Interprofessional Education and Collaborative Practice in Health Professions: The Why, The How, and The What’s Next?

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Financial Disclosures:

NONE
Introductions

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Introductions at tables
• Where do you work?
• What is your specialty?
• What is your favorite food?
OHHHHHH-YEAH!
What comes to mind when you think about IPE?
Learning Objectives

1) List the definition and core competencies of Interprofessional Education (IPE) for health professions students

2) Examine the benefits and barriers to IPE implementation

3) Describe the key components that make interprofessional collaborative practice successful

4) Begin designing an IPE session within a current practice, course, or clinical setting
Outline for Session

• Define IPE and review history
• Review how IPE is being implemented currently
• Breakout and plan an IPE session
WHY IPE AND IPCP?

• IOM: To Err is Human. Building a Safer Health System
  – 1999– Call to Action:
  – Medical errors responsible for 44k-98k patient deaths/year
  – Majority were communication errors
  – Lofty Goals for improvement…

WHY IPE AND IPCP?

- IOM 2001: Crossing the Quality Chasm. A New Health System for the 21st Century
  - 6 Aims for Improvement:
    - Safe
    - Effective
    - Patient Centered
    - Timely
    - Efficient
    - Equitable

WHY IPE AND IPCP?

• IOM 2003: Health Professions Education: A Bridge to Quality

• Reform of Health Professions Education Should Include
  – Patient Centered Care
  – Interprofessional Teams
  – Evidence Based Approach
  – Quality Improvement
  – Informatics

WHO

- **CALL FOR IPE**
- Interdependence of Health Professions Education and subsequent Health Care Delivery
- Patient Safety and Outcomes linked to “Collaborative Practice Ready Workforce”

IHI TRIPLE-->QUINTUPLE AIM

Dipti Itchhaporia et al. J am Coll Cardiology 2021
Interprofessional Education

WHEN MEMBERS OF TWO OR MORE PROFESSIONS COME TOGETHER TO LEARN WITH, FROM, AND ABOUT EACH OTHER TO IMPROVE COLLABORATION SKILLS AND PATIENT OUTCOMES

Definitions

- **IPE:** Interprofessional Education

- **IPCP:** INTERPROFESSIONAL COLLABORATIVE PRACTICE:
  - Multiple health workers from different professional backgrounds working together with patients and families to deliver highest quality of care across settings

- **INTERPROFESSIONAL TEAM-BASED CARE:**
  - Intentionally created work groups with collective identity, culture, shared responsibility for small group of patients
“...to prepare all health professions students for deliberatively working together with the common goal of building a safer and better patient-centered and community/population-oriented U.S. healthcare system.”
IPEC Members

Webinar Slides

Introducing the 2023 Core Competencies for Interprofessional Collaborative Practice

Aired on Friday, December 1, 2023 from 2:00 PM – 3:00 PM Eastern
VALUES/ETHICS:
Work with individuals of other professions to maintain a climate of mutual respect and shared values.

ROLES/RESPONSIBILITIES:
Use the knowledge of one’s own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.

COMMUNICATION:
Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health.

TEAMS AND TEAMWORK:
Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population centered care and policies that are safe, timely, efficient, effective, and equitable.

Interprofessional Education Collaborative. (2016).
## IPE Benefits

- Mimics clinical environment (collective team-based care model)
- Patient/person centered
- Curricula should reflect the community needs—more equitable
- Appreciate colleagues' roles and perspectives
- Helps develop professional and interprofessional identities
- Professional accreditation
## IPE Barriers

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<thead>
<tr>
<th>Barrier</th>
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<tr>
<td>Definition of IPE is not universal</td>
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<td>Logistics: timing, schedules</td>
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<td>Professions have their own languages and culture</td>
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<td>Hierarchy, power differential, professional identity</td>
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<tr>
<td>Lack of validated instruments for skills and implementation</td>
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<td>Lack of patient related outcomes</td>
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Questions
Brain Break!
## Ongoing IPE AT UVM/LCOM

### INTRO TO ROLES

<table>
<thead>
<tr>
<th>Event</th>
<th>Students/Profession(s)</th>
<th>Assessment Method(s)</th>
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<tbody>
<tr>
<td>Introduction to Interprofessional Education Conference</td>
<td>Athletic Training (S), Communication Sciences and Disorders (S), Counseling (S), Dietetics and Nutrition (S), Exercise Science (S), Health Sciences (S), Medical Radiation Sciences (S), Medical Laboratory Sciences (S), Nursing (S), Pharmacy (S), Physical Therapy (S), Medicine (S), Social work (S)</td>
<td>On-line module on IPE Collaborative Practice Facilitator team assessment</td>
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<td>Foundations of Clinical Sciences</td>
<td>340 total students</td>
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<td>Cultural Awareness IPE Conference During NMGI</td>
<td>Advanced Practice nursing (S), undergraduate nursing (S), pharmacy (S), counseling (S), communication disorders (S), nutrition (S), social work (S), medicine (S)</td>
<td>IPE Group leader team assessment</td>
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<td>220 total students</td>
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<td>PCR: Doctors and Nurses</td>
<td>Nursing (S, P)</td>
<td>Graded Reflection—this session is associated with a nurse shadowing experience so reflects on their in the care of patients</td>
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<tr>
<td>NMGI: Pharmacotherapy of type 2 Diabetes (Pharmacy)</td>
<td>Pharmacy students (S)</td>
<td>Traditional TBL with integrated teams including both MS1 and Pharm students</td>
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<tr>
<td>CRR: Palliative Care</td>
<td>Nursing (S), social work (S), communication science (S), nutrition (S), and physical therapy students (S)</td>
<td>Individual and Group Readiness quiz</td>
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<tr>
<td>PCR: Medical Interpreters and Refugee Health</td>
<td>Medical Interpreters (P)</td>
<td>Readiness quiz</td>
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<td>HDRH: Pharmacy in special populations</td>
<td>Pharmacy Students (S)</td>
<td>Participation in simulation</td>
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<td>Written reflections</td>
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(Lounsbury & Marroquin, 2023)
Benefits/Strengths
• Meeting fellow students and providers
• Nice overview of different healthcare professionals
• Encourages communication
• Meets IPEC Core Competencies

Challenges
• Scheduling
• What class/course will it fall under
• More time with healthcare professionals
• Smaller groups
• Some students didn’t see the value in it

8:55 - 9:00  Arrive in Zoom Main Room: Location Zoom link:
https://uvmcom.zoom.us/j/97897620912
9:00 - 9:10  Welcome - Event Overview, Zoom Etiquette, Brian’s story
9:10 - 9:15  Instructions for Breakout Zoom Rooms
9:15 - 9:40  Breakout Rooms: Introductions, Case Discussion
9:40 – 9:50  Stretch Break
9:50 - 10:15 “Health Professionals Shuffle” in Zoom Breakout Rooms with health professions faculty/practitioners (3 discussions with health professions faculty/practitioners for 7 mins. each)
10:15 – 10:18 Return to Main Session
10:18 - 10:21 Take home points regarding your interprofessional education and colleagues
10:21 - 10:25 AHEC Interprofessional Team Summer Projects and other opportunities
10:25 - 10:30 Wrap-up and Student Evaluation
https://qualtrics.uvm.edu/file/form/5V_8lxstFt2vPmgRM
ONGOING IPE AT UVM/LCOM
Palliative Care

Benefits/Strengths
• Interprofessional discussion
• Productive
• Collaborative
• Case-based learning
• Meets IPEC Core Competencies

Challenges
• Scheduling
• Too early in education...need more clinical first
• Some students felt didn’t pertain to their field

STUDENT Participants

University of Vermont
  College of Agriculture and Life Sciences
  College of Education and Social Services
  Larner College of Medicine
  College of Nursing and Health Sciences

Today’s Activities:
- Introduction of simulation and case (8 minutes)
- View Scenes One and Two (18 minutes)
- Join your discussion group - introductions and choose meeting roles (3 minutes)
- Discuss your thoughts about your role in Palliative Care and observations from the simulation (10 minutes)
- Play Scenes Three, Four, Five and Six. (20 minutes)
- Discuss communication skills and roles. (10 minutes)
- Return to Main Room at for case update and discussion of End-of-Life care and your responsibilities and feelings (12 minutes)
- Faculty Panel discussion (10 minutes)
- Complete Student Evaluation - (3 minutes)

(IPE Committee, 2023)
Ongoing IPE at UVM/LCOM
TalkVermont

Evidence Based Interprofessional Serious Illness Communication Training

- Small Group Learning
- Deliberate Practice
- Simulated Patients
- Just-in-time Feedback

"Every seriously ill patient will be surrounded by clinicians who can speak about what matters most and match care to values"
Ongoing IPE AT UVM/LCOM
TalkVermont

**TOTAL PARTICIPANTS TO DATE**

- 592 Students
- 449 Clinicians
- 134 Residents/Fellows

**OUTCOMES:**

- Increased serious illness conversations by 33%
- Increased the frequency of patient-centered skills
- Improved job satisfaction
Ongoing IPE at UVM/LCOM
TalkVermont

Benefits/Strengths--IPEC Core Competencies

- Roles/Responsibilities
  - Interprofessional groups/coaches
  - Empowered in own role
  - Understand others' roles
  - Developed expert skills in SIC
- Interprofessional Communication
  - Dialogue among professions in course leads to more communication in clinical realm
- Teams/Teamwork
  - Bonded using shared conversation framework with other TV graduates in clinical realm

Challenges:

- Provider-Centric Case Descriptions
- Being "the only" in a group
- Vulnerability of role-play learning
- Lack of longitudinal continuity of coaching
- Scheduling/Coverage
- Funding
Breakout Groups-Planning an IPE Session

Directions:
• Think about your current practice, course, or clinical setting
  • Is there an opportunity for an IPE activity?
  • Could you collaborate with your partner?
• Begin designing an IPE session utilizing the worksheet provided at your table.
Takeaways
Reflection

- What surprised you/what did you learn?
- What continues to be your muddiest point (s)?
- What is YOUR next step? (commit to it)
  - Write it down
  - Put it in your calendar!
  - Put it in your phone
Contact Information

- Naomi.hodde@uvmhealth.org
- Kathleen.Monforte@med.uvm.edu
OHHHHHH-YEAH


Interprofessional Education Committee (2023, October). Interprofessional palliative care movie discussion [PowerPoint slides].


