



Inter-Professional Education: **Knowledge and Skills Development**

Stephen B. Kern Ph.D. OTR/L, FAOTA

Molly A. Rose, Ph.D., CRNP, RN

Cynthia A. Sanoski, BS, PharmD, FCCP, BCPS



Workshop Objectives

At the end of the session, participants will be able to:

- **Categorize the elements of successful interprofessional curricular design.**
- **Produce an interprofessional action plan for existing courses.**

What is Inter-Professional Education (IPE)?

- **Interprofessional Education is the process by which two or more health professions learn from, with and about each other across the spectrum of their life-long professional educational journey to improve collaboration, practice and quality of patient-centered care (D'Amour & Oandasan, 2005)**
- **D'Amour, D., Oandasan, I. (2005) Interprofessionality as the field of interprofessional practice and interprofessional education: An emerging concept. *Journal of Interprofessional Care* 19 (suppl 1), 8 – 20.**

Institute of Medicine, 2001

“All health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics.”

Definition of Interprofessional Education

“Occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care.”

CAIPE, 2002



Definition of Interprofessional Care



Provision of comprehensive health services by multiple health professionals who work ***COLLABORATIVELY*** to deliver quality of care within and across settings.

Patient is the **center** of the health care team

Reasons for Interprofessional Education

- **Access**
- **Patient safety**
- **Healthy workplaces**
- **Quality**
- **Better patient care - outcomes**



Evidence Base

- **Collaboration improves patient outcomes in specific populations**
 - **emergency department culture and patient satisfaction; reduction of clinical error rates for emergency department teams; domestic violence victims; and mental health practitioner competencies related to the delivery of patient care (Reeves et al. Cochrane Review 2008)**
 - **25% more staff working in “true” teams – associated with 7.1% fewer deaths following emergency surgery (West, in press)**
 - **Reduction in clinical error rate (Lingard et al, 2004; Morey et al., 2002)**

Collaboration in nature

“By flying in “V” formation, birds add 71% more flying range than if one bird flew alone. By flapping it’s wings, it creates an uplift for the bird following.

Whenever a bird falls out of formation, it feels the drag and resistance of trying to fly alone and it quickly gets back into formation to take advantage of the lifting power of the bird immediately in front.”

Lessons from nature

“When the lead goose gets tired, it rotates back into the formation and another goose flies at the point position. The geese in formation, honk from behind to encourage those up front to keep their speed.

When a goose gets sick, wounded or shot down, two geese drop out of formation and follow it down to help protect it. They stay with it until it is able to fly again or dies. Then, they launch out again with another formation or they catch up with their flock.”

Unknown Author. Lessons we can learn from geese.

http://www.teambuildininc.com/article_geese.htm

Collaboration

Collaboration is the most common descriptor of TEAMWORK in health care



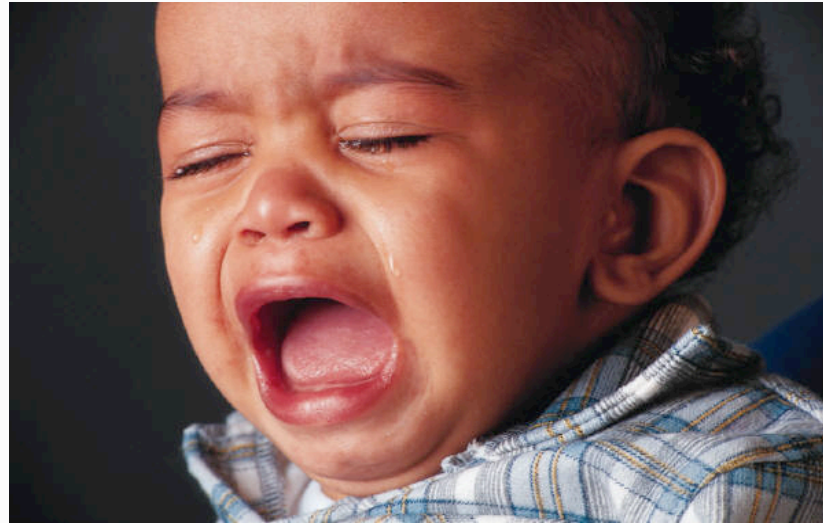
Collaborator Competencies

- **Knowledge of the roles of other health professionals**
- **Skills in communicating with others and reflecting upon own role and role of others**
- **Attitudes of mutual respect, willingness to collaborate and openness to trust**



» Oandasan & Reeves *Journal of Interprofessional Care* Supplement 1: May 2005

We often THINK we act as teams...

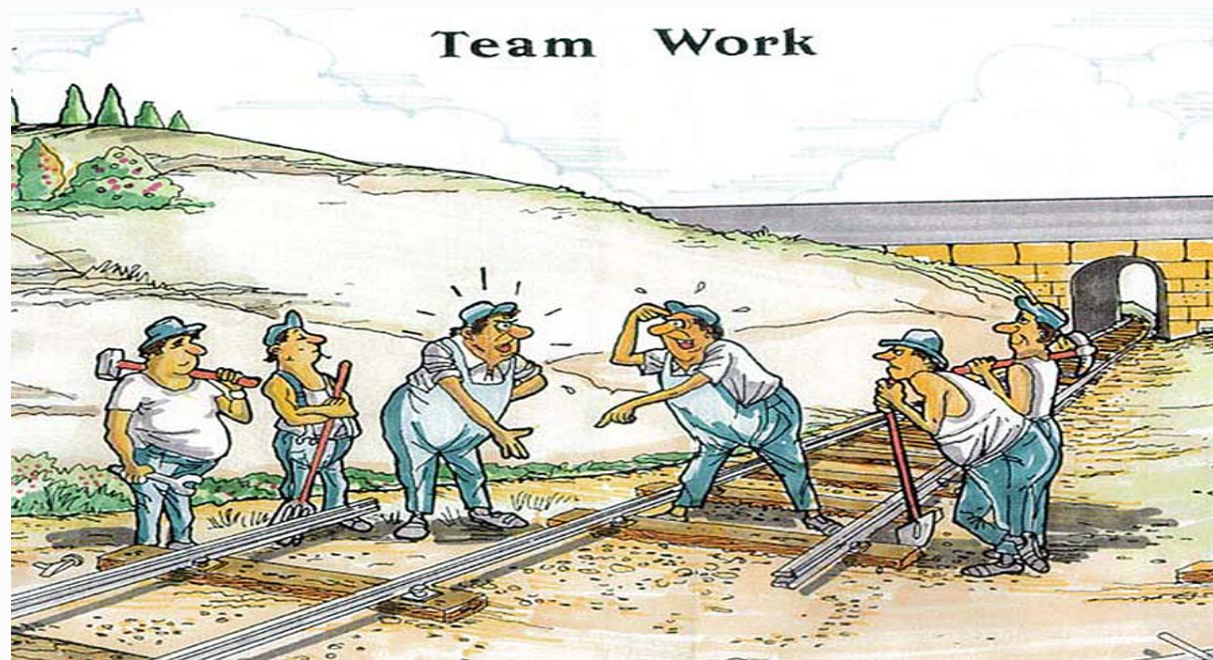


**But different members of the team may not agree
(Thomas et al, Critical Care Medicine, 2003)**

Collaboration

“A team of experts does not make an expert team”

Salas et al. Toward understanding of team performance and training. In Swezey, Salas, eds. *Teams: Their training and performance*. Norwood, NJ Ablex, 1992:3-29.



Teamwork is a Skill That Must be Taught

- **Business highly values and teaches effective teamwork and collaboration**
- **But generally NOT addressed in a meaningful way in healthcare curricula**
- **Instead, we traditionally foster a sense of personal responsibility as the highest value of a health professional**



What We Know

- **Health professions have evolved in parallel – with very different traditions for education and clinical service**
- **Professionals have limited understanding of expertise and scope of practice of colleagues**
- **Reimbursement systems have fostered competition over collaboration between disciplines**



What We Know about IPE

- **It's not easy!**
- **Many schools are talking about it**
- **Some have tried it**
- **A very few have demonstrated success**



The Case for a New Model of Education

- **If we expect our graduates to work as productive members of highly functioning healthcare teams, we must provide them with basic skills and clinical experience**
- **In fact, the youngest members of our disciplines may become the change agents that move us forward**



Examples of IPE

Health Mentor Program

A longitudinal two-year patient mentor program for nursing, medical, public health, pharmacy, family therapy and occupational and physical therapy students

Addresses key issues in chronic illness prevention, management, & team care

Interprofessional Hospital Video

- **Faculty from Occupational Therapy, Physical Therapy, Radiologic Sciences, BioScience Technology, Pharmacy, Couple and Family Therapy, Nursing and Medicine planned interprofessional hospital video.**
- **Students from each area played the roles of their professions.**
- **Actor (standardized patient) played the role of the “patient”.**
- **On website for use as a teaching/learning tool on the roles of various professions**

Interprofessional Geriatric Assessment Teaching Video

- **Instructional video included medicine, nursing, OT, PT**
- **Video available to public on JCIPE website**
- **Instructors' manual to assist educators to use the video in a variety of courses**

Simple Environmental Analysis

- **SWOT Analysis**
 - Strengths
 - Weaknesses
 - Opportunities
 - Threats

	Strengths	Weaknesses
Internal		
	Opportunities	Threats
External		

SWOT Analysis

- **Strengths:** internal attributes that are helpful to achieving the objective.
- **Weaknesses:** internal attributes that are harmful to achieving the objective.
- **Opportunities:** external conditions that are helpful to achieving the objective.
- **Threats:** external conditions that are harmful to achieving the objective.

SWOT Analysis

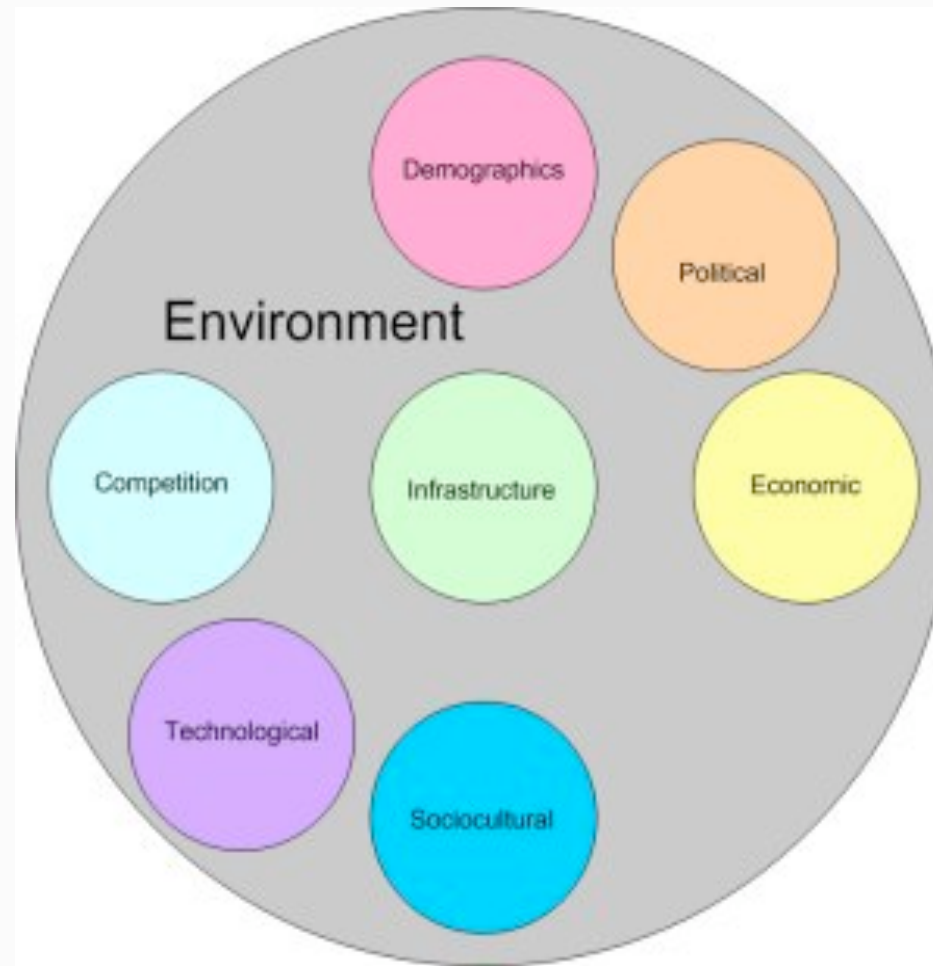
- **Internal Analysis:**

- **Image**
- **Organizational Structure**
- **Key Staff**
- **Staff Knowledge & Skill**
- **Access to Resources**
- **Financial Resources**

- **External Analysis**

- **Competitors**
- **Customers**
- **Social Changes**
- **Technological Advances**
- **Partners & Collaborators**

Complex Environmental Analysis



SWOT Analysis



Overcoming Environmental Barriers

- **Look at your SWOT Analysis**
- **Describe which strengths & opportunities can YOU use NOW to overcome barriers or threats?**
- **What is within your control that you can do now?**
- **What will take more time and effort to build a supportive infrastructure?**

Creating your Action Plan

Small Group Activity

- **Design IPE Course/Session**
- **Develop outcomes and learning activities**
- **Describe evaluation measures**
- **Discuss shifting your role from instructor to a facilitator**

Questions?