

From “Uni-professional” to “Inter-professional”

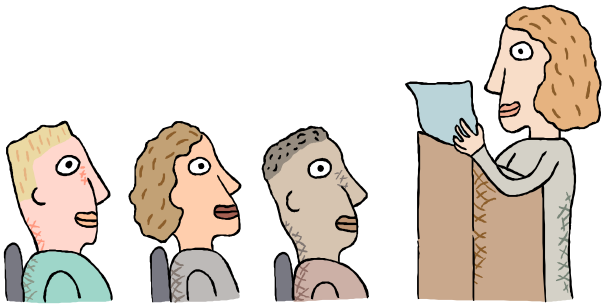
Strategies for Remodeling Curricula

Elizabeth Kachur – Medical Education Development, Global Consulting

Lucy Bruell – New York University School of Medicine

Lisa Altshuler – New York University School of Medicine

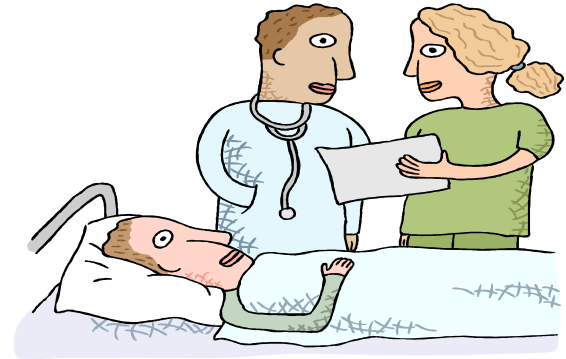
Inter-professional Education



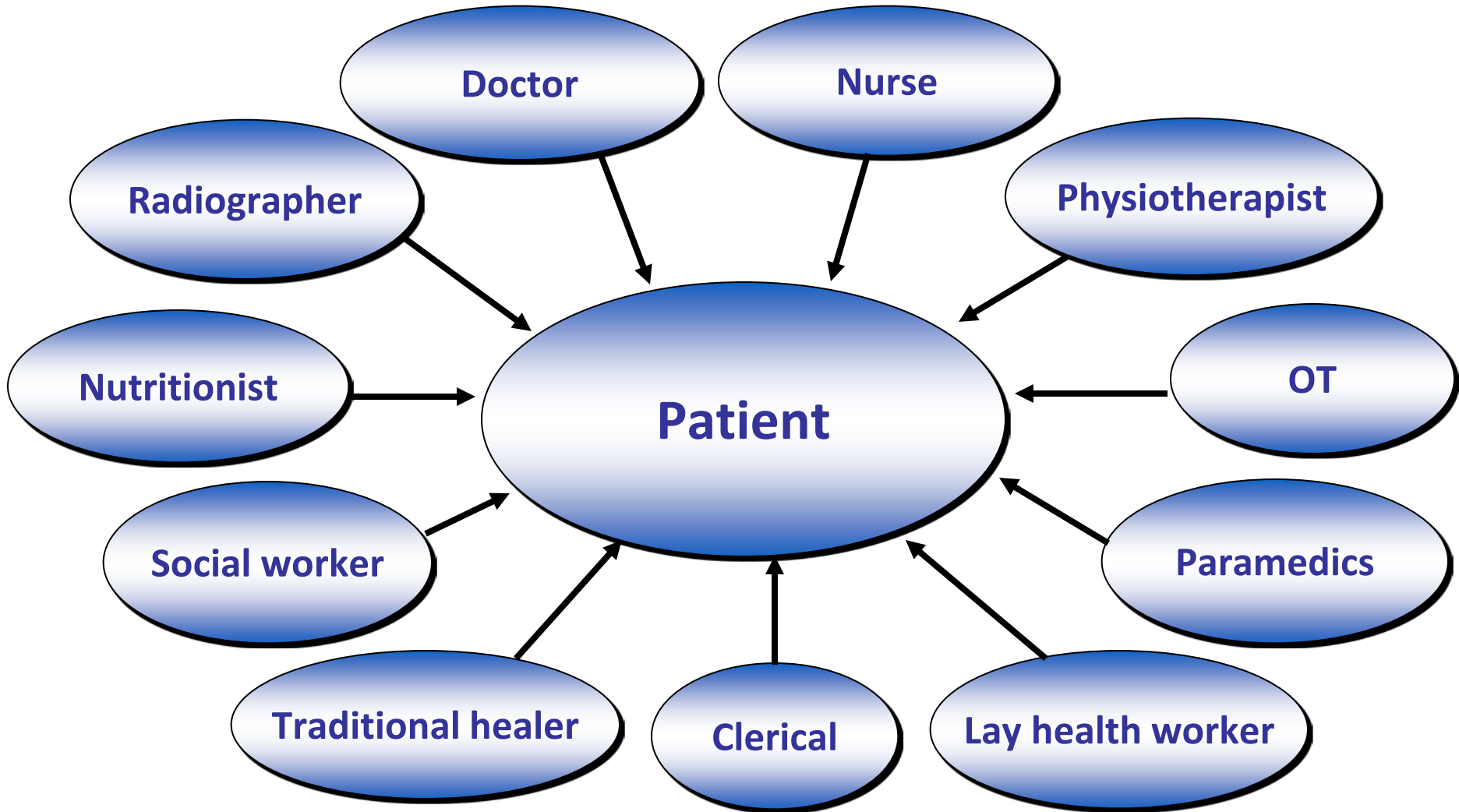
Learning Together

to

Work Together



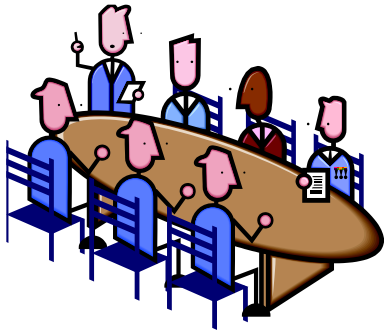
Multi professional team



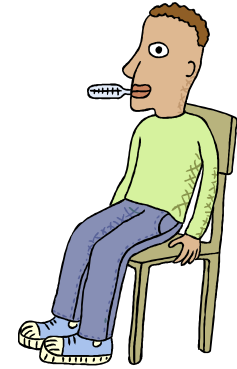
Sophie Davis/CUNY BS/MD - PA Program

To help PA and BS/MD students learn about how to:

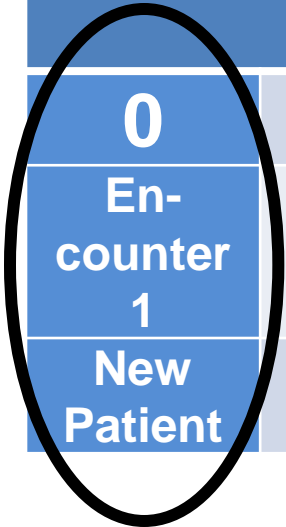
- **Work in a team**
- **Manage a patient with chronic disease: diabetes & cardiac problems**
- **Counsel a diabetic about prevention**
- **Establish a “Patient-Centered Medical Home”**



Team Care for a Patient with Diabetes



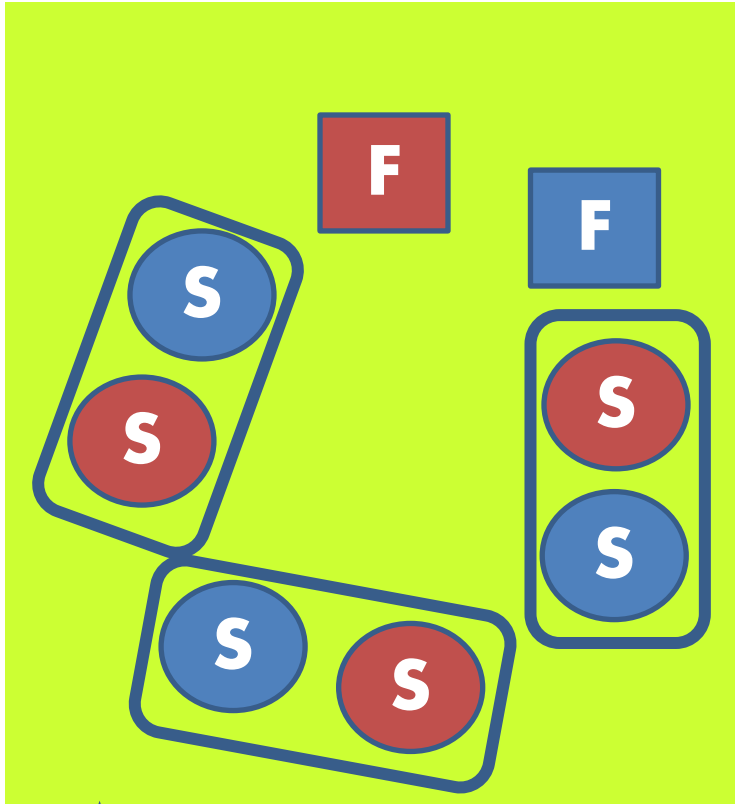
Months									
0	1	2	3	4	5	6	7	8	9
En-counter 1			En-counter 2						En-counter 3
New Patient			Follow-Up 1						Follow-Up 2



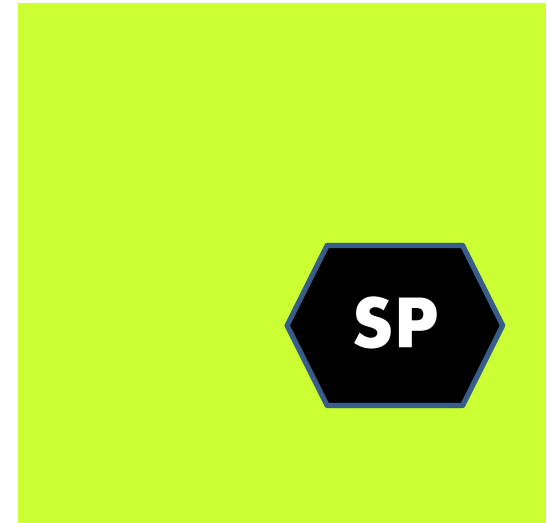
Assessment

Intervention

Small Group Sessions



★ = BS/MD
★ = PA



Assessment

Intervention



What Worked Well? (Sample Student Comments)

PA	<ul style="list-style-type: none">• Working as a team & sharing ideas• The ability to work in a team in which all views are acknowledged• The huddle & debriefing
BS/MD	<ul style="list-style-type: none">• To interact with PA students & learn about their roles• Open-mindedness of group• The meeting of all the minds from all our backgrounds was phenomenal

What Worked Well? (Sample Faculty Comments)

PA

- **Students were motivated & excited to participate**
- **Both student groups learned about each other**
- **Overlap of knowledge complemented collaboration**

BS/MD

- **PA & MD students loved being on a team together**
- **Students were really eager to participate & receive feedback**
- **Team meetings between encounters were key**

Preparing Nurse Practitioners and Medical Residents for Interprofessional Primary Care of Older Adults

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This project was supported by funds from Division of Nursing, Bureau of
Health Professionals (BHPr), Health Resources and Services Administration
(HRSA), Department of Health and Human Services under Grant number
D09HP25934



Purpose

- Enhance **quality of primary care** delivered to **older adults with multiple chronic conditions**
- **Increase** the number of NPs & physicians with **gerontological and interprofessional competencies** to enhance primary care to underserved older adults

Interprofessional Learners and Faculty

- Began 2014 – now in 3rd year
- Learners (6-10 per year)
 - 2nd Year Primary Care Residents
 - Practicing Nurse Practitioners - training to sit for Adult-Gerontology Primary Care NP certification
- Faculty
 - NP and MD Geriatricians
 - Medical Educator
 - Psychologist
 - Instructional Design
 - Dentist, Pharmacologist, Social Work, Psychiatrist, Health Policy experts,

1 Week Intensive

- Joint Story Telling
- Seminar Series
- Web-based IPEP Training Modules
- Virtual Patients
- Geriatric OSCE





NARRATIVE 4

- NP and Resident pairs
- Each partner tells the other a story about a healthcare experience (as provider or patient) that affected them
- The listener then tells the story from the first person's perspective (takes on the other's persona) to the whole group

<http://www.narrative4.com/>

Geriatric Seminar Series

- Geriatric Assessment
- Neuropsychiatric Issues: Dementia, Delirium, Depression
- Polypharmacy
- Oral Health
- End of Life and Palliative Care
- Social Work Perspective
- Dementia and Home Care
- Skilled Nursing and Rehabilitation Care
- Health Policy Issues

IPEP *

(Interprofessional Education & Practice)

Preview

Roles and Responsibilities in Health Care Team Settings

● Why IPE?

Education & Licensure: Core Team Members

Education & Licensure: Other Interprofessional Team Members

Other Healthcare Workers that May Provide Direct Care

Quiz: Who Does What?

Roles and Responsibilities

Reflection Question

Module Completion

IPEP 1: Roles and Responsibilities in Health Care Team Settings / Roles and Responsibilities in Health Care Team Settings
/ Why IPE?

Why IPE?



Often, health providers are not truly familiar with their team members. We may work with people of various disciplines every day, but still not have a good understanding of their educational base, practice roles and skills, or their range of functions.

In part, this is because each professional group is educated with their own terminology, problem-solving methods, and professional behaviors.

This can cause problems, like underutilization of skills and capabilities of all team members and disputes about areas of overlapping practice.

For the best care of our patients, we need to understand the unique expertise contributed by each profession represented in an interdisciplinary team, as well as the areas of role overlap among different professions.

IPEP 2: Effective Health Care Teams

IPEP 3: Teamwork Skills

IPEP 4: Effective Communication Skills

IPEP 5: Conflict Resolution

IPEP 6: Interprofessional Care Planning

NYU School of Medicine
NYU LANGONE MEDICAL CENTER

PrMEIR
Program for Medical Education
Innovations and Research

* Adapted from NYU3T Undergraduate Interprofessional Curriculum

Virtual Patients



Lisa Jacobs



George Rodriguez



Mia Vang



Tess Wilson

Geriatric OSCE Cases

- Cancer Pain
- Advanced Directives
- Urinary Incontinence
- Transition of Care:
Phone Call Hand-Off



Shared Clinical Experience

Resident Continuity Setting:
Urban, Safety Net Outpatient Site



NYC
HEALTH+
HOSPITALS

Gouverneur
A Gotham Health Center

Free standing clinic

270,000 clinic visits/year

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Lessons Learned

- Need to be pragmatic & creative in dealing with logistics
- Interprofessional faculty is a must!
- Assess baseline differences in experience, attitudes and knowledge when planning curriculum
- Different cultures of learning
- Building bridges before beginning work



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