Using Technology to Overcome Interprofessional Education Barriers

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Purpose & Goals

- Describe how to use technology to overcome barriers to interprofessional education (IPE)
- Participants will
  - Identify barriers/challenges to IPE
  - State 2 reasons to implement Interprofessional collaborative practice
  - Select 2 strategies to improve IPE or collaborative practice

RUSH

"A team of experts does not make an expert team"

Salas et al. Toward understanding of team performance and training. In Swezey, Salas, eds. Teams: Their training and performance. Norwood, NJ Ablex, 1992:3-29.
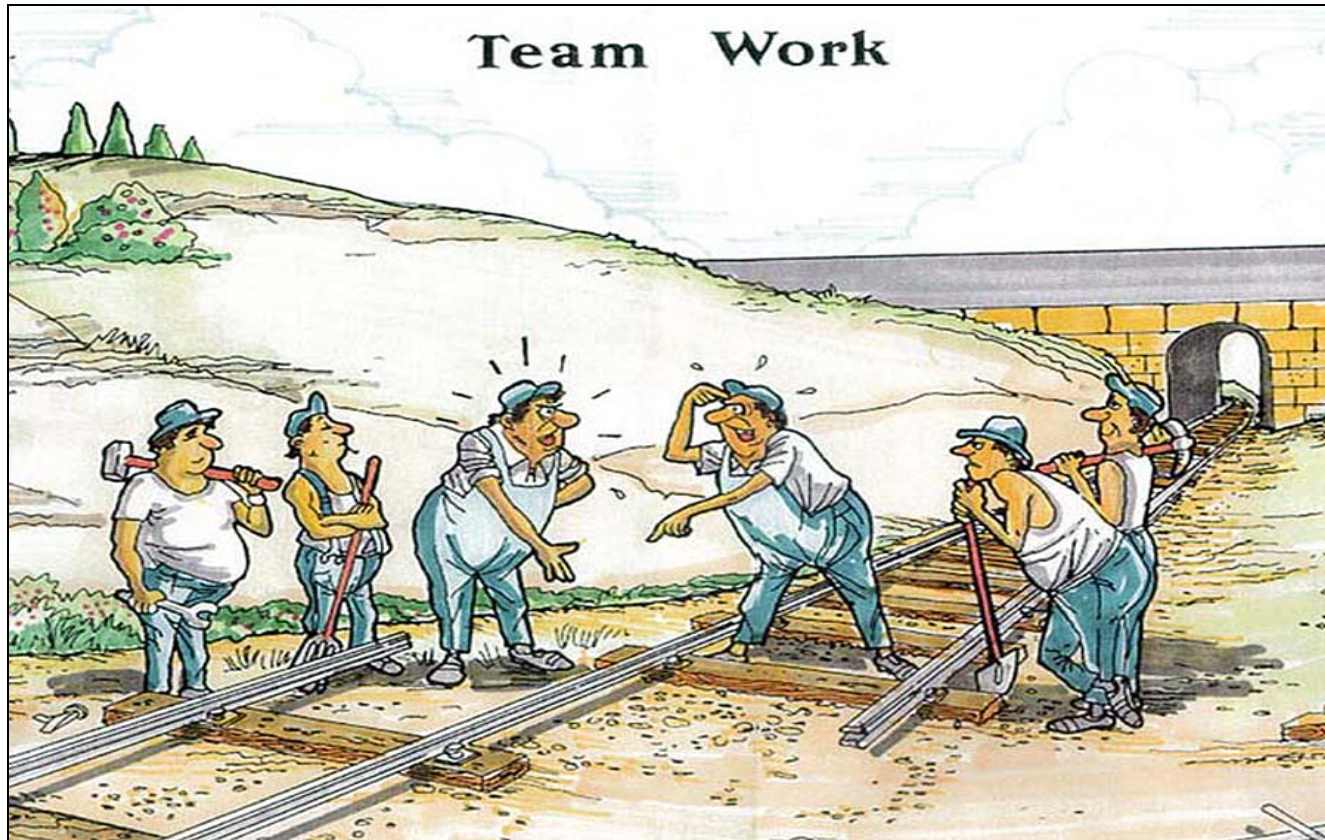
Background: Are We Missing the Mark?

Healthcare Delivery

- ½ of adults in the United States have one chronic health condition; ¼ have two or more chronic health conditions

- Despite this burden, the U.S. healthcare system has failed to provide high quality coordinated care for patients with chronic illness

- Achievement of IHI's Triple Aim to improve health outcomes, reduce per capita costs, and improve patient experience is linked to the ability of our healthcare professionals to prevent and manage chronic illness
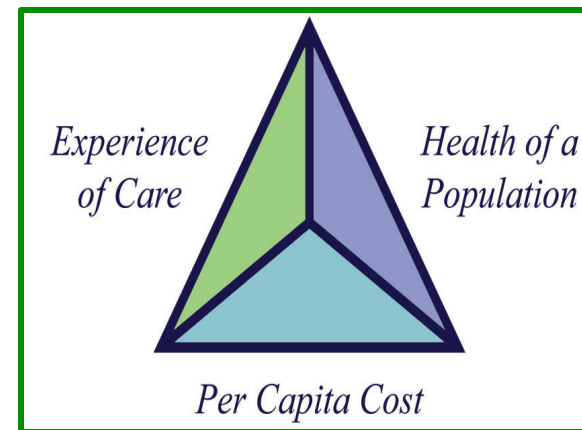
Healthcare Education

- Globally, interprofessional education (IPE) has been viewed as a strategy for improving patient-centered care by promoting team-based collaborative practice (CP)

- The World Health Organization, has established interprofessional competencies

- The IOM 2010 *Future of Nursing: Leading change, advancing health*

  practice to the full extent of their education and training to improve the healthcare delivery system

- NONPF DNP competencies links healthcare delivery to interprofessional team competencies and collaboration

Highly Effective Team Care

- **Patient-centered goals**
- **Providers work at the "top of their license"**
- **Inclusive -- solving complex problems through diverse talents and abilities**
- **Coordinated care, engaging patient, family, and all team members**
- **Promotes creativity and innovation, safety & highest quality**

Experience of Care

Health of a Population

Per Capita Cost

Continuously trains and develops the next generation of professionals to ensure continued excellence

Transforming Healthcare through Collaboration

- **Understanding the gaps in our current educational and healthcare delivery system**

- **Design ways to educate and shape the training of health professionals**

- **Ensure that the patient is at the center of all IPE/IPC training, as well as practice**

- **One common goal that unites all healthcare providers and students is:**
  - **Improve health outcomes of patients, families and populations**

What is Interprofessional Education and Collaborative Practice?

- *Definition of Interprofessional education* occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes (WHO, 2010)

- *Definition of Interprofessional collaborative practice* occurs when multiple health workers from different professional backgrounds work together with patients, families, caregivers, and communities to deliver the highest quality of care (WHO, 2010)

Approved by University Curriculum Committee, 2015

Interprofessional Education is More than Playing Nice

PARALLEL PLAY

SWEET HARMONY

What Interprofessional Education Is Not

- Students from different health professions in a classroom receiving the same learning experience without reflective interaction among students from the various professions.

- A faculty member from a different discipline leading a classroom learning experience without relating how the professions would interact in an interprofessional manner of care.

- Participating in a patient care setting led by an individual from another profession without sharing of decision-making or responsibility for patient care.

- Any observational, volunteer, or other activity in a clinical, community agency, or other setting which brings students together without intentional learning experiences focused on interprofessional collaboration

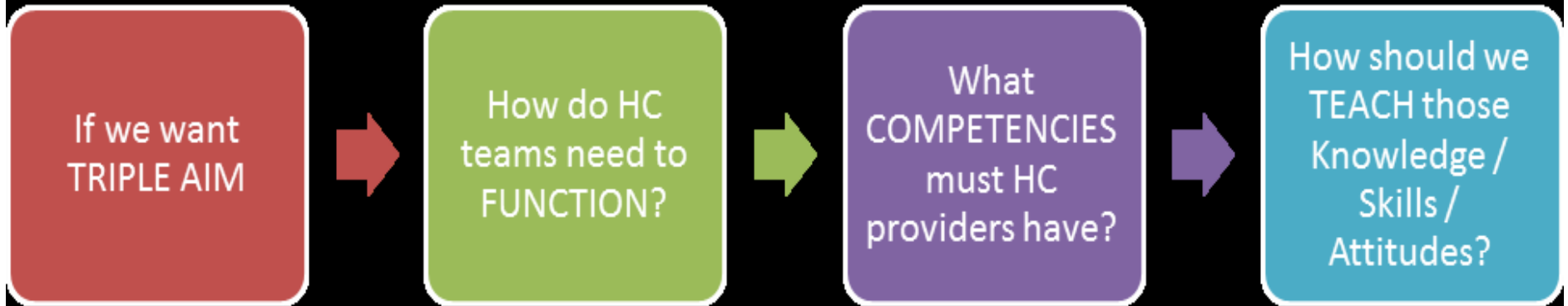# Barriers to IPE and Collaborative Practice

- Siloed education and training
- Lack of common vocabulary across professions

- Disconnect between changes in healthcare delivery and education

- Challenges in garnering, training, and supporting innovative faculty/ preceptors

Working With The End In Mind

| If we want TRIPLE AIM | → | How do HC teams need to FUNCTION? | → | What COMPETENCIES must HC providers have? | → | How should we TEACH those Knowledge / Skills / Attitudes? |

- **Safety**
- **Outstanding patient experience**
- **Increased use of preventive care**
- **Reduced costs**
- **Reduced disparities**

- **Shared responsibility**
- **Common values & practices**
- **Just Culture**
- **Ethical decision-making**
- **Effective communications**

- **Values & ethics**
- **Clear roles & responsibilities**
- **Interprofessional communication**
- **Leadership practices & teamwork**

T.B.D.

Why Interprofessional Education?

A necessary step in preparing a "collaborative practice-ready" workforce

Strengthens health systems and optimizes health services

INTERPROFESSIONAL EDUCATION

(IPE)

Improves health outcomes and promotes a culture of safety

Develops health system leaders who champion interprofessional and collaborative practice

American Association
of Colleges of Nursing

aacom™
AMERICAN ASSOCIATION OF
COLLEGES OF OSTEOPATHIC MEDICINE

ASPH
ASSOCIATION OF SCHOOLS OF PUBLIC HEALTH

American Association of
Colleges of Pharmacy AACP

ADEA— AMERICAN DENTAL EDUCATION ASSOCIATION

AAMC
Tomorrow's Doctors, Tomorrow's Cures®

Core Competencies for Interprofessional Collaborative Practice

Sponsored by the Interprofessional Education Collaborative*

Report of an Expert Panel
May 2011

Rush Interprofessional Core Competencies for Collaborative Practice

- Engage diverse professionals to complement one's own professional experience in investigating, developing and implementing strategies focused on improving health and healthcare outcomes

- Communicate with clarity, confidence and respect in encouraging ideas and opinions of other team members to ensure a common understanding of information, treatment and health/healthcare decisions

Roles and Responsibilities

Interprofessional Communication

Patient centered care

Ethics and Values

Teams and Team work

- Work in an ethical and respectful manner with all members of the health care team responsible for investigating, developing and delivering patient-centered care

- Apply leadership practices that support collaborative practice, team effectiveness, and patient-centered care.

Adapted from Interprofessional Education Collaborative Expert Panel (2011)

Organization Barriers/Challenges to IPE and Collaborative Practice

- **Space to meet**

- **Scheduling of events**

- **Different calendars**

- **Other disciplines outside of the organization**

- **Lack of resources**

Faculty: Barriers/Challenges to IPE

- **Motivation to change, buy-in?**
- **Knowledge and skills to teach IPE and collaborative practice (CP)**
- **Time required to implement and change practice**
- **Content laden program/course**
- **Lack of preceptors trained to facilitate IPE students**
- **Lack of resources**

Overcoming barriers

Technology On-line learning platforms

"Now that I have you all in the same room."
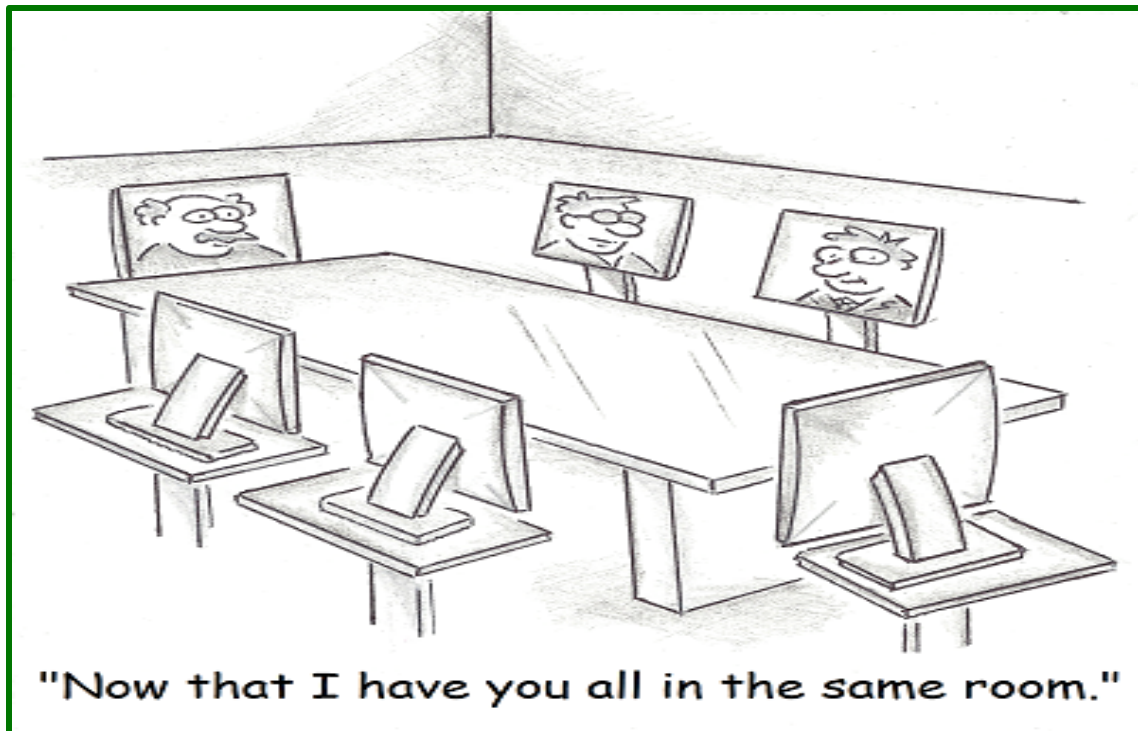
Build It and They Will Come

- **Requires an interprofessional team**

- **Brief, manageable interprofessional learning activities**

- **Build foundational knowledge on IPEC domains**

- **Virtual teams are intentional and experiential**

Quality Matters

- **Quality Matters Higher Education Rubric for higher education (online teaching and learning)**
- **Concept of alignment.**
  - **Learning Objectives**
  - **Assessment and Measurement**
  - **Instructional Materials**
  - **Course Activities and Learner Interaction**
  - **Course Technology works**
  - **Students achieve desired learning outcomes**

Integration into Curriculum

- **Learning Activities (LA) inserted into selected courses**
  - **Link within a course**
  - **LA as an assignment within the course**

- **Timed but asynchronous**

- **Interprofessional students pre assigned to teams**

Learning Activities for IPEC Domains

- **Learning Activities (LA):**
  - LA 01: IP Teams and Collaborative Practice
  - LA 02: Roles and Responsibilities
  - LA 03: Communication
  - LA 04: Patient-centered care and values and ethics
  - LA 05: Teamwork

- **Supported by Blackboard and Registrar's Office**
- **Students complete all 5 activities**
- **Students work within IP teams of 4-6**
- **Activities require 1-2 hours each**
- **Multiple touchpoints for evaluation in each activity**
- **Completion of LAs reflected in student transcripts**

Team Engagement

- **Viewing videos and/or short narrated PP**
- **Completion of quizzes**
- **Case studies**
- **Team discussions**
- **Team assignments**
- **Self-reflection**
- **Certificates of completion**
- **LA recorded on transcripts**

IPE Facilitators Monitor Teams

- **Facilitators previewed and reviewed LA**
  - "Just in time training"
  - Form of faculty development
- **Rubrics for assessment**
- **Pre-designed time released of announcements**
- **Check marks of completion**
- **Student self-evaluation**
- **6 teams/facilitator**
- **4-6 hours of facilitator time**

Demographic Results

- **Students piloting LA 1   (N=187)**

- **Response rate to survey   (N=132)**

- **Professions (N=6)**

- **Courses (N=9)**

- **Teams (N=32)**

- **Facilitators   (N=6)**

Survey questions

- Activities, objectives and goals ere clearly defined.
- Activities and assignments were easy to navigate on Blackboard. Assignments, readings, and videos were clearly matched to the objectives
- Activities and assignments were easy to navigate on Blackboard.
- Participation in the course encouraged collaboration between different healthcare professions.
- Participation in this course increased my interest in interprofessional education and practice.
- Participation in this course increased my knowledge about interprofessional education and practice.

Strongly disagree	Disagree	Agree	Strongly agree
9	8	74	43
11	17	65	41
7	7	72	48
12	25	67	30
12	32	63	27
14	26	68	26

Student Responses

- **70% of the students <u>Agreed</u> or <u>Strongly Agreed</u>**
  - **Participation in course increased interest M=2.79/4.0**
  - **Participation in course increased knowledge**
  - **M=2.78/4.0**

  *28 students noted strengths of the online format

Conclusion

- **Online learning activities**
  - Designed to fit the WHO definition of IPE and collaborative practice
  - Provide foundational knowledge of the IPEC domains
  - Practice skill IPEC domains in virtual environment

  *NOVEL approach utilizing established resources
  * Solution to overcoming barriers

Interprofessional Education and Collaborative Practice is What We Have to Do!