

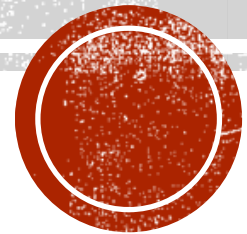
Incorporating IPE: From Academia to Practice

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Learning Objectives

Develop	Develop a mission statement and goals for an interprofessional education (IPE) program.
Assess	Assess factors within and external to the institution that might influence development of an IPE program.
Apply	Apply concepts and principles from change management models to plan and shepherd an IPE program to success.



Who are you?

- Setting?
- Discipline?
- Team?
- Solo?

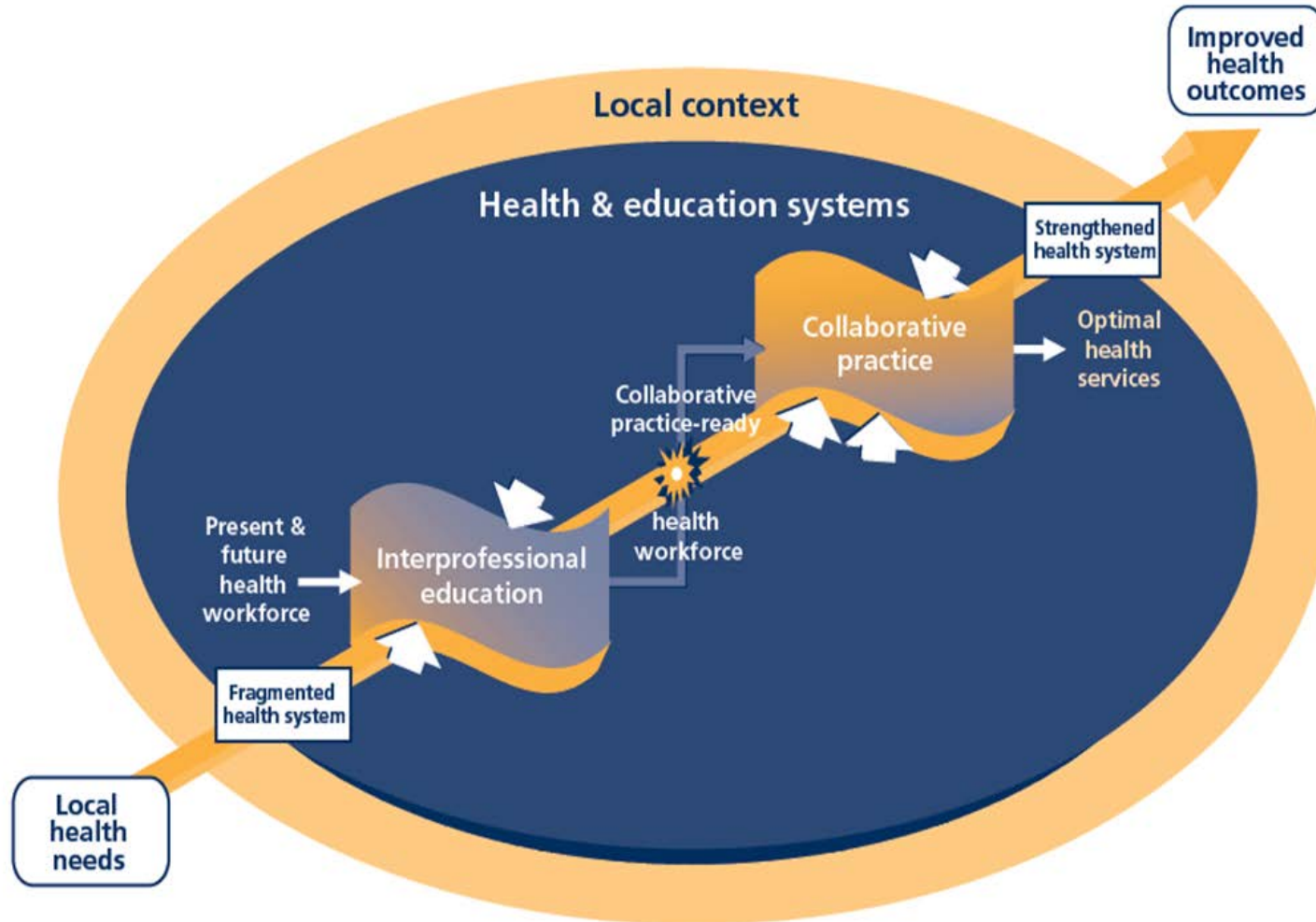


Clarifying Language

- **Interprofessional education**
 - In academic setting -- **prelicensure** IPE
 - In clinical setting -- **post-licensure** IPE
 - Interdisciplinary education also used
- **Collaborative practice – in clinical setting**
 - Interprofessional collaboration
 - Interprofessional practice
 - Interdisciplinary collaboration
 - Interprofessional collaborative practice
 - Often begins with an educational effort



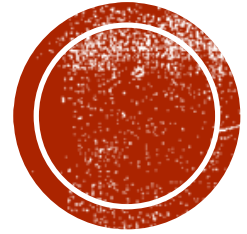
Framework for Action on Interprofessional Education & Collaborative Practice (WHO, 2010)



Why Develop an IPE Program?

- Improve patient care
- Patient satisfaction
- Cost effectiveness of care
- Provider satisfaction
- Secondary considerations
 - Meet accreditation standards – academic and practice
 - Maximize use of resources – e.g. simulation center
 - Enable health professionals to practice at the top of their educational preparation



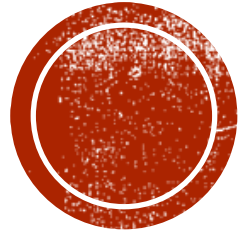


**Your reasons for developing
an interprofessional
education program?**

IPE Models

- **Many models to choose from**
 - None are perfect
 - All offer useful consideration and can add value to your IPE efforts
 - May develop your own model
- **Categorizing the models**
 - Who will be educated?
 - What will be taught?
 - How will it be taught
 - What will be evaluated?
 - Combination of some or all of the above

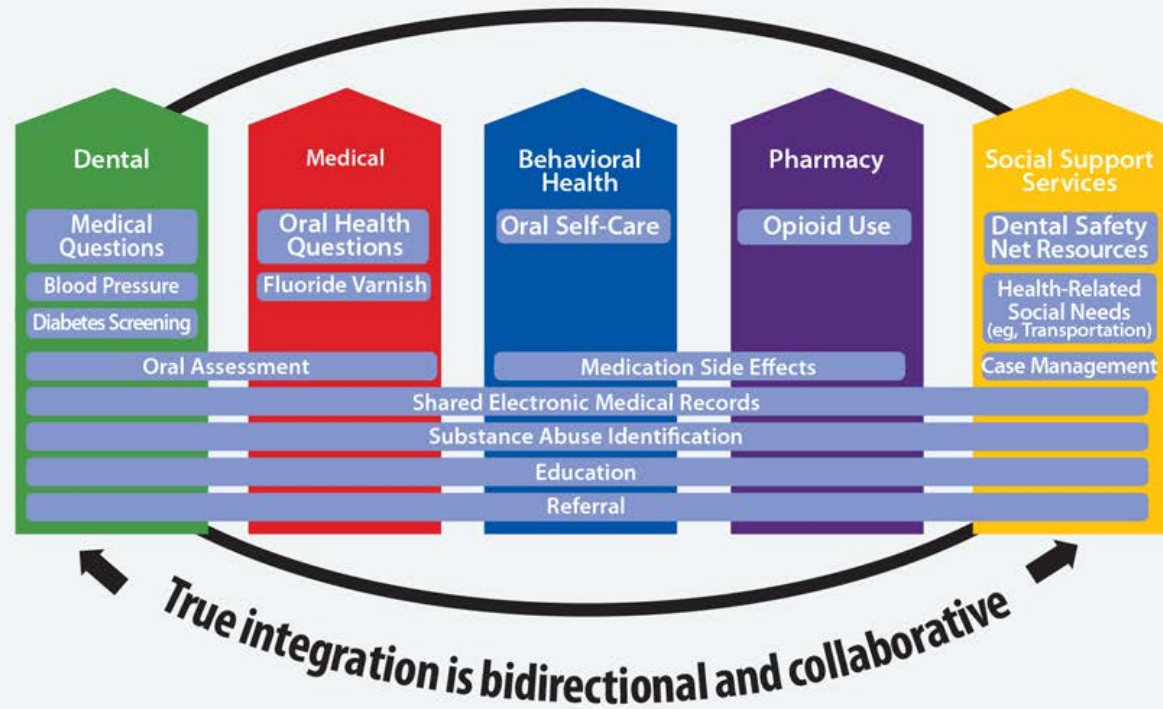


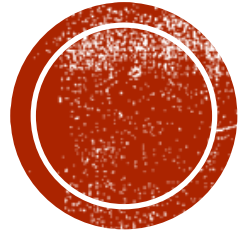


**Participants: Who will be
taught?**

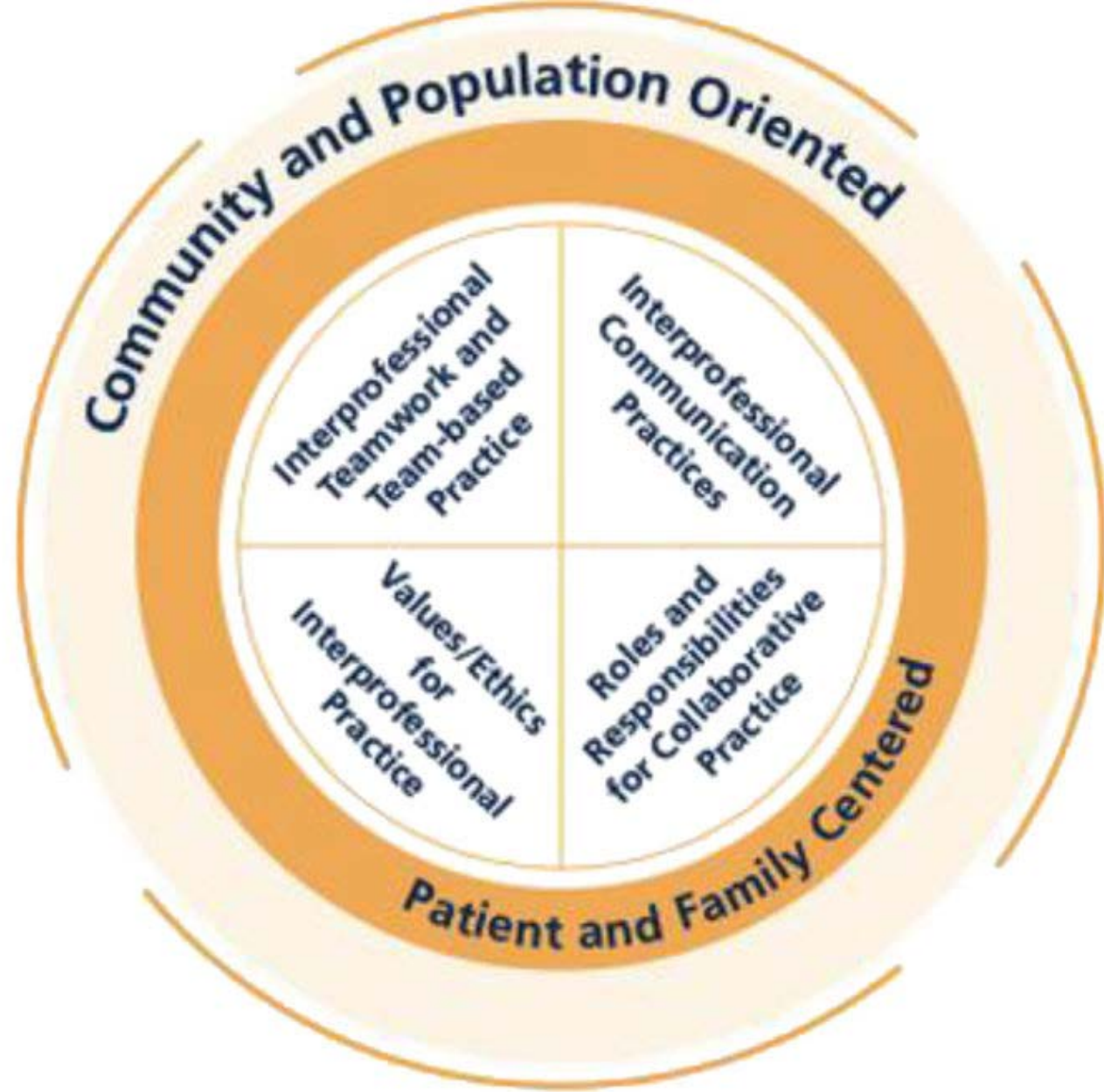
An Example with a Dentistry Focus

- Determine the appropriate mix of professionals for a particular problem.





Curriculum: What will be taught?



An Example of the Content to be Taught

Core competencies for interprofessional collaborative practice
(Interprofessional Education Collaborative, 2016)

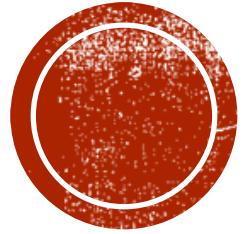
The Learning Continuum pre-licensure through practice trajectory



Core Competencies for Interprofessional Collaborative Practice

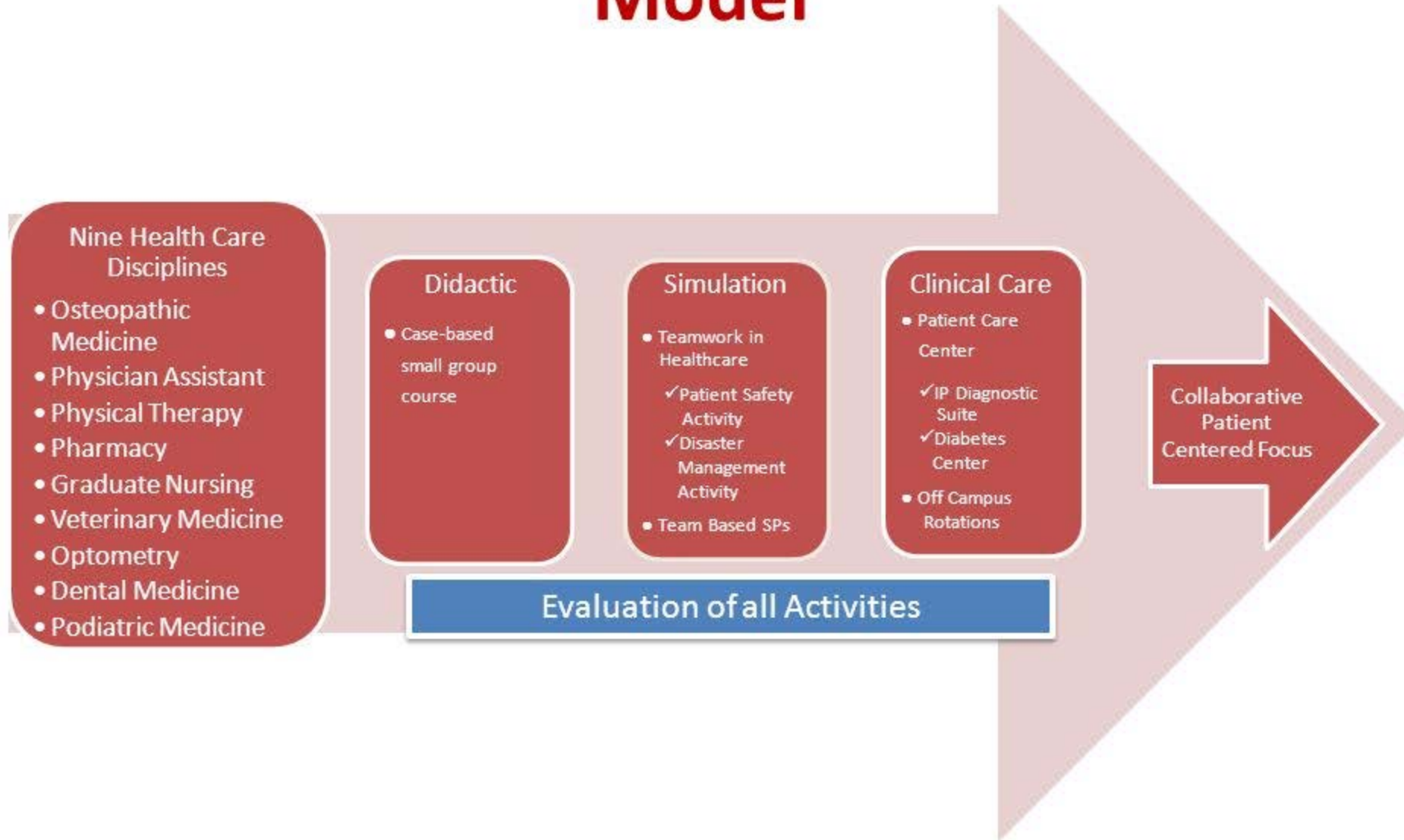
- Values/Ethics for Interprofessional Practice
- Roles/Responsibilities
- Interprofessional Communication
- Teams and Teamwork
- Work with individuals of other professions to maintain a climate of mutual respect and shared values.
- Use the knowledge of one's own role and those of other professions to appropriately assess and address the healthcare needs of the patients and populations served
- Communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease.
- Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient-/population-centered care that is safe, timely, efficient, effective, and equitable.



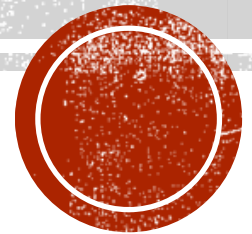


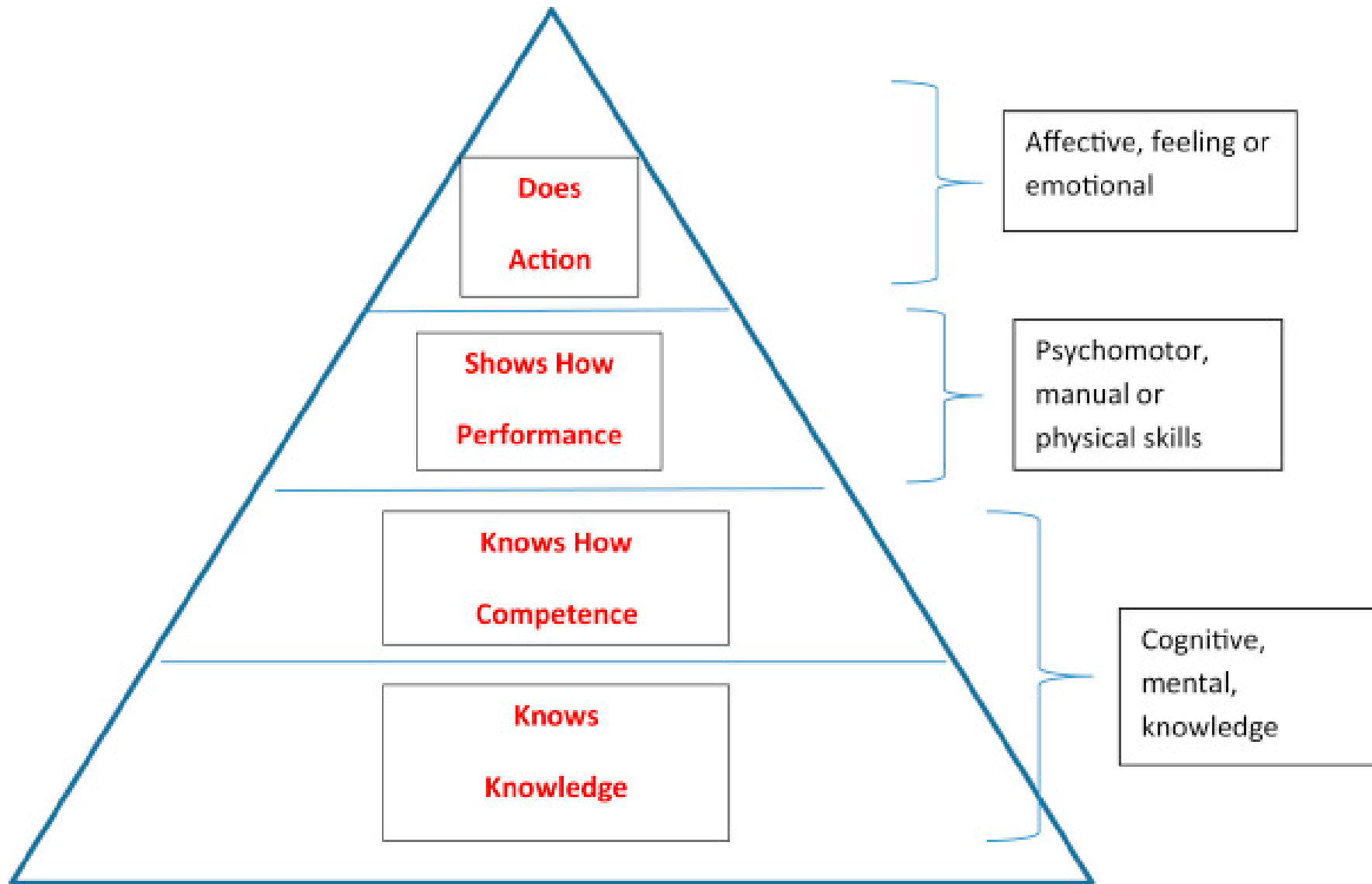
Strategies: How will it be taught?

Interprofessional Learning and Practice Model



**Evaluation: How will learning
be assessed?**



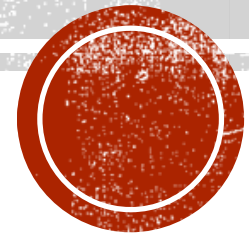


Framework for Clinical Assessment, (Miller 1990)

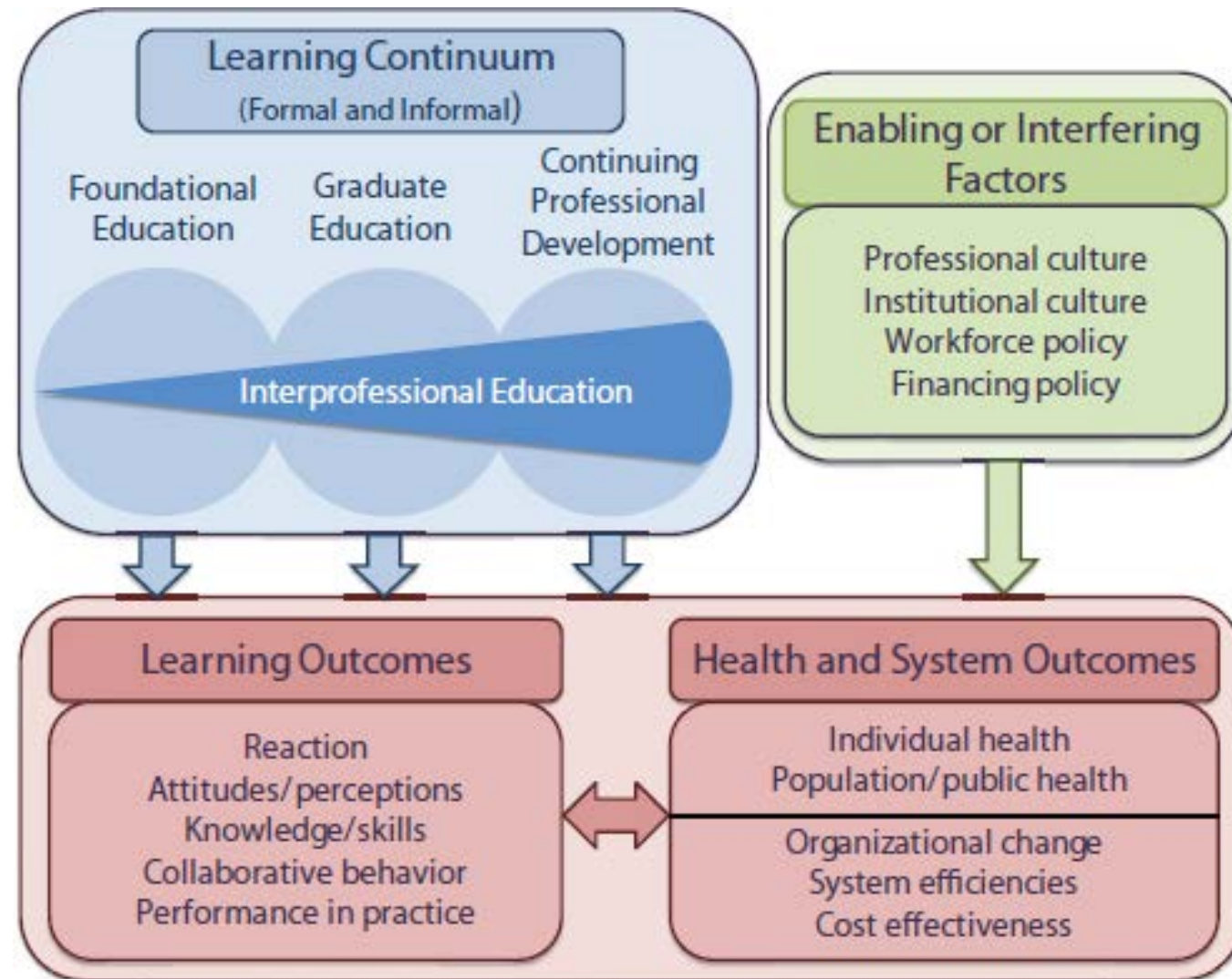
Blooms learning domains (1956)



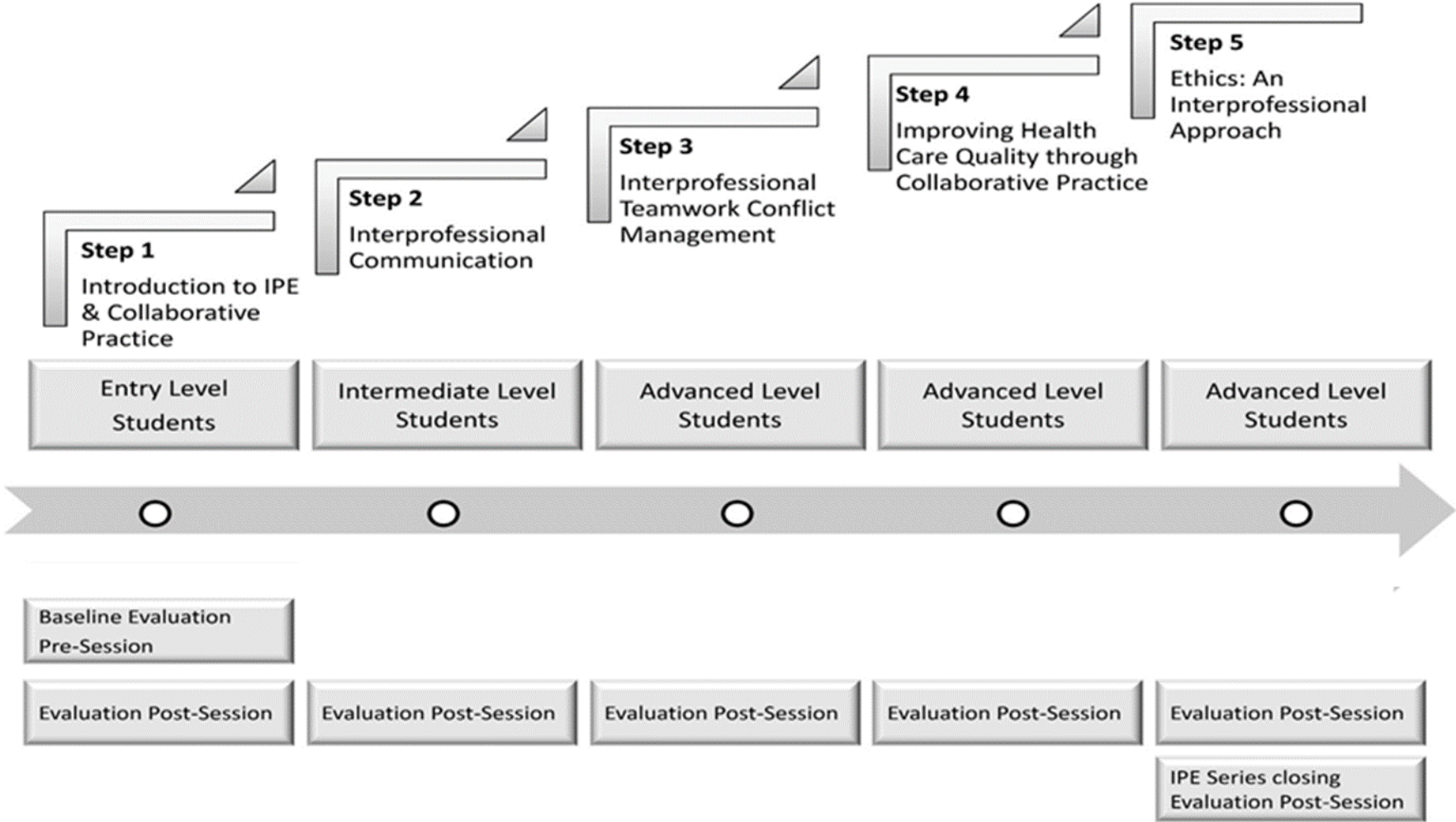
Models that Combine



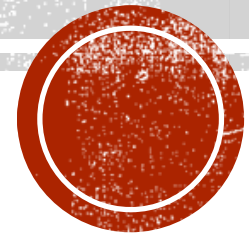
Interprofessional Learning Continuum (IPLC)



LAU IPE STEPS



Developing Your Program/Activities



Begin with Assessment

- Administrative support
- Institutional strengths
- Opportunities (internal and external)
- Overcoming challenges
 - Institutional weaknesses
 - External threats
- Resources and budget



What Professions/Departments will be Involved?



Think Outside the Box

- Unconventional players
- Inter-institutional partnerships



Mission



Why a mission statement?

- Articulates the purpose of the effort
 - Why does this program exist?
- Announces the program to the larger community
- Keeps all involved “on the same page”
- Defining the mission can be a valuable team building exercise



Things to Consider When Writing the Mission and Goals

- What does the team want the program to have accomplished in a few years from now?
- Who will the program impact?
- Be realistic
 - Organizational context
 - Opportunities
 - Limitations and constraints





Common Challenges

(Sunguya et al., 2014)

- **Curriculum** - curriculum content, integration, time and schedule, and course rigidity
- **Leadership** - poor planning, lack of coordination, and lack of administrative support
- **Resources** - physical, material and human resources
- **Stereotypes and attitudes** - stereotyping of professions by faculty, students, and institutions

Sunguya, B.F., Hinthong, W., Jimba, M., & Yasouka, J. (2014). Interprofessional education for whom? -- Challenges and lessons learned from its implementation in developed countries and their application to developing countries: A systematic review. *PLoS One*, 9(5), e96724. doi 10.1371/journal.pone.0096724





More Common Challenges

- **Variety of students** - Differences in students' characteristics, learning needs, knowledge levels, and approaches
- **IPE concept** - ambiguity about best practices to adopt
- **Teaching** - familiarity with the concept of IPE, experience with teaching large groups, different instructional methods, and consensus and consistency of content taught
- **Enthusiasm** - essential for sustaining an IPE initiative hampered by top-down planning approach and inadequate understanding of the importance of the program



And Still More Challenges

- **Professional jargon** - terminology of different health professions
- **Accreditation** - lack of IPE accreditation standards
- **Other challenges**
 - **Assessment of learning** - How to assess learning that is not in traditional course structure and involves students and faculty from multiple programs
 - **Location logistics** - students at different sites and clinical locations
 - **Faculty workload** – how to recognize faculty efforts
 - **Staff support** – when programs cross departments, who provides the support?





It's a Journey

Two ways of framing the beginning:

- Long-term perspective but start with manageable activities

OR

- Start with manageable activities, then grow it into a program
 - What can we start with now?
 - What do we want to add later?
 - Who is our first audience?
 - Who can we involve later?
 - Recognize and celebrate successes along the way
 - Let others in the institution know about your work
- Don't let perfection be the enemy of good. Just do it!



Get Something on Paper



February 6, 2002 - ECHO CANYON, Pre-1st Draft

-81-

It's okay, SLANN
are you? I'm fine. *Are you hurt? You're not hit*

She numbly shakes her head, staring at the blood oozing from ~~the hole in his pants~~. She moves to check it, but he waves her away.

(continuing)
SLANN
Stay here.

Grimacing in pain, he hauls himself up ~~to stand~~ on his good leg and, gun raised, hobbles toward Nicholson. *for A* Carefully he checks ~~the Unit's pulse...and finds one~~. *kicks away gun* He aims his gun at Nicholson's head.

Cassandra sees this and, horrified, rushes toward him.

Thomas!! CASSANDRA

(stops and turns to her)
SLANN
He's only unconscious--~~I have to make sure the Commission can't come after us.~~

Is this what you've become working
CASSANDRA
for them?

He looks at her for a second, then ~~at the gun~~. He re-holsters it, then struggles to rise. He takes an uncertain step toward her, and she moves to help. *[maybe holds & U.G. partly responsible for becoming Kelly & this turning off Cassie?]*

The idea of this is good; shows how he ~~lost~~ lost his center. We need ~~everything~~ *everything* before?

What I've "become" is a man who's only sure who he is, when he's with you. The Commission, the Underground...for them, I'm whoever I have to be, do whatever I have to do for what we believe in. *Put other than that...*
(stands close; urgent)
As long as I can come home to you and remember who I really am. *sets only after can I remember who I am*

She caresses his face.

You're the
CASSANDRA
He clos

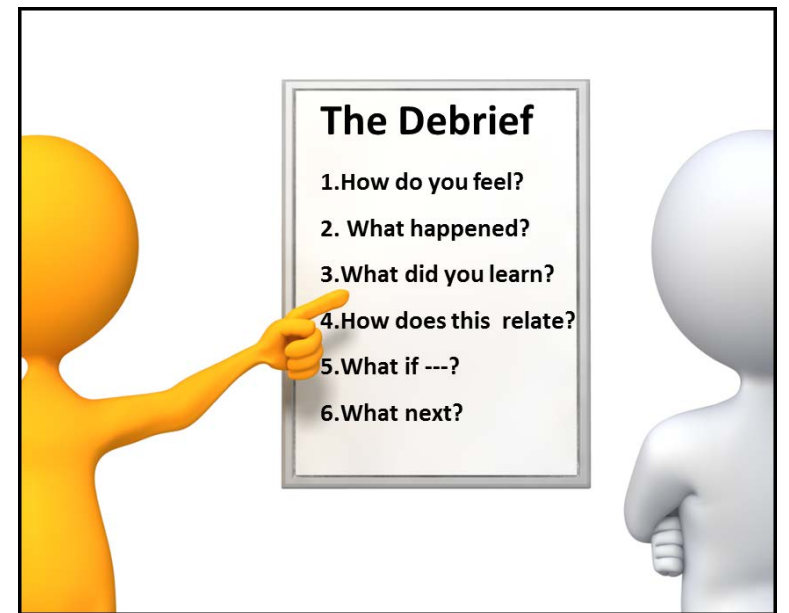


Learn from Experience

- **Debrief each activity**

- Listen to and learn from each other
- Listen to and learn from your audience – the learners
- Give up on things that don't work, redirect your energy to activities that have worked

- **Expand the program as resources allow (human, material, time, etc.)**



Introducing IPE/CP is a Change Effort

- Change is usually not easy
- It is not linear
- Use evidence to set direction, prevent detours
- Engage others



Plan for Evaluation

12:00 – 13:30 Workshop 2

IPE Assessment and Evaluation

Develop Your Plan



RESOURCES

- <https://nexusipe.org/>

