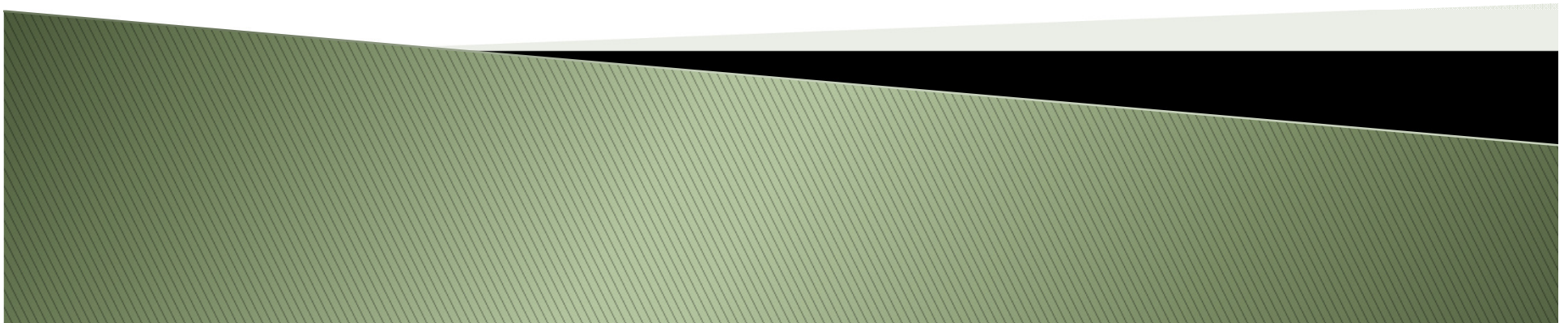


# A Regional Model of Interprofessional Education

NEPA IPEC

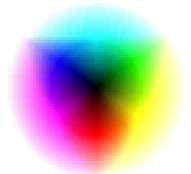
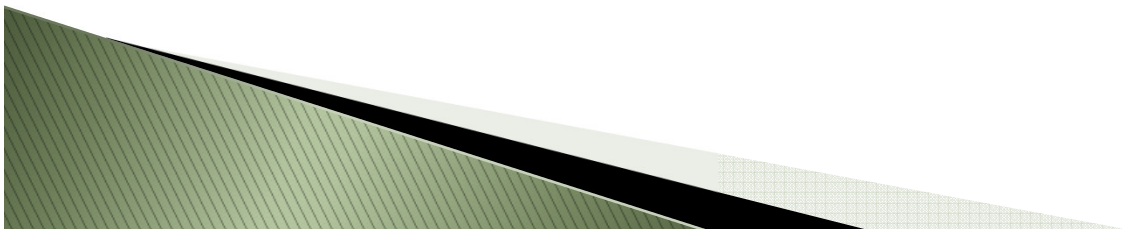
May 19 – 20 , 2012



# A Regional Model of Interprofessional Education

***Karen E. Arscott, D.O., M.Sc., AOBNMM***  
***Program Director Physician Assistant Program***  
***Marywood University***  
***Diane Haleem, Ph.D., Nursing department***  
***Marywood University***  
***Edward Foote, PharmD, FCCP, BCPS, Professor***  
***and Chair of Pharmacy Practice , Wilkes University***

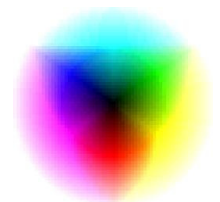
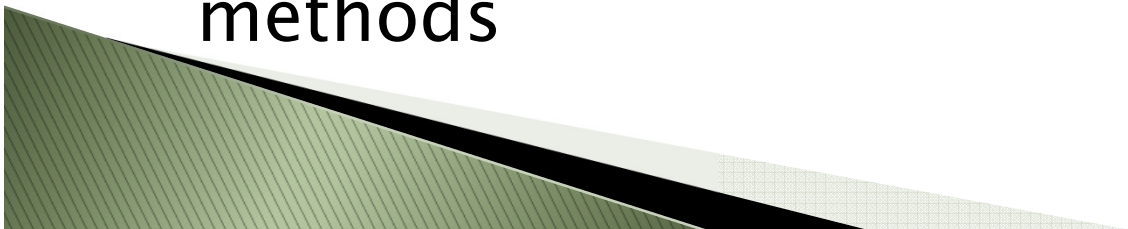
***Maria Olenick, CRNP, PhD(c), Director of Clinical***  
***Skills and Simulation, The Commonwealth Medical***  
***College; 2008-11, Assistant Director of Nursing,***  
***Biscayne Bay Campus, Florida International***  
***University 2011-***



# Objectives for today's presentation

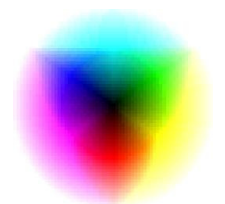
Upon completion of this presentation, participants will be able to:

- ▶ Describe potential impact of a regional model of IPE on healthcare providers, healthcare delivery and healthcare outcomes
- ▶ Identify strategies for creating IPE opportunities
- ▶ Identify ideas for incorporating IPE into curriculum
- ▶ Identify IPE teaching strategies and evaluation methods



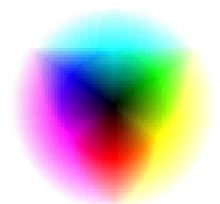
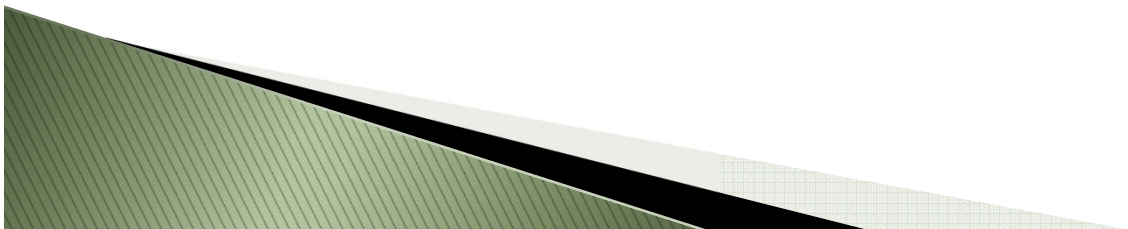
# Timeline for session

- ▶ Framework for Interprofessional Education
- ▶ History and activities of NECPA IPEC
- ▶ Evaluation data to date
- ▶ Participant's experience/programs
- ▶ Next steps/future plans NECPA IPEC and participants



# The Interprofessional Education Collaborative (IPEC) Core Competencies

- ▶ Assert values and ethics of interprofessional practice by placing the interests, dignity, and respect of patients at the center of health care delivery, and embracing the cultural diversity and difference of health care teams.
- ▶ Leverage the unique roles and responsibilities of interprofessional partners to appropriately assess and address the health care needs of patients and populations served.
- ▶ Communicate with patients, families, communities, and other health professionals in support of a team approach to preventing disease and disability, maintaining health, and treating disease.
- ▶ Perform effectively in various team roles to deliver patient/population-centered care that is safe, timely, efficient, effective, and equitable.

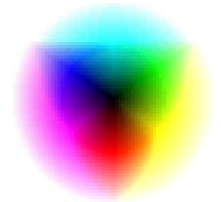


# The Northeast/Central Pennsylvania Interprofessional Education Coalition

- Founded by TCMC with regional partners in 2008
- Mission Statement

“The NECPA–IPEC provides vision and leadership to foster and support interprofessional education in health care”

(adopted November 2010)

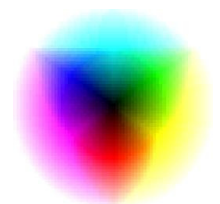
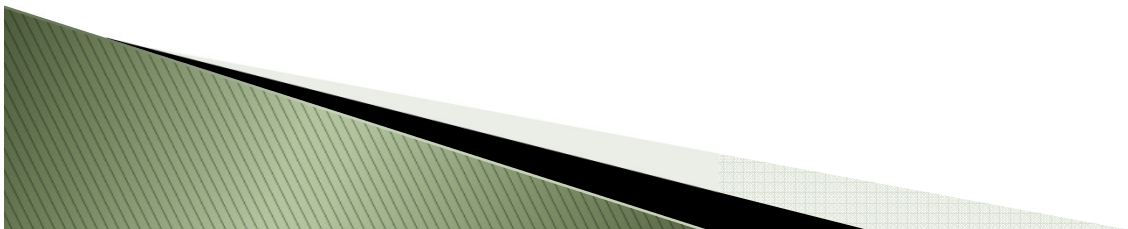


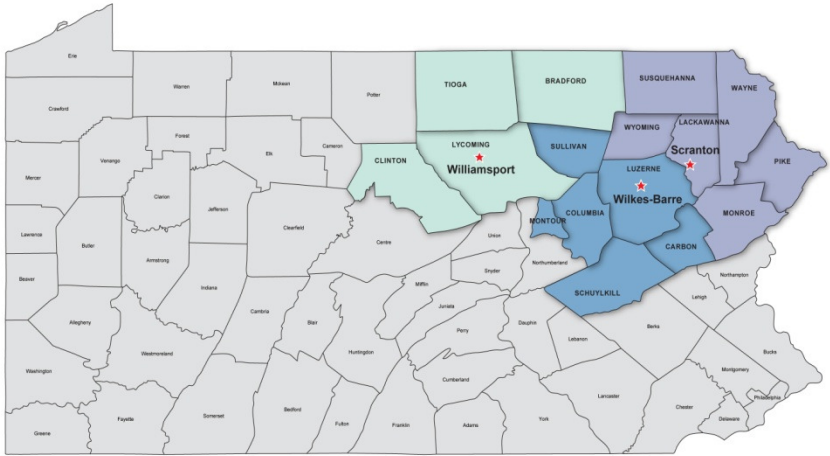


# The Northeast/Central Pennsylvania Interprofessional Education Coalition Membership

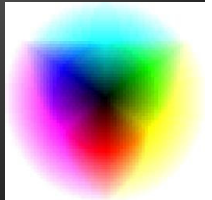
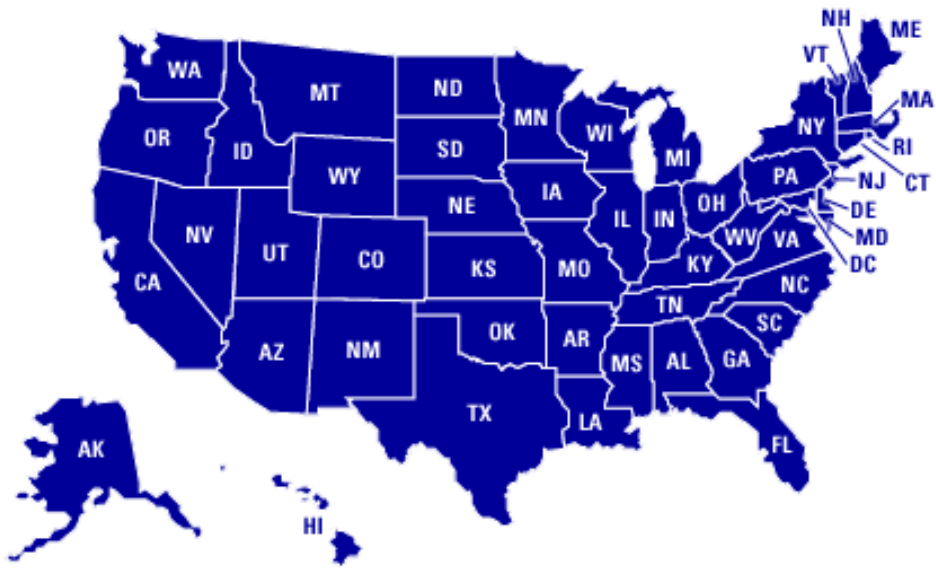
**11 independent colleges and universities with  
health professions programs and regional  
AHEC**

**Johnson College – Kings College – Lackawanna College – Lock  
Haven University - Luzerne County Community College –  
Marywood University – Misericordia University –  
Northeast Pa AHEC – Pennsylvania College of Technology –  
The Commonwealth Medical College –  
The University of Scranton – Wilkes University**

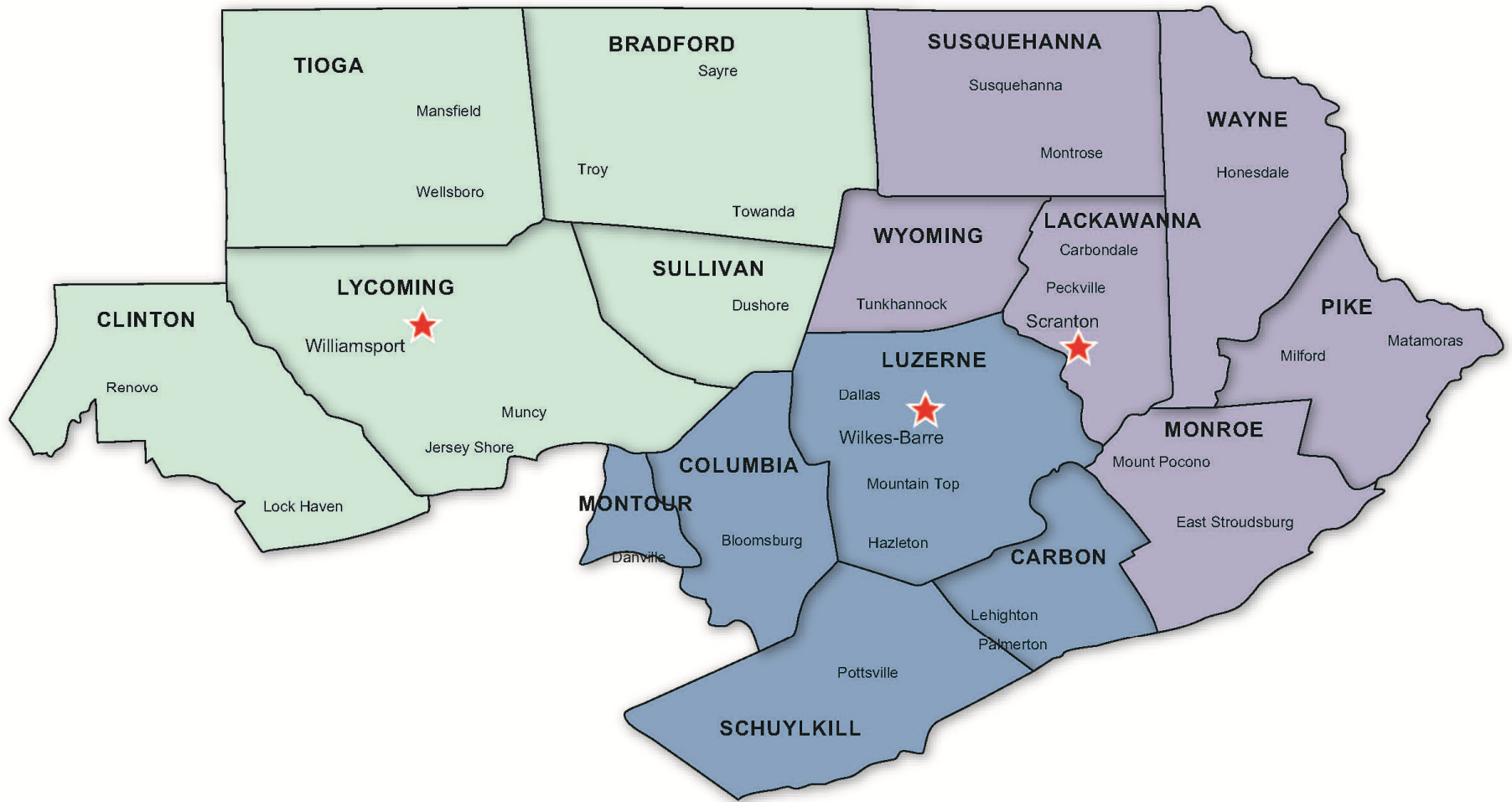




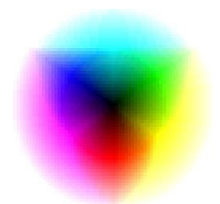
On behalf of the  
Northeast/Central  
Pennsylvania  
Interprofessional  
Education Coalition

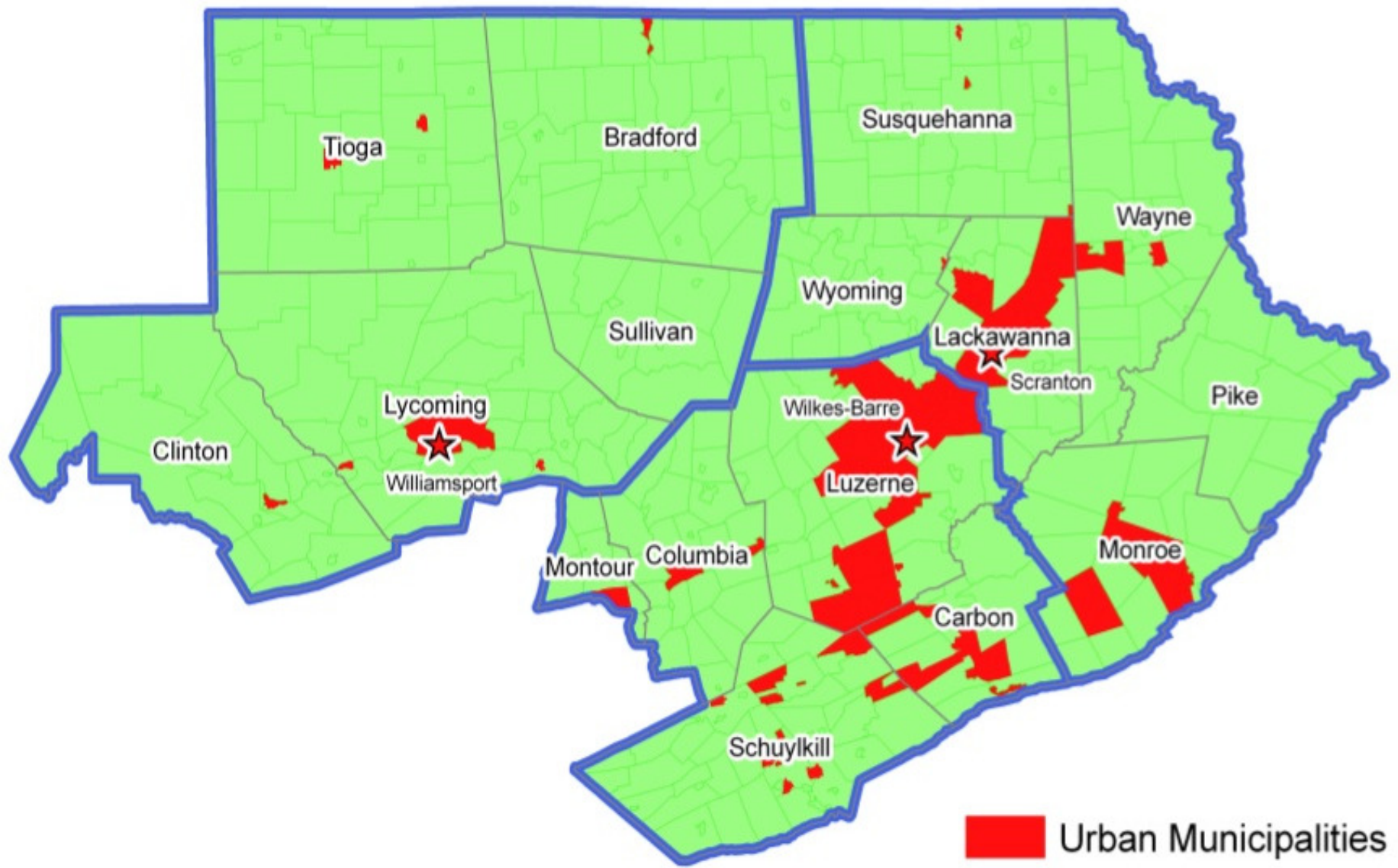




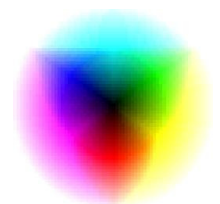
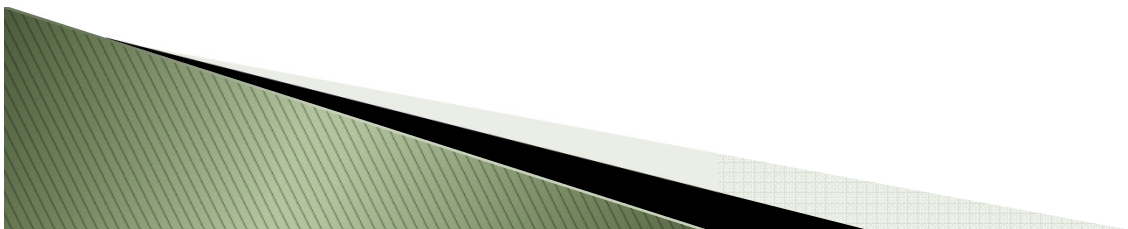


## 16 County Region



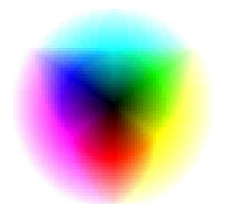
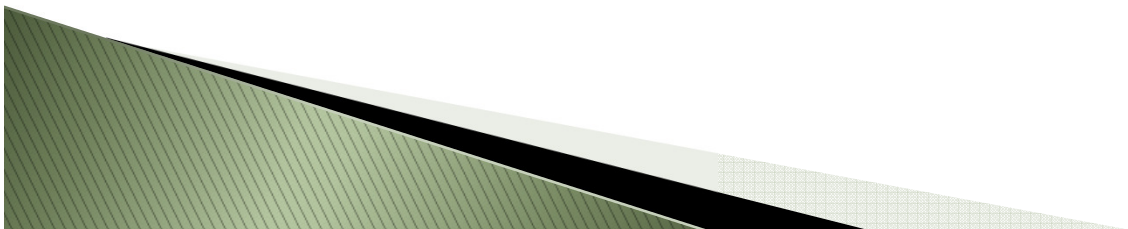


Urban Municipalities  
Rural Municipalities



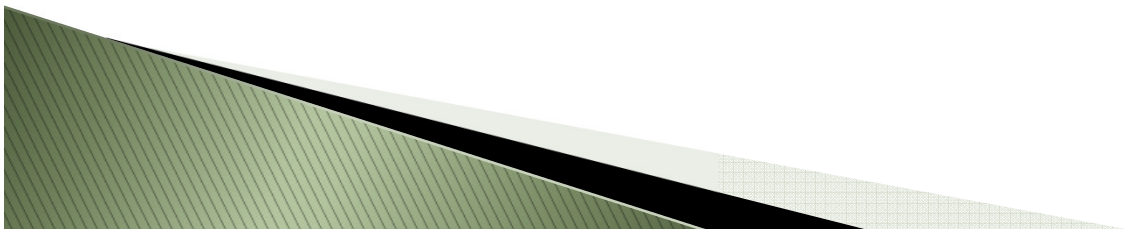
# TCMC Mission

- ▶ The Commonwealth Medical College will educate aspiring physicians and scientists to serve society using a **community-based**, patient-centered, **interprofessional** and evidence-based model of education that is **committed to inclusion**, promotes discovery and utilizes innovative techniques.



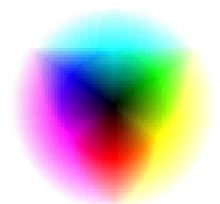
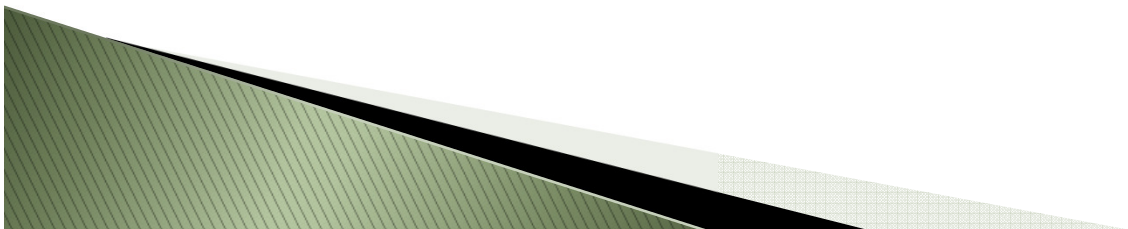
# Marywood University Mission Statement

- ▶ A Catholic university sponsored by the Congregation of the Sisters, Servants of the Immaculate Heart of Mary, Marywood University roots itself in the principle of justice and a belief that education empowers people. Enacting its ideals, Marywood offers students a welcoming and supportive community that encourages men and women of all backgrounds to shape their lives as **leaders in service** to others. Proud of its liberal arts tradition and host of professional disciplines, Marywood challenges students to broaden their understanding of global issues and to make decisions based on spiritual, ethical, and religious values. Marywood calls upon students to seek their full potential and invites all to engage in a lifelong process of learning. Witnessing the efficacy of teaching and scholarship, Marywood educates students to live responsibly in a **diverse and interdependent world**.



# Wilkes University Mission

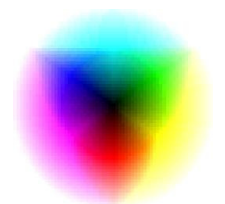
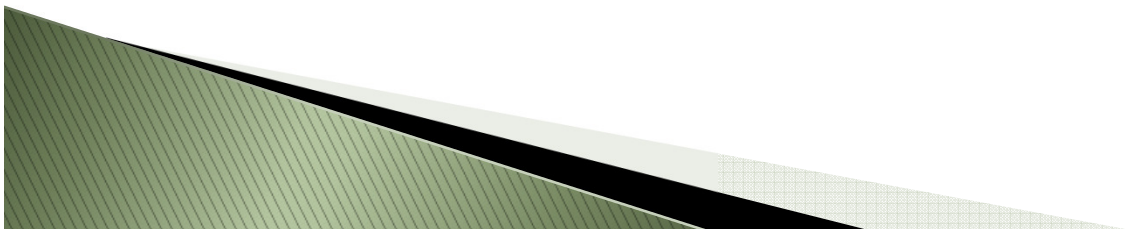
- ▶ To continue the Wilkes tradition of liberally educating our students for lifelong learning and success in a constantly evolving and **multicultural world** through a commitment to individualized attention, exceptional teaching, scholarship and academic excellence, while continuing the university's commitment to **community engagement**.





# The Northeast/Central Pennsylvania Interprofessional Education Coalition

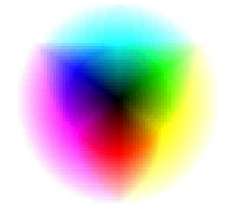
- Meet every 1–2 months
- Individual members include interested faculty and administrators
- Modest budget supported by all partners
- Rotating meeting sites
- Stable leadership (Foote and Olenick) first 3 years





# What Makes The Northeast/Central Pennsylvania Interprofessional Education Coalition Unique

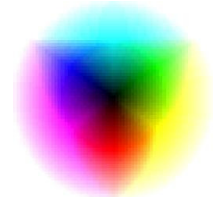
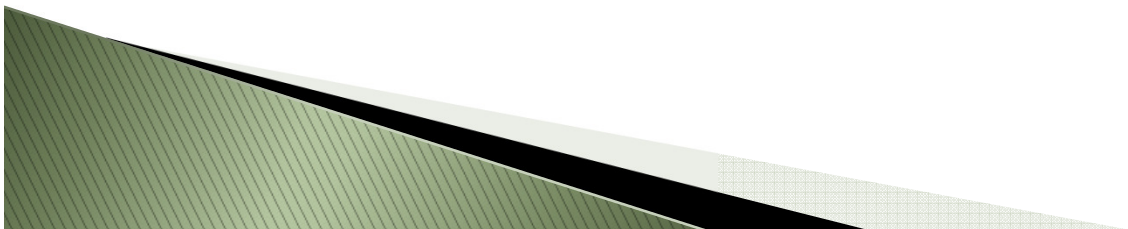
- ▶ Multiple Affiliations across institutional boundaries
- ▶ Integration with local Area Health Education Center (AHEC)
- ▶ Regional Approach
- ▶ Multi-Professional



# The Northeast/Central Pennsylvania Interprofessional Education Coalition

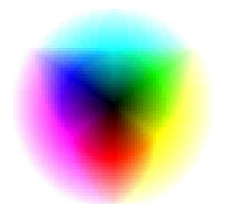
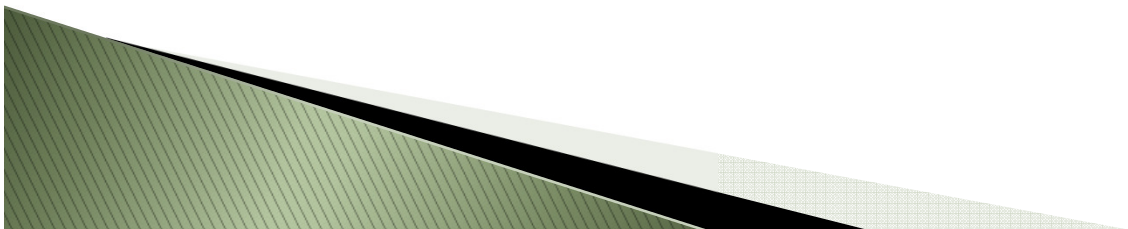
## Programs to date

- Faculty Development Conference (Spring 2009)
- Annual Collaborative Care Conference
  - 2010 – 4 sites (~300 students)
  - 2011 – 5 sites (~500 students)
  - 2012 – 7 sites (>600 students)



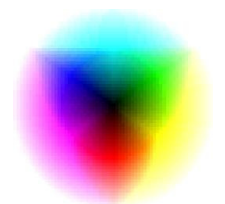
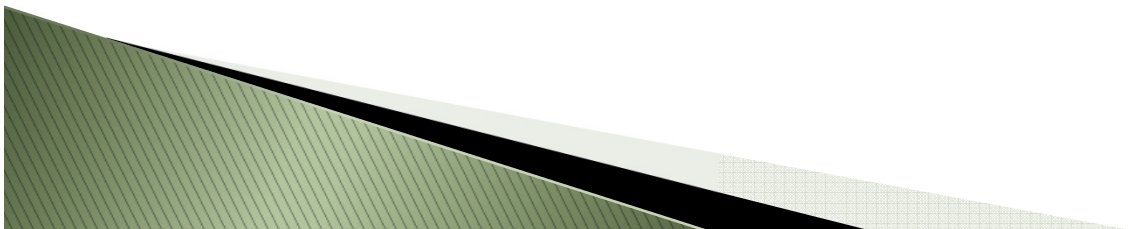
# 2009 IPE Faculty Development Program

- ▶ Very good attendance by multiple institutions
- ▶ Engaging presentations by regional/national experts including Jefferson IPE initiative
- ▶ Exemplars of what is possible
- ▶ Created buy-in to importance of IPE, visibility to coalition



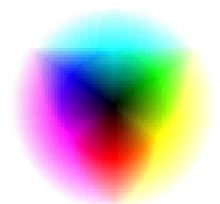
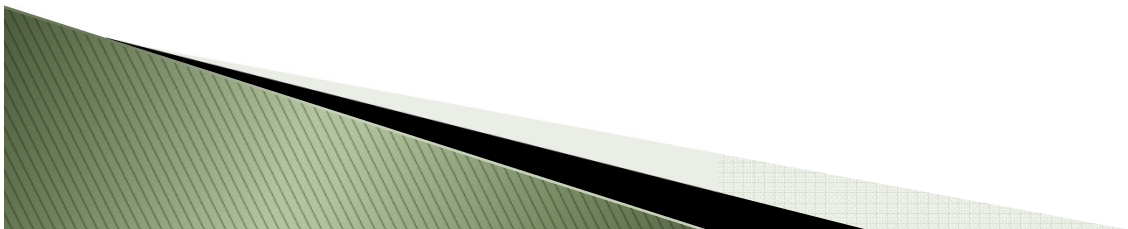
# Annual Collaborative Care Conference– Professions represented

- ▶ Medicine
- ▶ Nursing
- ▶ Pharmacy
- ▶ Physician Assistant
- ▶ Nutrition
- ▶ Occupational Therapy
- ▶ Paramedic
- ▶ Physical Therapy
- ▶ Radiography
- ▶ Social Work
- ▶ Sonography
- ▶ Speech and Language Pathology – Communication Science Disorder



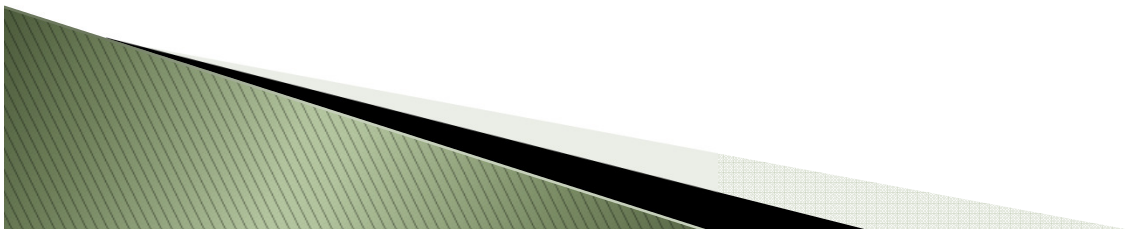
# Annual Collaborative Care Conference–Preparation

- ▶ Case development and review
- ▶ Recruitment of faculty facilitators
- ▶ Training/facilitator manual
- ▶ Plan for space and food
- ▶ IPE discussion group assignments, including 2 facilitators/group
- ▶ Logistics, logistics, logistics



# Prepare for Summit

- ▶ Facilitator Training:
  - ▶ <http://wilkes.edu/pages/4832.asp>
  - ▶ Case Scenario – with case written out and leading questions to assist facilitator.
- ▶ Student Orientation:
  - ▶ <http://www.youtube.com/watch?v=icWyBAWtR5M>



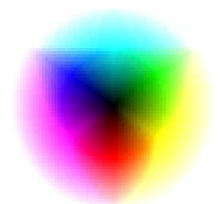
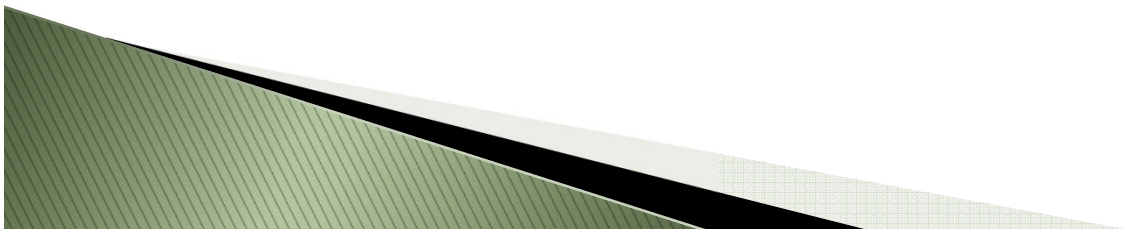


# Interprofessional Case Study Reflection Exercise – Spring 2012

- ▶ Case:

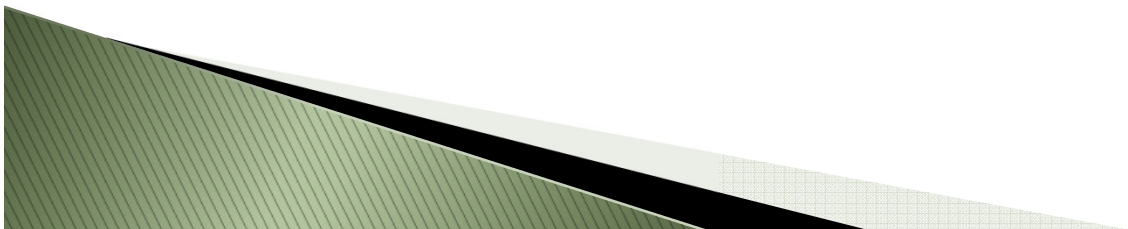
<http://www.youtube.com/watch?v=8UTQJrG0ZA8&feature=youtu.be>

- ▶ Two faculty facilitators (different health professions) per group of 6–10 students
- ▶ Held in 7 sites in three counties



# Facilitator Guide – Example questions

- ▶ Describe your role in caring for this patient and family?
- ▶ What professionals do you need to collaborate with to provide optimal care?
  - Pre– hospital care ( paramedic, EMT)– difference between the two roles
  - ER– triage for treatment in route ( physician, HCP)
- ▶ What key symptoms is the patient experiencing? Recognizing a stroke team has been put on alert, what are other possibilities for these symptoms?
  - Symptoms: loss of speech, forgetfulness and right sided weakness
  - Stroke, medication reactions, hypoglycemia, alcohol abuse, carotid disease (TIA)

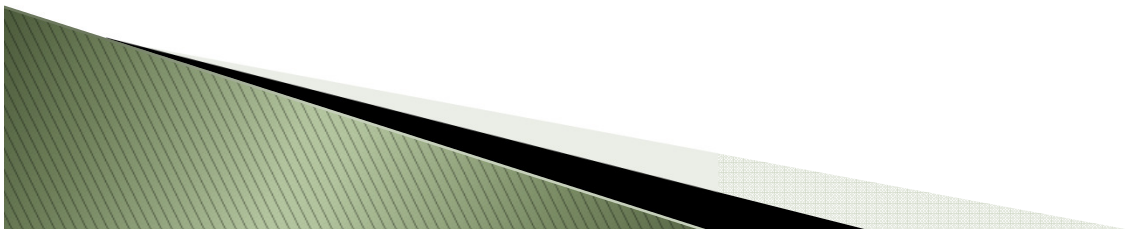


# Facilitator Guide – Example Questions

- ▶ Have any of you been in this situation? Personally or professionally?
  - (If family member– pull out the emotions from the student)  
How do you feel?
- ▶ How do you think the patient's wife was feeling?
  - Important to note the wife witnessed the sudden onset of signs and symptoms
  - Who should be talking to the wife?
- ▶ Identify emotions that you the patient may be experiencing?
- ▶ What information would the Paramedic/EMTs gather upon arriving at the scene?
- ▶ Discuss what resources they may use for gathering this information.
- ▶ What are the differences in the roles of the Paramedic and EMT?

# Conclusion of Summit

- ▶ All groups return to large room
- ▶ Ask for groups to share:
  - Something new they learned about another profession – both students and facilitators
  - Thoughts on interprofessional work



# The Northeast/Central Pennsylvania Interprofessional Education Coalition Other Initiatives

## Experiential Education

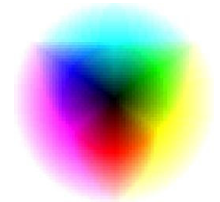
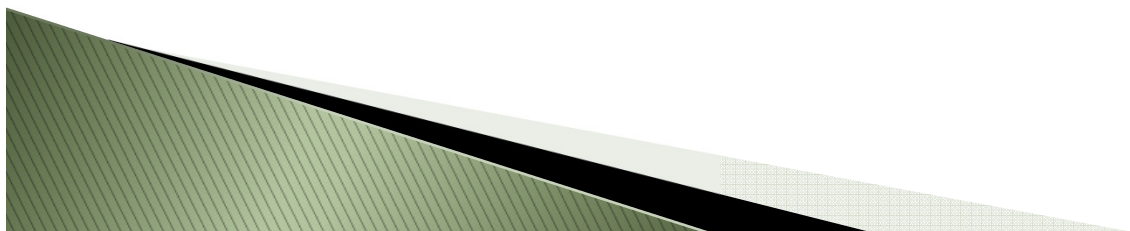
- The Wright Center (Jermyn, PA)
- Volunteers in Medicine (W-B)

Research (posters, papers)

Grant Writing (future)

MERC Course and projects

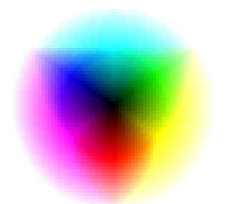
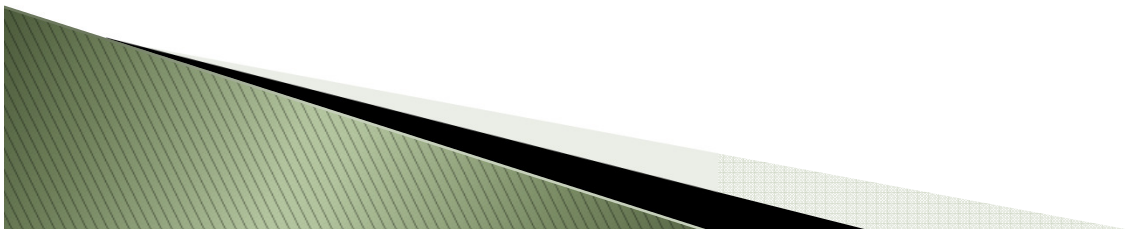
Inter-institutional sabbatical (TCMC/Wilkes)



# Experiential Education

Reflective discussions at sites where several professions are training

- The Wright Center (Jermyn, PA)
- Volunteers in Medicine (W-B)
- More to follow
  
- Facilitated by AHEC Staff





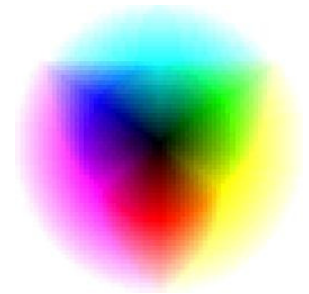
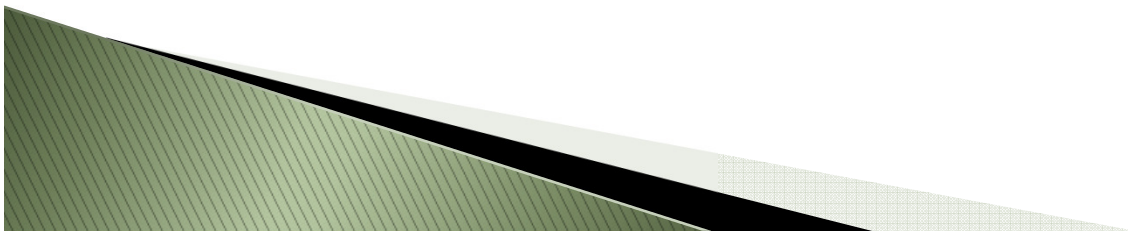
# Interprofessional Training Discussions

- ▶ Discuss training and respective scope of practice
- ▶ Discuss their experiences working together in the health center in caring for patients
- ▶ Identify at least one “thing” ( experience, information learned about another profession) that was most surprising working with other learners and providers.
- ▶ Example medical students and medical assistant students, pharmacy students

Thanks to Carol Chaykosky,MA

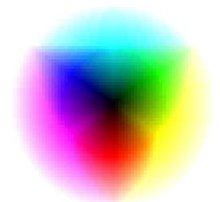


What are some  
of the obstacles  
to IPE?




# Obstacles

- ▶ Limited resources
  - Time
  - Money
- ▶ Complex schedules
- ▶ Misunderstanding among health profession educators
- ▶ “Turf” issues
- ▶ Creation of cases/learning activities for students of different levels
- ▶ Relevance of cases/learning activities for multiple professions
- ▶ Stereotyping can play out in sessions



# Other efforts at NEPA Future Steps

- ▶ TCMC Community Weeks– Community Health Research Projects, community agencies, Quality Improvement Projects (QIiCCs)
  - ▶ Third year clinical training from other health professionals (Psychologists, nurse midwives, social workers, nurse practitioners, physician assistants)
  - ▶ TCMC Simulation Center– conjoint clinical training, share resources
  - ▶ Pharmacy Students learn in regional free clinics with other volunteer health professional
  - ▶ Student placement in primary care residencies
- 

# It's all about Communicating Effectively

