

CREATING AN ONGOING SUSTAINABLE CULTURE OF INTERPROFESSIONAL EDUCATION AND PRACTICE

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NOVA SOUTHEASTERN
UNIVERSITY



The Center for Interprofessional
Education and Practice

OBJECTIVES

- Discuss the attitude, knowledge, and skill challenges to address for students, faculty and community clinician in implementing both interprofessional education and practice
- Discuss the ongoing work of the university Interprofessional Education Collaborative
- Discuss ongoing efforts in evaluation and culture assessment

HISTORICAL CONTEXT

- College of Osteopathic Medicine (COM) and Public Health HRSA grant in 2010 sparks the IEP initiative
- Development of the Center for Interprofessional Education and Practice (CIPEP) in COM – kudos to Dr. Silvagni' s vision for encouraging expansion
- PA and Public Health HRSA grant in 2012
- Planning for the establishment of the Interprofessional Education Collaborative (IPEC) within the Center for Interprofessional Education and Practice

MEMBERS INVOLVED

College of Osteopathic Medicine:

- Cecilia Rokusek, CIPEP Director & CIPEP Team
- Cyril Blavo, MPH Director
- Heather McCarthy, HSL Faculty
- Jennie Lou, Director Biomedical Informatics
- Naushira Pandya, Chair-Geriatrics

College of Health Care Sciences:

- Jacqueline Reese Walter, Assistant Professor, OT
- Kenny McCallum, Clinical Director
- Sandra Dunbar, Assistant Dean - Professional Development
- Terry Morrow, Assistant Dean – Student Affairs
- Debra Stern, Associate Professor-PT
- Erica Friedland, Chari-Audiology

College of Dental Medicine:

- Abby Brodie, Associate Dean – Curriculum

Center for Psychological Studies:

- Barry Nierenberg, Associate Professor

College of Optometry

- Joseph Pizzimenti, Associate Professor

Farquhar College of Arts and Sciences

- Elizabeth Swann, Athletic Training Program Director
- Pradeep Vanguri

College of Medical Sciences

- Wayne Schreier, Chair

College of Pharmacy

- Joshua Caballero, Associate Professor – Pharmacy Practice

College of Nursing

- Jo Ann Kleier, Director of Nursing Research

The Law Center

- Kathy Cerminara, Professor of Law
- Jayme Cassidy, Attorney-Veterans Law Clinic

Fischler School of Education

- Barbara Zucker, Clinic Director –SLP
- Sheryl Rosin, Program Professor/Clinical Supervisor-SLCD
- Wren Newman, Executive Director-SLCD
- Elizabeth Roberts, Program Professor
- Jacquelyn Browne, Program Professor-Gerontology



How can they work together
if they don't learn together?

STRATEGIC PLAN

Mission

To improve the quality of life of those we serve through excellence and innovation in interprofessional education, research, service and practice.

Vision

To optimize the health outcomes of all persons through interprofessional education and practice focused on collaborative learning, research, service, and resource coordination to create partnerships between NSU and the external community



Project Title:
**Interdisciplinary
Joint Graduate
Degree**



● **Purpose:** To develop interprofessional leaders who link public health training to community-oriented primary care practice while creating an interprofessional culture throughout the entire Health Professions Division.

● **Activities**

Create an Interprofessional Leadership Program (ILP) for students seeking the DO/MPH dual-degree or the PA/MPH.

The program consists of the following elements:

- New elective course under the MPH curriculum which focuses on interprofessional education and practice. This course as well as courses in cultural competency and bioinformatics will be required of ILP students to prepare them to serve medically-underserved populations.
- Monthly journal clubs reviewing recent interprofessional scholarship.
- The HPD Connections Café which will host leaders in interprofessional concepts and allow students the opportunity to discuss in an open forum.

Conducting Appreciative Inquiry on Collaborative Practice with faculty and administrators.

● **Outcomes (to date)**

Inclusion of interprofessional theory and core competencies into both the MPH, medical school, and PA curricula with an emphasis on primary care.

- Creation of the Interprofessional Leadership Program.
- Positively affecting attitudes towards interprofessional education among faculty.



GOALS AND PRIORITIES

■ Center Development & Sustainability

- Develop IPE website (public & internal) (ST)
- [PRIORITY] Develop biannual IPE Day for all colleges (ST)
- Develop database (ST) of “points of interprofessional intersection (on and off campus)
- Expand funding/grant opportunities- Macy Grant initiative
- Include IPE in the faculty promotion guidelines and continuing contract (LT)

ST= short term

LT = long term

GOALS AND PRIORITIES

- **Center Development & Sustainability**
 - Develop IPE website (public & internal) (ST)
 - **[PRIORITY]** Develop biannual IPE Day for all colleges (ST)-action is needed now
 - Develop database (ST)
 - Expand funding/grant opportunities
 - Include IPE in the faculty promotion and continuing contract guidelines (LT)

GOALS AND PRIORITIES

- **Education (Didactic and Clinical)**
 - Infuse IPE activities in student orientations & introductions (ST)
 - Integrate the core competencies through all curricula (LT)
 - [PRIORITY] Curriculum mapping (LT-ongoing)
 - Expand IPE leadership course-find ways to cross-list courses
 - Educate all faculty RE: IPE (ST)

GOALS AND PRIORITIES

■ Service

- Integrated teams for community partnerships



■ Practice

- Identify intersections points (ongoing)
- Linking up field work & clinical practice
- Integrate into new hospital (LT)
- Identify practice participation and research opportunities in the community (ST)

GOALS AND PRIORITIES

- **Programmatic Assessment**
 - Develop and implement ongoing program assessment (LT)
 - Assess students' knowledge of IPE
 - Develop and implement IPE research in education and in practice

- **Time Commitment for IEP discipline coordinators**
 - Monthly meetings
 - .5 FTE

Ontario Pre-Reg. IPE Model (2009)		Model of IPE (UBC, 2009)	Evidence/Behaviour (Miller, 1990)	Teaching Activities/Strategies	Assessment Activities	
INTEGRATION OF IP COMPETENCIES IN CURRICULA			MASTERY	DOES	Clinical placement, contact with real patients/clients, team case conference	Clinical placement evaluation, feedback from patients/clients/family, self-reflection, professional portfolios
			SHOWS HOW	Standardized patients, role play, simulation lab, small group work	OSCE, behaviour checklists/rating scales, video audits, peer feedback	
			KNOWS HOW	Case study, enquiry based learning, small group work, on-line forum	<i>Clinical context based tests:</i> Exam, quiz, essay, oral <i>Other:</i> On-line discussion rating, peer feedback, group presentations	
			KNOWS	Didactic teaching, discussion, journal club, shadowing experience, seminars	<i>Factual tests:</i> Exam, quiz, essay, oral <i>Other:</i> Reflective journaling	
		EXPOSURE				
<i>Life Experiences: Previous education and experiences at entry to pre-registration program</i>						

INTERPROFESSIONAL LEADERSHIP

Course Title: Interprofessional Leadership
Course Number: PUH 6025
Course Credits: 3 semester hours Elective Course

Course Director: Kamilah B. Thomas-Purcell, Ph.D., M.P.H., C.H.E.S
Office Hours: Tuesday 2:00 P.M.- 3:30 PM; Thursday 2:00 P.M.- 3:30P.M.
Telephone: 954-262-1735, **Email:** kthomaspurcell@nova.edu

Faculty: Cecilia Rokusek Ed.D, , M.Sc.,R.D.
Office Hours: Call or email for an appointment
Telephone: 954-262-1850, **Email:** rokusek@nova.edu

Dates: August 25-December 14, 2013
Days and Time: Thursdays 6-8PM
Place: online

Required Texts:

Royeen, C.B., Jensen, G.M., & Harvan, R. (2009). *Leadership in Interprofessional Health Education and Practice*. Sudbury, MA: Jones and Bartlett Publishers

Interprofessional Education Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel*. Washington, D.C.: Interprofessional Education Collaborative

Course Description: This course is designed as a foundation course in the application of interprofessional leadership in public health. This course assumes that public health is an interprofessional field aimed at reducing preventable morbidity and premature mortality, and promoting a higher quality of life in population and groups through health intervention. It is also understood that today's population/ /family/client/patient has complex health needs and typically require more than one health discipline to address issues regarding health. This course highlights the continuous interaction and knowledge sharing between professionals, organized to analyze a variety of health issues while seeking to optimize participation of the population/family/client/patient. This course is deliberately broad and is a survey of interprofessional competency domains, theories of interprofessional collaborative practice, and best practices for interprofessional public health initiatives.

BARRIERS TO INTERPROFESSIONAL EDUCATION

- Need for focused faculty development programs on IPE and IPC (McGill, Quebec, 2005)
- Effective implementation of IPE within health professions education requires a strategic institutional approach to ensure longevity & sustainability (MUSC, 2007)
- Diversity in location and settings of schools/colleges (Cincinnati, Winklecop, 2009)

BARRIERS TO INTERPROFESSIONAL PRACTICE

- Efforts to IPE/P have been compromised by growing workforce shortages in the health professions
- Need for collaborative professional development programs (IOM Report, 2010)
- Team training is occurring (i.e. communication, situational awareness, leadership, and role clarity) but a few detailed and consistent competencies. In addition, there is a paucity of evaluation data on IPE and longer-term outcomes research (i.e. opportunity to examine patient safety, evidence and work environment quality). UCF, 2010
- Logistics and “perceived” reality tend to trump IPE initiatives

RESEARCH OPPORTUNITIES

The doors for research opportunities in interprofessional education are wide open and osteopathic medicine can lead the way:

- Fully integrated interprofessional curriculum
- Sustainable interprofessional practice
- Ongoing IPD programs (including faculty development)
- Development of interprofessional practice models for all health professions

SUMMARY

As we enter the second decade of the 21st Century, contemporary osteopathic education and practice, and all health profession education and practice must be restricted to create a comprehensive and sustainable interprofessional learning and skills culture that promotes understanding of respective disciplinary roles and mutual respect that creates collaborative practice environments among students, residents, faculty, and practitioners.

“To talk well and eloquently is a very great art, but that an equally great one is to know the right moment to stop.”

-Wolfgang Amadeus Mozart



NEXT STEPS

- Questions
- Discussion
- “We have an ideal opportunity to connect the puzzle pieces in interprofessional education and care and to provide regional, state, and national leadership in IPE”