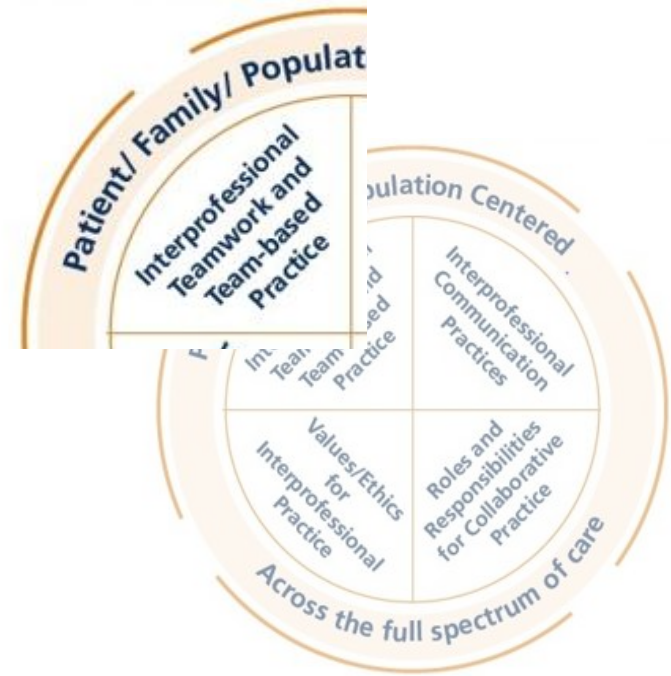
Patient: Karen Knealy MRN: MR1070 DOB: 10/01/1954
 55 yof General Hospital Admit Date: 10/01/2019 17:07



extraneous cement was removed. At this point the tibial baseplate was locked into place and the femoral component also seated solidly. The knee was extended, held in this position for another 5-6 minutes until the cement was cured. Further extraneous cement was removed. The pneumatic tourniquet was released, hemostasis was obtained with electrocautulation.

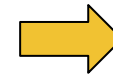
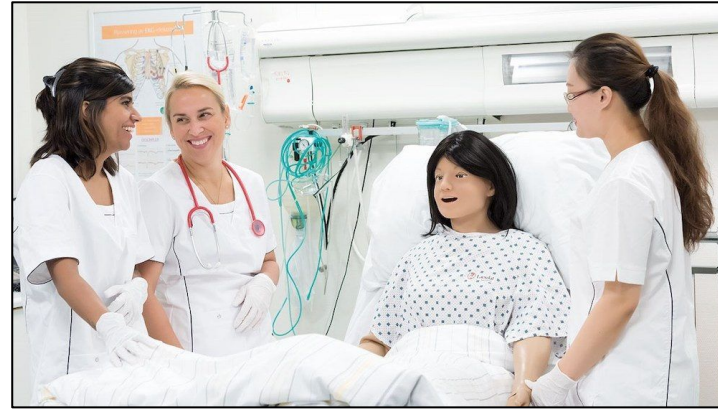
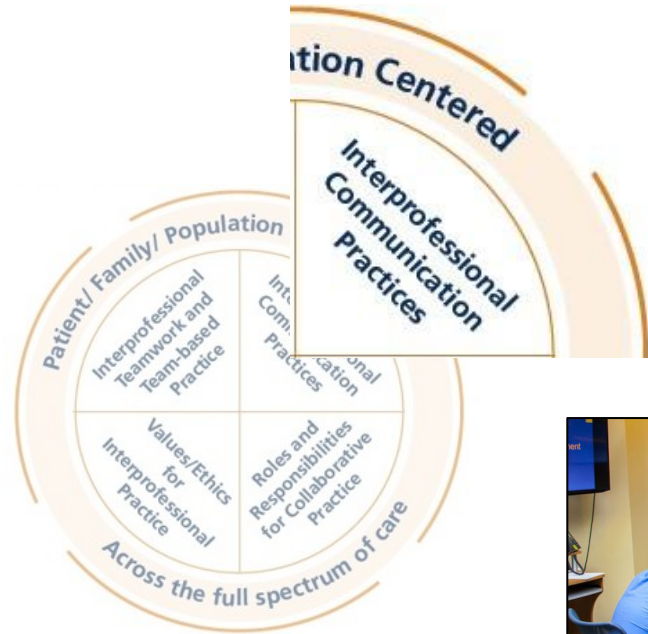
Retinaculum, quadriceps and extensor were repaired with multiple figure-of-eight #1 Vicryl sutures, the subcutaneous tissue with 2/0 and the skin with silver clips. A bulky compression dressing was placed. The patient was stable on operative table. 2-P drain placed and knee to capture excess bleeding.

PRE-OP POST-OP

Interprofessional Communication Practices

Activity: Simulation and Debriefing 1



The Pearls Healthcare Debriefing Tool			
	Objective	Task	Sample Phrases
1	Setting the Scene	Create a safe context for learning	State the goal of debriefing: "The goal of this case discussion is to improve our work together and care for our patients." "Everyone here is intelligent and worth to improve."
2	Reactions	Explore feelings	Solicit initial reactions & reactions "Any initial reactions?" "How are you feeling?"
3	Description	Clarify facts	Describe shared understanding of case "Can you please share a short summary of the case?" "What was the working diagnosis? Does everyone agree?"
4	Analysis	Explore events of performance domains	Use backslide of card for more details Preview Statement (use to introduce next topic) "At this point, I'd like to spend some time talking about [insert topic here] (insert brief performance issue)" Mini Summary (use to summarize discussion of one topic) "That was great discussion. Are there any additional comments related to [insert performance gap here]?"
Any Outstanding Issues/Concerns?			
5	Application/Summary	Identify take-aways	Learner centered "What are some take-aways from this discussion for our clinical practice?" Instructor centered "They were great points for this case, what [insert] learning points here?"

Values/Ethics for Interprofessional Practice

Activity: Simulation and Debriefing 2



Findings

IPEC Competency Self-Assessment Tool VERSION 3 (July 2015)

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. I am able to choose communication tools and techniques that facilitate effective team interactions.	1	2	3	4	5
2. I am able to place the interests of patients at the center of interprofessional health care delivery.	1	2	3	4	5
3. I am able to engage other health professionals in shared problem-solving appropriate to the specific care situation.	1	2	3	4	5
4. I am able to respect the privacy of patients while maintaining confidentiality in the delivery of team-based care.	1	2	3	4	5
5. I am able to inform care decisions by integrating the knowledge and experience of other professions appropriate to the clinical situation.	1	2	3	4	5
6. I am able to embrace the diversity that characterizes the health care team.	1	2	3	4	5
7. I am able to apply leadership practices that support effective collaborative practice.	1	2	3	4	5
8. I am able to respect the cultures and values of other health professions.	1	2	3	4	5
9. I am able to engage other health professionals to constructively manage disagreements about patient care.	1	2	3	4	5
10. I am able to develop a trusting relationship with other team members.	1	2	3	4	5
11. I am able to use strategies that improve the effectiveness of interprofessional teamwork and team-based care.	1	2	3	4	5
12. I am able to demonstrate high standards of ethical conduct in my contributions to team-based care.	1	2	3	4	5
13. I am able to use available evidence to inform effective teamwork and team-based practices.	1	2	3	4	5
14. I am able to act with honesty and integrity in relationships with other team members.	1	2	3	4	5
15. I am able to understand the responsibilities and expertise of other health professions.	1	2	3	4	5
16. I am able to maintain competence in my own profession appropriate to my level of training.	1	2	3	4	5

- 2019 Data (n = 105)
 - 3 participants = no post-test
 - 1 participant = incorrect data
- Paired *t*-test shows that the mean increase in score was 0.54 points, SD = 0.3
- This increase is statistically significant ($p < 0.0001$)

“Each healthcare professional worked towards the common goal to taking care of the patient’s needs.”

“The PT and OT created a plan of treatment together, while applying their own professional skill sets.”

“Although I was not participating as a PT actor, being able to watch it in real time was extremely beneficial.”

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"I think integrating with other health care professionals is very valuable for learning."



Society for Simulation in Healthcare™



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THANK YOU

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