INTERPROFESSIONAL EDUCATION: IT'S HERE!

Amy V. Blue, PhD
Associate Vice President for Interprofessional Education - Health Sciences
Associate Dean for Educational Affairs, College of Public Health and Health Professions
University of Florida
Session Objectives

- Discuss the current emphasis on interprofessional education (IPE) in health professions education.
- Recognize UF’s role nationally in IPE.
- Describe possible delivery methods for IPE.
Take Home Messages

• Interprofessional Education – It’s Here!
• Get involved!
Some definitions

- Interprofessional vs. Interdisciplinary
  Medicine and nursing; pharmacy and dentistry; physical therapy and physician assistant, etc VS.
  Cardiologist, cardiothoracic surgeon, internist
What is IPE

"Interprofessional education occurs when two or more professions learn about, from and with each other to improve collaboration and the quality of care."

(WHO 2010)
Interprofessional Collaborative Practice

Happens when multiple health workers from different professional backgrounds work together with patients, families, carers and communities to deliver the highest quality of care.

(WHO 2010)
Why IPE?
But Really Why

Lewis Blackman

Sebastian Ferrero

Josie's Story
Sorrel King
Bottom Line

“The safety issues have made clear that knowledge and skills in the processes of care delivery are as important as clinical knowledge and skills.”

(M. Schmitt)
IP Collaborative Core Competencies
IP Competency Domains

Competency Domain 1: Values/Ethics for Interprofessional Practice
Competency Domain 2: Roles/Responsibilities
Competency Domain 3: Interprofessional Communication
Competency Domain 4: Teams and Teamwork
IPE In Accreditation Standards/Competencies

- Accreditation Council for Pharmacy Education
- Accreditation Council for Occupational Therapy Education
- Accreditation Council for Physical Therapy Education
- Accreditation Review Commission on Education for the Physician Assistant
- Commission on Collegiate Nursing Education
- Council on Dental Accreditation
- Liaison Committee on Medical Education
- North American Veterinary Medical Education Consortium
Presence in Resident Level Competency Frameworks - ACGME

- **Competency - Interprofessional Collaboration**
  
  "Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient-and population-centered care."

- **Core Entrustable Professional Activity for Entering Residency # 9:**
  
  "Participate as a contributing and integrated member of an interprofessional team"
IPE Beyond “Traditional” Patient Care

- Translational research/Team Science
- Architecture
- Law
- Arts and Humanities
- Etc....
What Does IPE Look Like?
### Interprofessional Roadmap: UF Health Science Center Learning Experiences

**IFH 1 / ATTAC-IT**
- Professionalism
- Team Building
- Patient Safety
- Informatics
- Communication and Interpersonal Skills
- Health Systems

**IPLH**
- **Strategic Plan Content Areas**
  - Professionalism
  - Patient Safety
  - Communication and Interpersonal Skills
  - Health Systems

**Clinical Learning**
- Patient Safety/Quality
- Communication and Interpersonal Skills
- Evidence-based Practice
- Team Building

---

**Beginning of training**

**Midpoint of training**

**Graduation**

---

### IPEC Learning Objectives

1. Embrace the cultural diversity and individual differences that characterize patients, populations, and the healthcare team.
2. Recognize one’s limitations in skills, knowledge, and abilities.
3. Organize and communicate information with patients, families, and healthcare team members in a form that is understandable, avoiding discipline-specific terminology when possible.
4. Describe the process of team development and the roles and practices of effective teams.

5. Place the interests of patients and populations at the center of interprofessional healthcare delivery.
6. Communicate one’s roles and responsibilities clearly to patients, families, and other professionals.
7. Reflect on individual and team performance for individual, as well as team, performance improvement.
8. Perform effectively on teams and in different team roles in a variety of settings.

---

- Work in cooperation with those who receive care, those who provide care, and others who contribute to or support the delivery of prevention and health services.
- Explain the roles and responsibilities of other healthcare providers and how the team works together to provide care.
- Express one’s knowledge and opinions to team members involved in patient care with confidence, clarity, and respect, working to ensure common understanding of information and treatment and care decisions.
- Engage other health professionals—appropriate to the specific care situation—a shared patient-centered problem-solving
UF Leader in IPE

- Several IFH articles published (e.g., Davidson and Waddell. Acad Med 2005;80:334-338).
- IPLH cases available in MedEdPORTAL
- Upcoming All Together Better Health VII meeting presentations (6)
- Collaborating site with the UK, MUSC, UMMC, Vanderbilt in a Macy Funded IPE Consortium
Time To Play

In Groups:

1) Select a large card (IPEC Competency Domains).
2) Dealer distributes instructional small cards.
3) Each players chooses a method to address an IPEC Competency and persuades others their method is best.
4) Players vote for the best match of method to objective described in that round.
5) Continue round.
Learning About, From and With..

- Students learn **more from each other**
  (than us as “teachers”)
- Our role as teachers is to **create the learning context**
  and **facilitate** interaction
- In clinical environments, **role modeling** effective IP collaboration fundamental
  (think of the core competencies)
IPE is Here - Get Involved!

- Serve as small group facilitator for Interdisciplinary Family Health (IFH)
- Serve as a small group facilitator for Interprofessional Health Learning (IPLH)
- Create your own IPE activity!
References Used