

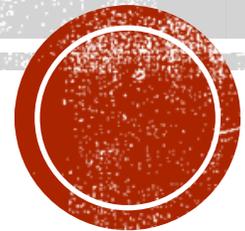
# Incorporating IPE: From Academia to Practice

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# Learning Objectives

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



# Who are you?

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

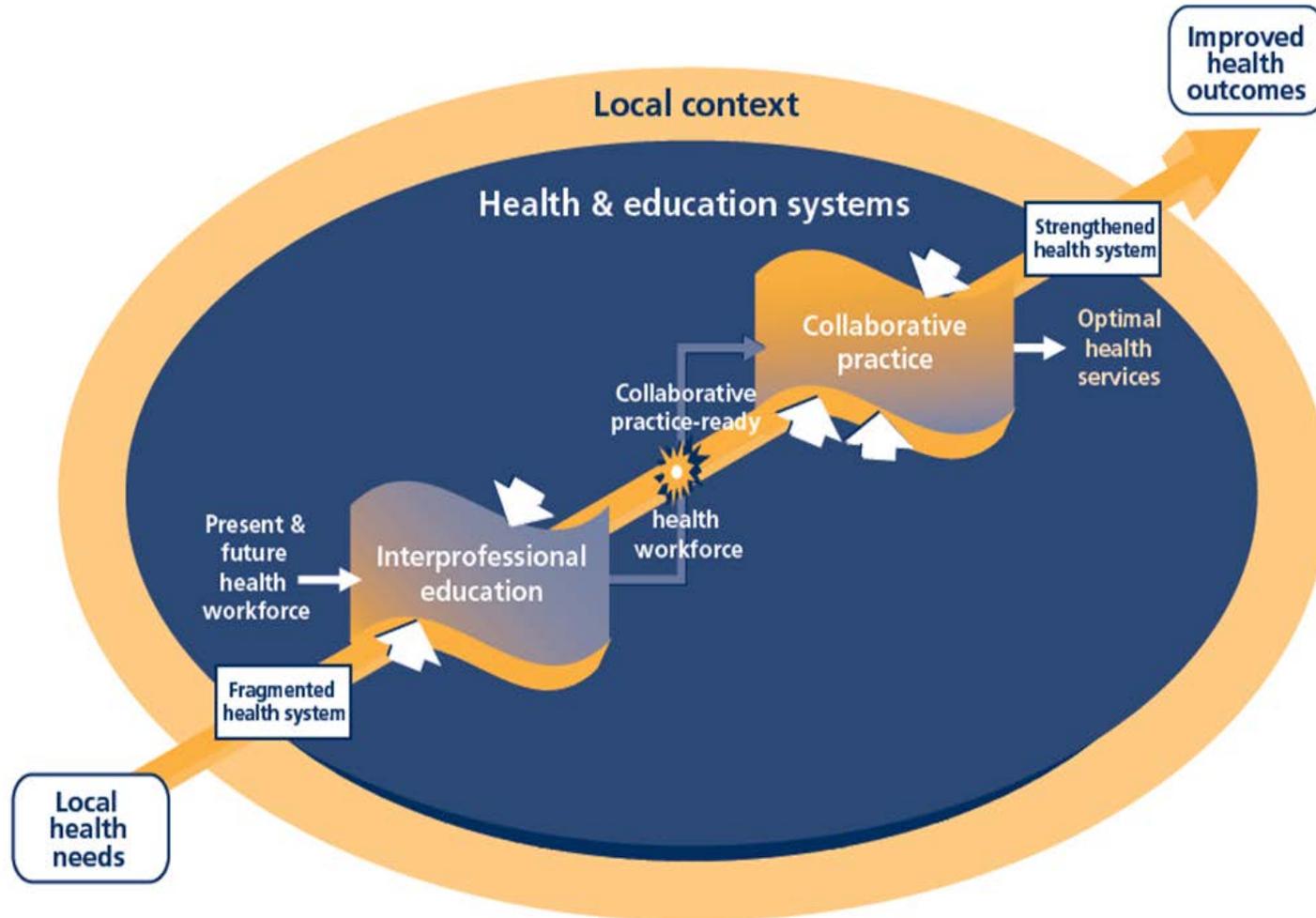


# Clarifying Language

- **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



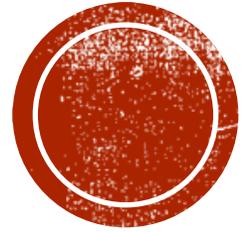
# Framework for Action on Interprofessional Education & Collaborative Practice (WHO, 2010)



# 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



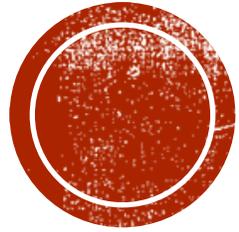


**Your reasons for developing  
an interprofessional  
education program?**

# 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

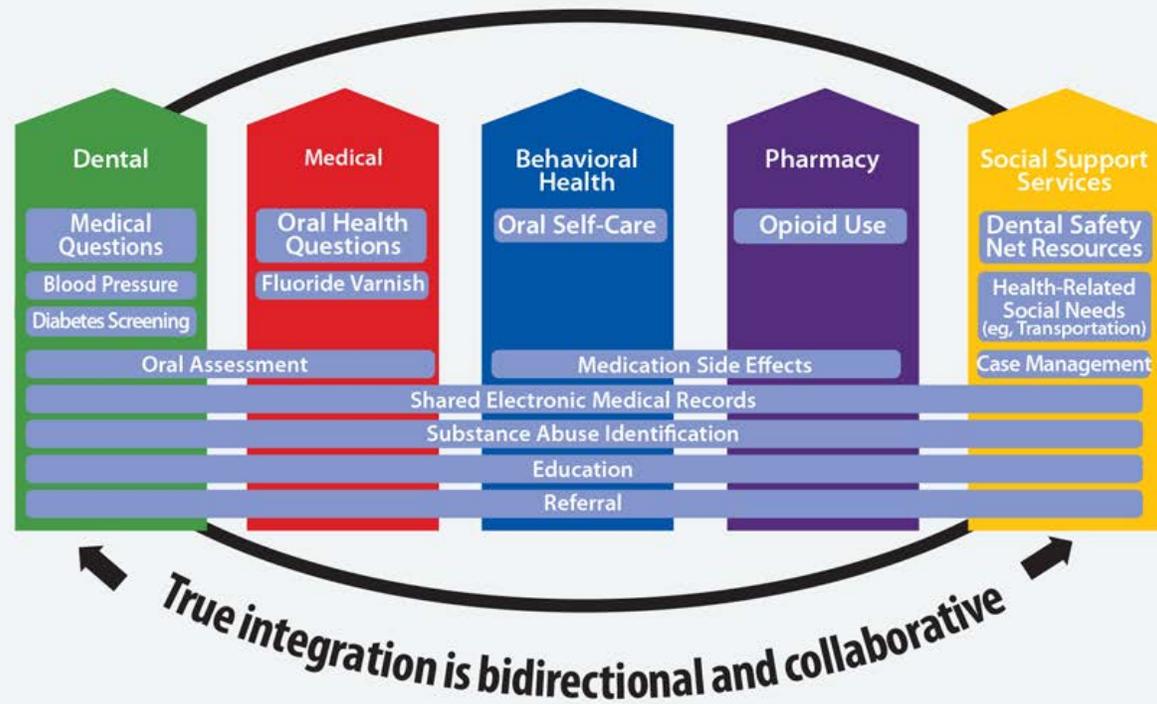


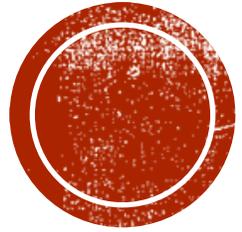


**Participants: Who will be  
taught?**

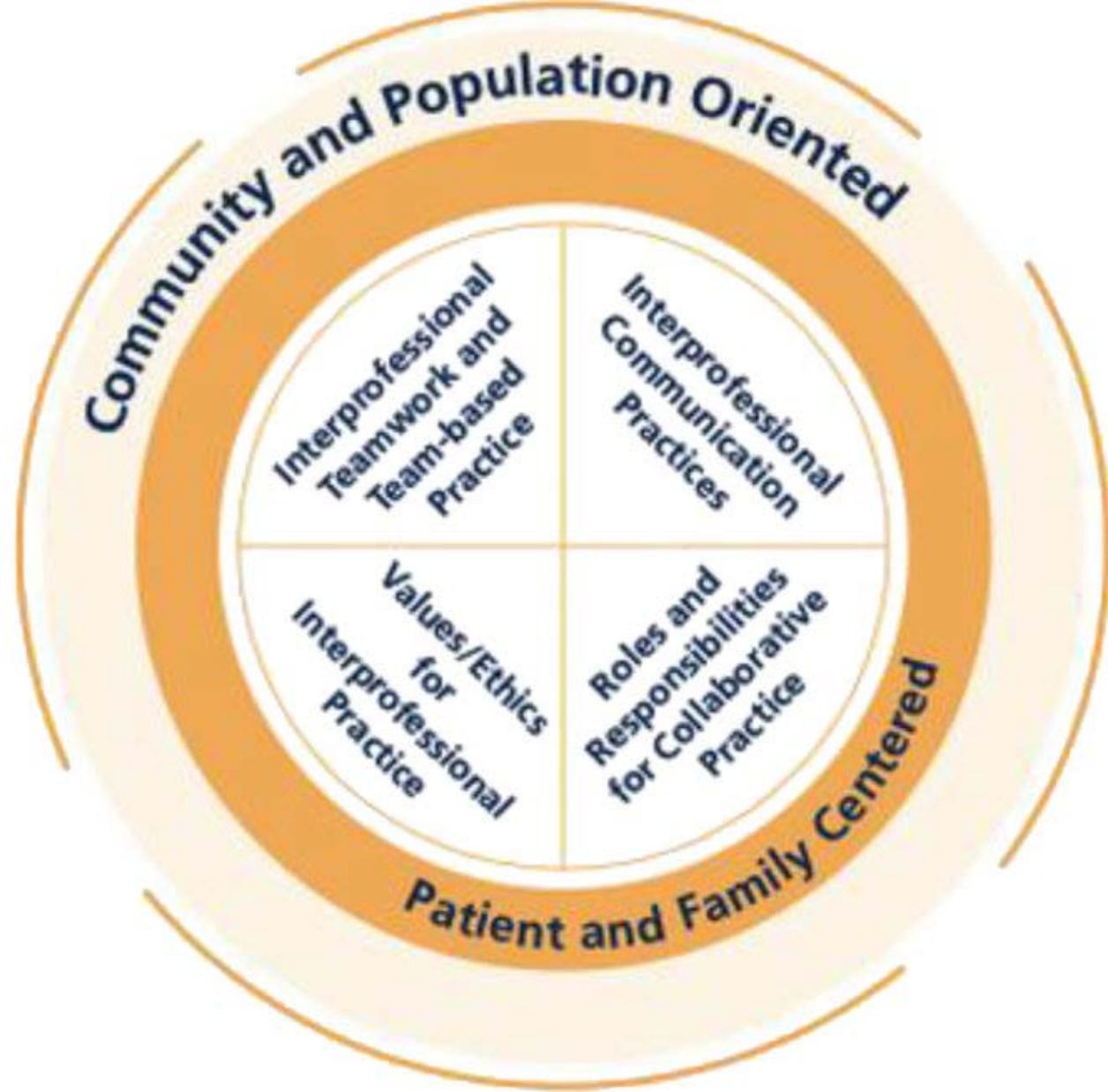
# An Example with a Dentistry Focus

- 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)

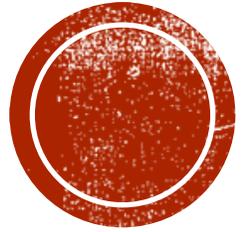
The Learning Continuum pre-licensure through practice trajectory



# Core Competencies for Interprofessional Collaborative Practice

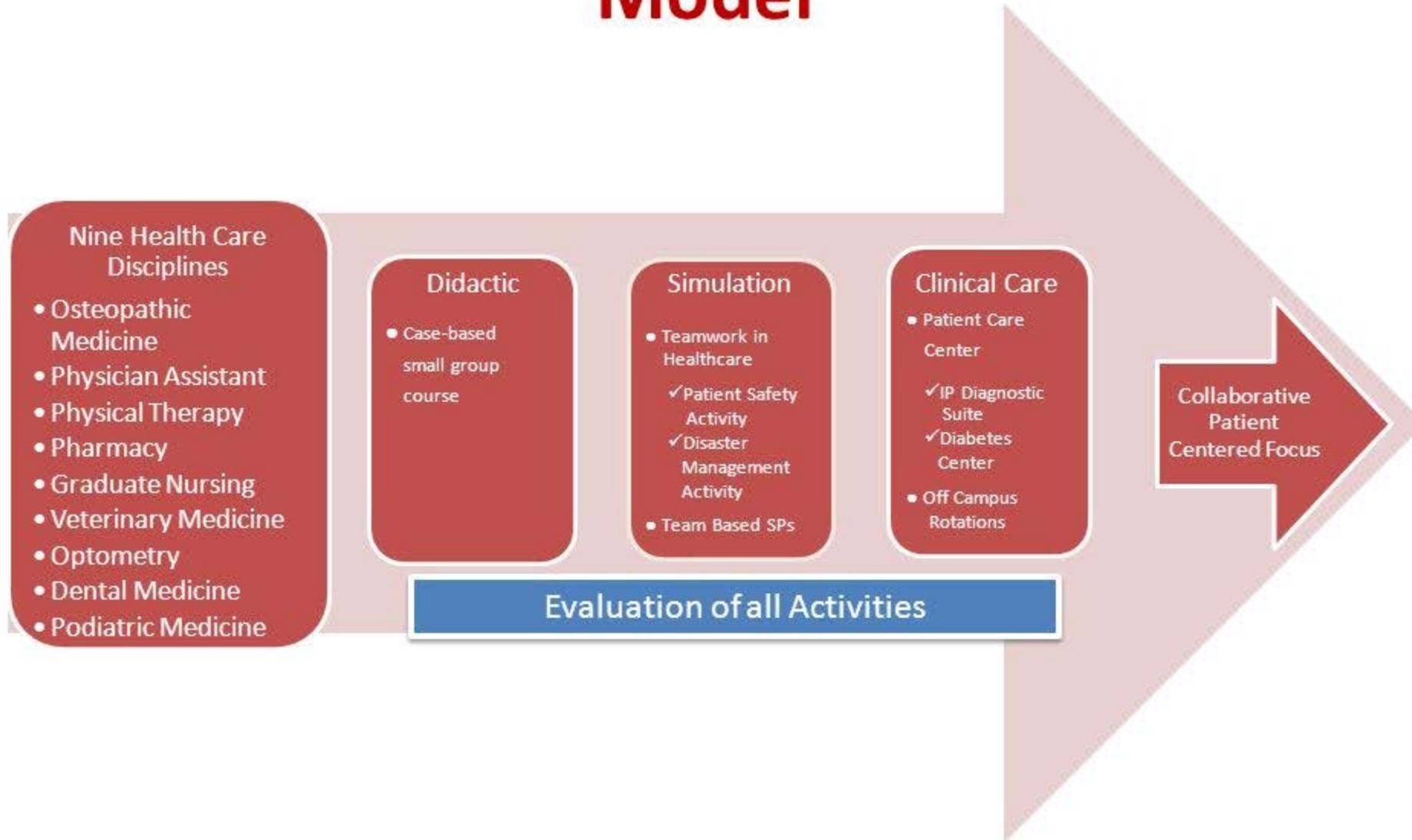
- Values/Ethics for Interprofessional Practice
- Roles/Responsibilities
- Interprofessional Communication
- Teams and Teamwork
- Work with individuals of other professions to maintain a climate of mutual respect and shared values.
- Use the knowledge of one's own role and those of other professions to 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.



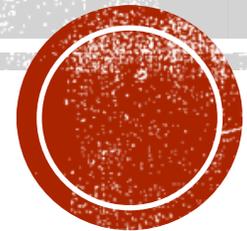


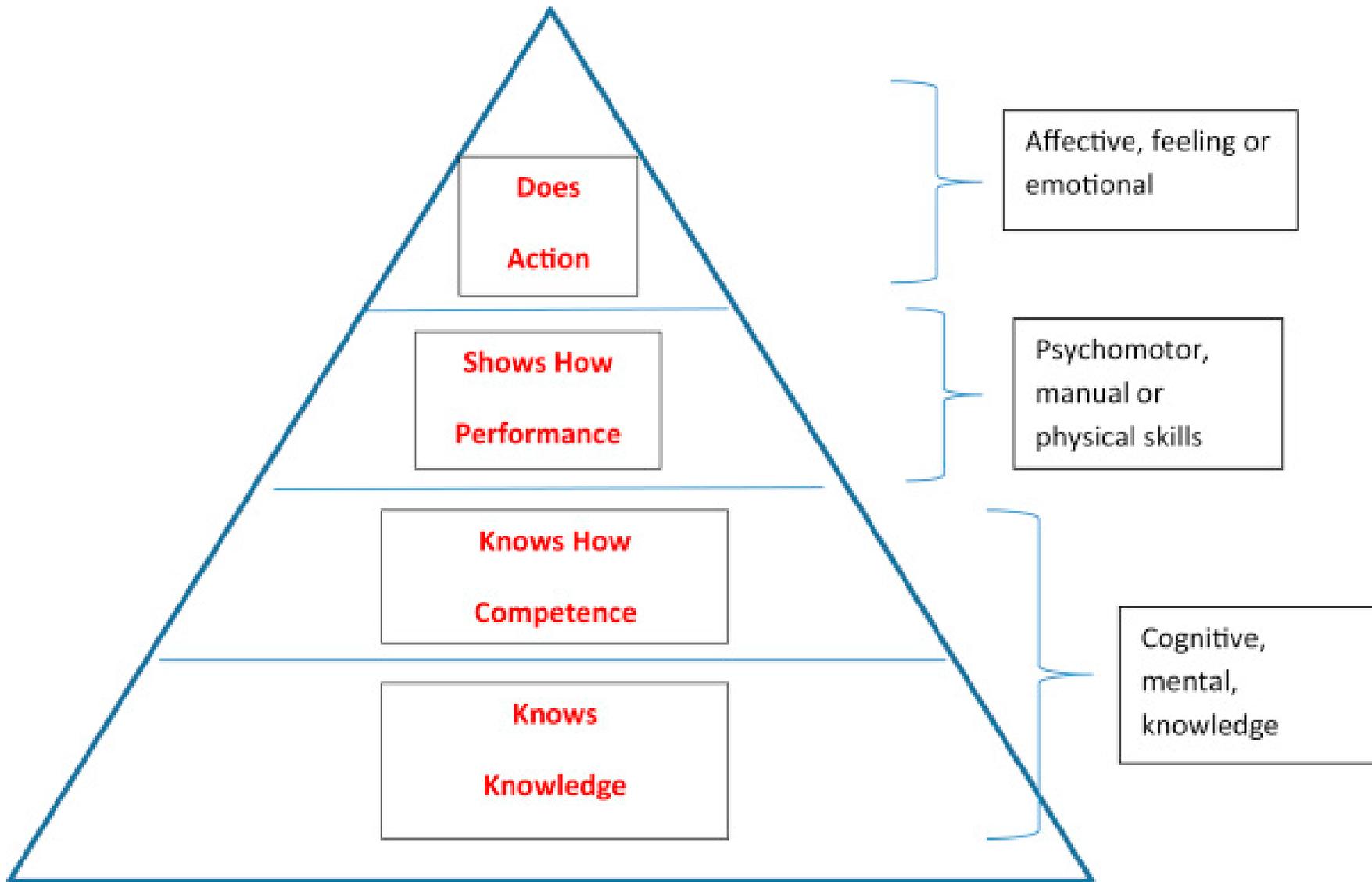
**Strategies: How will it be  
taught?**

# Interprofessional Learning and Practice Model



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



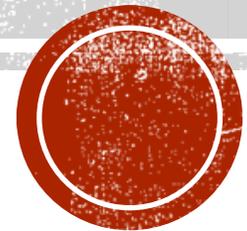


Framework for Clinical Assessment, (Miller 1990)

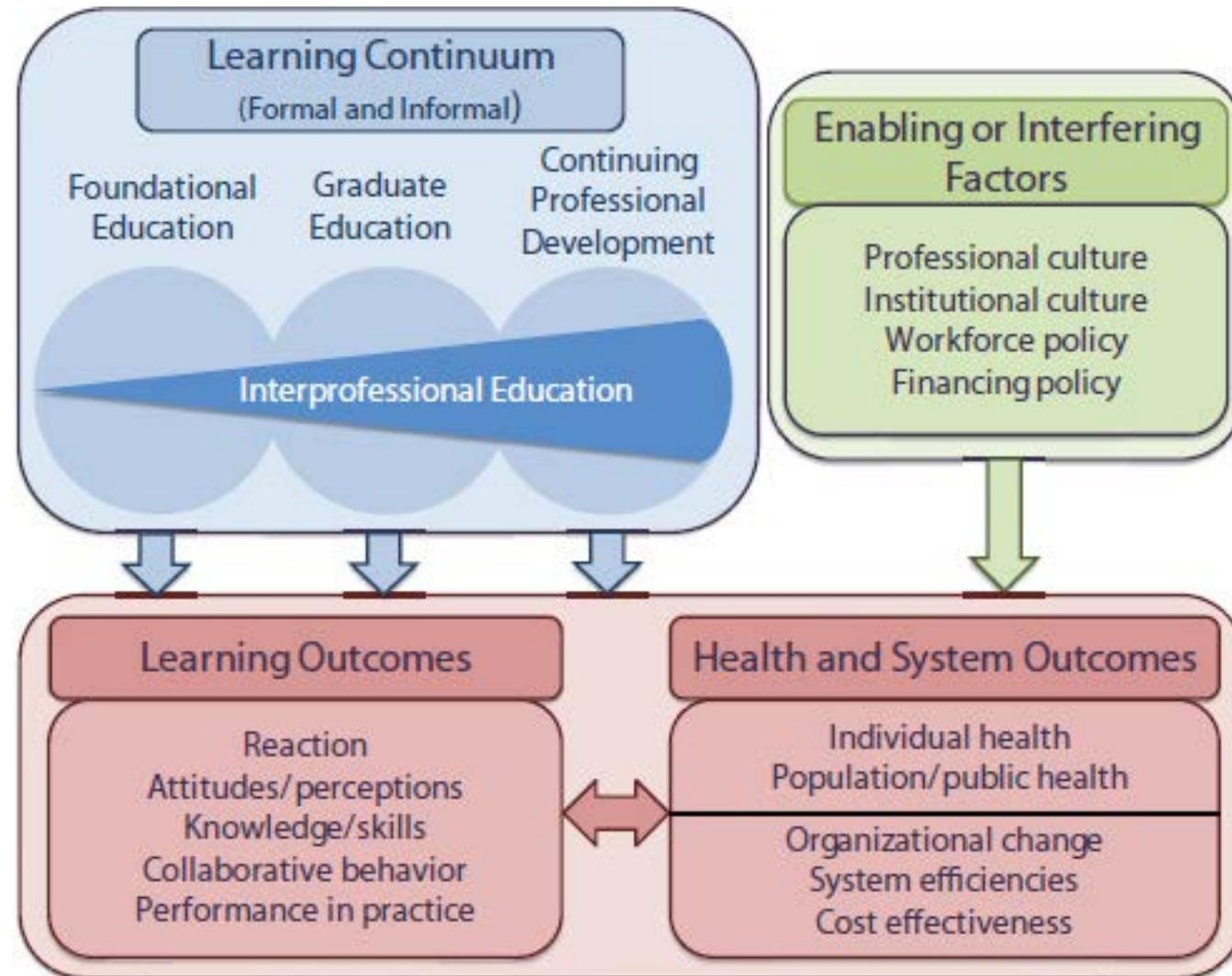
Blooms learning domains (1956)



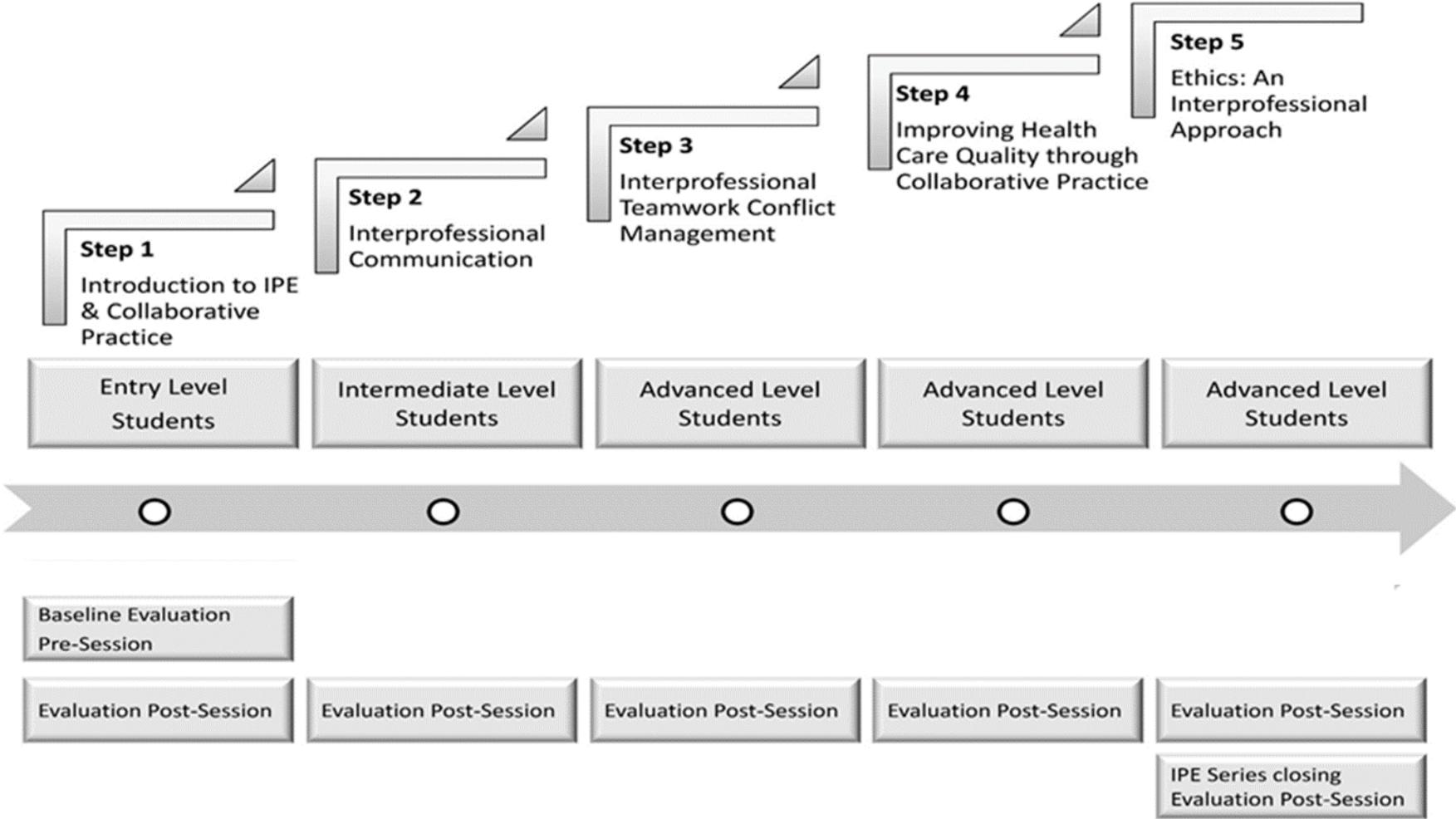
# Models that Combine



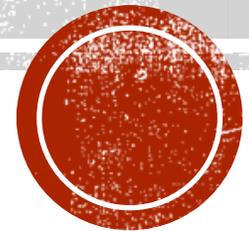
# Interprofessional Learning Continuum (IPLC)



# 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





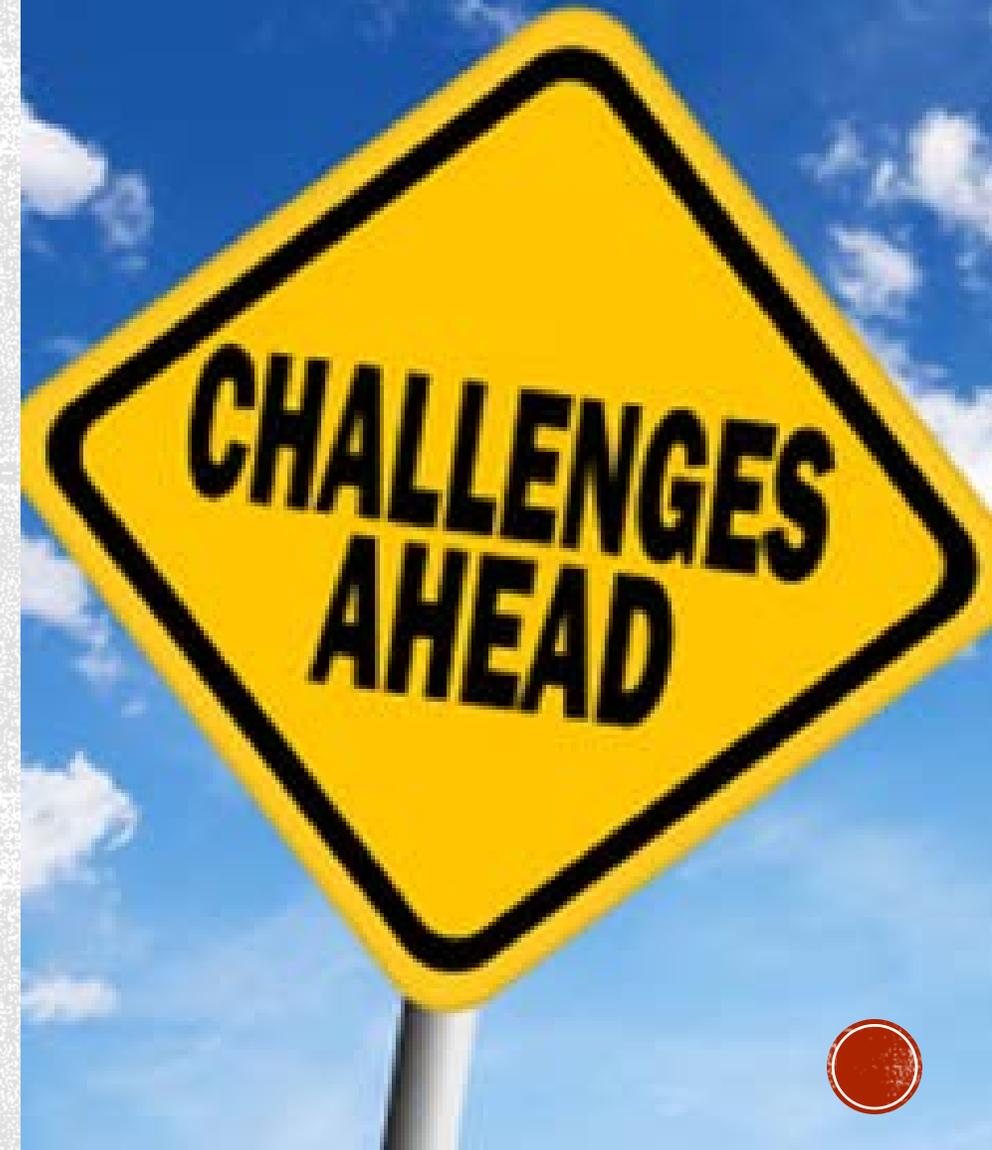
## More Common Challenges

- **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.~~ *He aims his gun at Nicholson's head. Kicks away gun*

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 *[maybe holds & U.G. partly responsible for becoming Kelly & this turning off Cassie?]*

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.

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

SLANN  
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. (stands close; urgent) As long as I can come home to you and remember who I really am.*

She caresses his face. *Put other than that... Only you can remember who I am*

CASSANDRA  
You're the

He closes

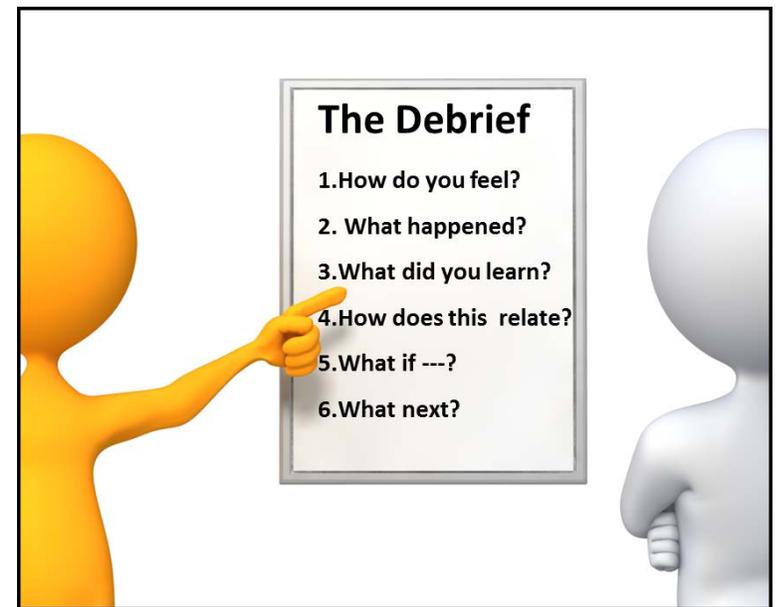


# Learn from Experience

- **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/>

