

The Power of Interprofessional Education and Practice

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Conflict of Interest

- Our participation in this course is being supported by CAPCSD including travel and registration costs and an honorarium.
- Our academic work is continuously supported by our employer, MGH Institute of Health Professions.
- We have no other financial or non-financial interests that conflict with this presentation.

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April 2019



Course Objectives

- Provide examples of IPE and application to CSD programs
- Recognize factors that promote collaboration
- Describe components of curriculum development and assessment for IPE/IPP
- Complete a self-assessment (reflection) on current status of IPE at your institution
- Develop preliminary plan for next steps in implementation, adjusted for your own institution, department, unit characteristics



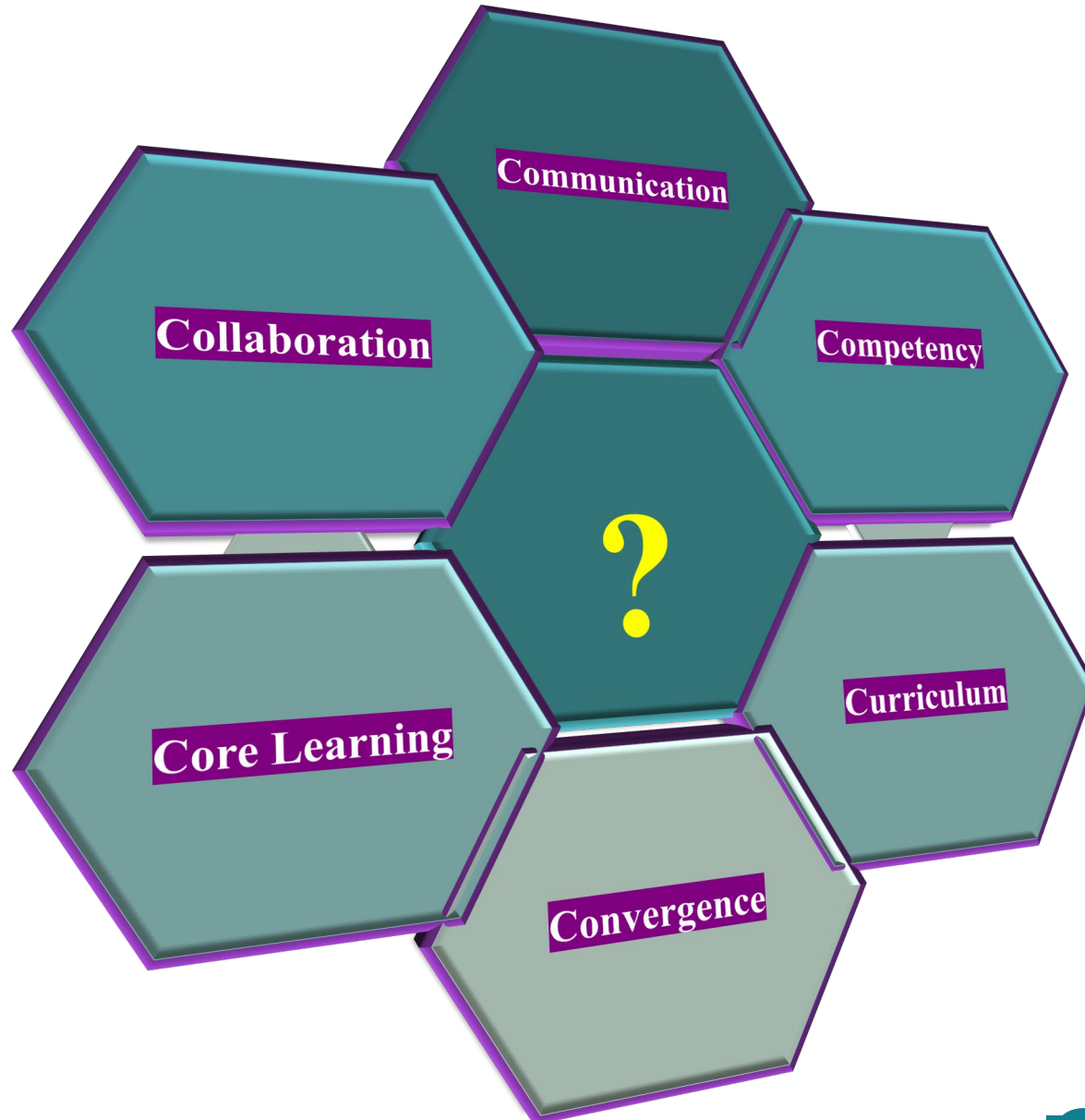
Some Brief Introductions

Interprofessional
Education

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Interprofessional
Practice

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"The C's"

"The C's"

Unpacking Key Concepts



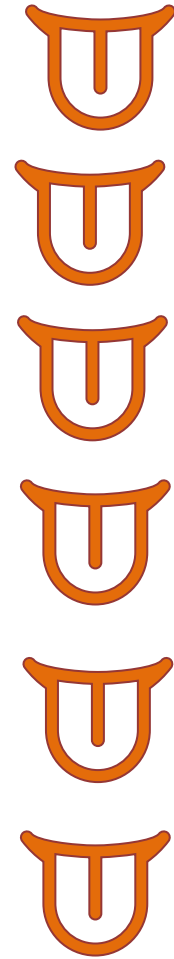
Interprofessional Education

Interprofessional Practice

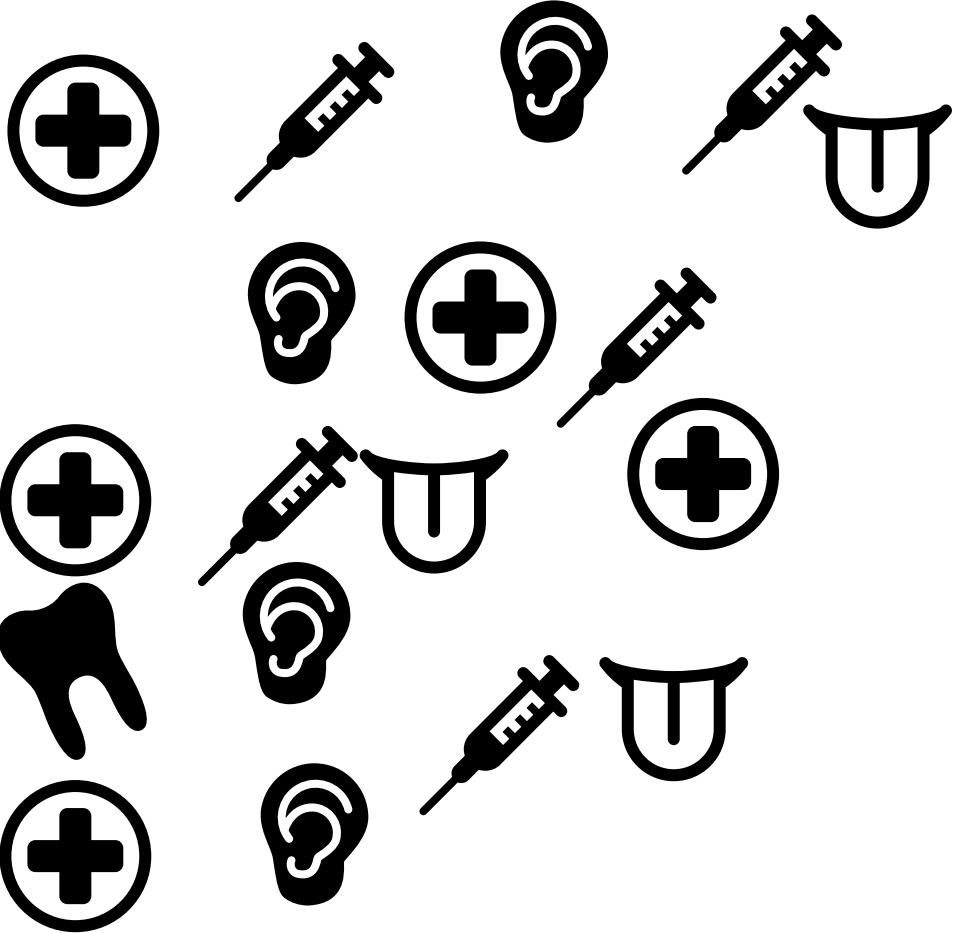
University of Toronto Centre for Interprofessional Education

- *IPE 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*
- Differentiations:
 - Uniprofessional Education
 - Multiprofessional Education
 - Interprofessional Education

Differentiation of Education Approaches: **Uniprofessional**



Differentiation of Education Approaches-MULTIPROFESSIONAL



Welcome to Biostatistics for Health Professions 101

USING VISUAL REPRESENTATIONS

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Differentiation of Education Approaches: Interprofessional



Interprofessional Practice



Some Principles and Assumptions About IPE

- Is an area of content and study that provides a helpful “envelope” for professional education across disciplines.
- Has developed out of a need to develop improved best practice and aligns with EBP, the Quadruple Aim, Patient Centered Care, and similar current models that inform contemporary practice of ALL health professions.
- Applies to traditional (acute, clinical) settings as well as other settings (schools, community health, etc.)
- Needs to include attention to student, faculty, practitioner, and patient needs
- Cannot be launched without faculty development that is deliberate.
- Disruptive to traditional (disciplinary) teaching and learning models because it relies heavily on active learning, real world problems, “soft” skill development.
- Builds (bridges) beyond the content and practice of each discipline.
- Always includes logistical challenges

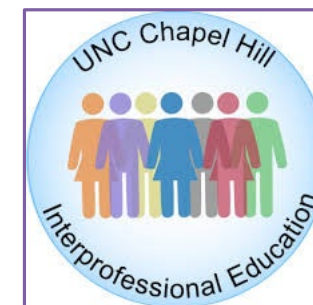
Academics: What's Happening?



Google Scholar search: 67800 results



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Some Big Developments and Disruptors



What Does IPE look like?

University of
[Colorado-
Anschutz](#)
Medical
Center

[Vanderbilt
University](#)

[Arnold School
of Public
Health-
University of
South
Carolina](#)

[Cleveland
State
University](#)

[University of
Arizona](#)



What does IPE look like in CSD?

- [Interprofessional Practice in Action \(video\)](#)
- [University of South Carolina CSD program](#)
- [Towso](#)
- [Towson University-Documenting and Grading in IPE](#)
- [Texas Tech University: IPE Mini-series Trailer](#)
- [CSHA: Interprofessional Practice and Audiology](#)
- [MGH Institute: Impact Practice Program](#)

Self Assessment of your IPE/IPP situation

- Self-
- Academic unit:
- School or college:
- University:

- Adapted from :

Association for Prevention Teaching and Research

Inteprofessional Planning Instrument for Academic Institutions(2009)

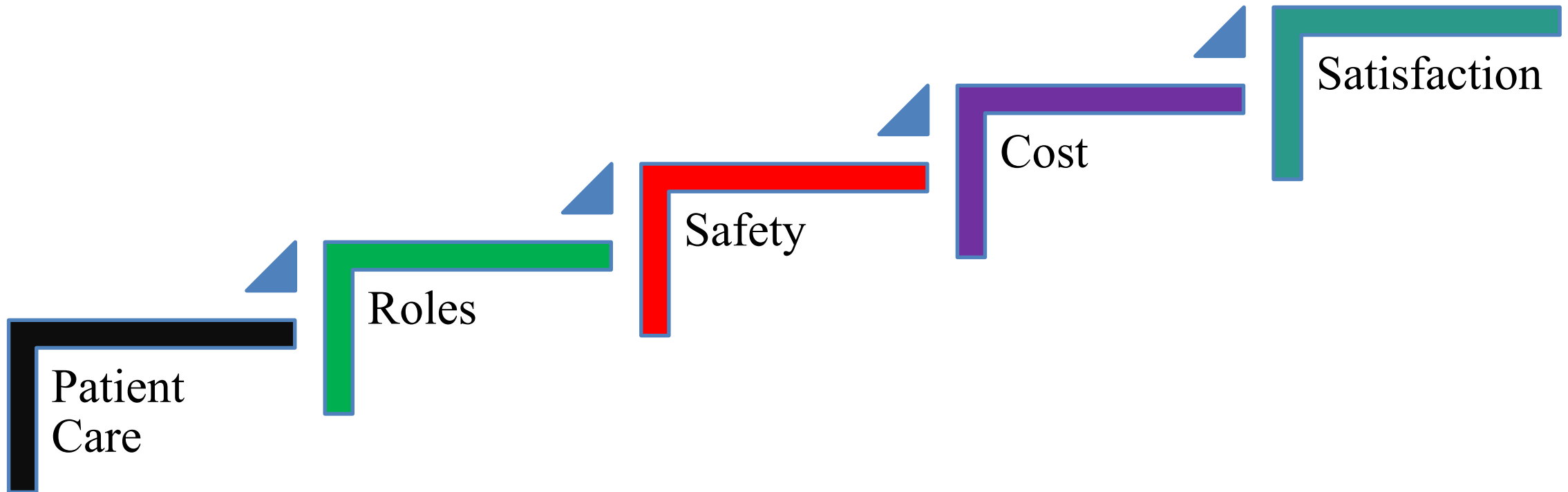
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Why IPE and IPP from the literature

- Safety
- Cost
- Satisfaction
- Errors
- Efficiency
- Patient Centeredness
- Clinician burnout



Layers of Motivation for IPE



Reflect #1: Your Interest in IPE Session

- What are your interests?
 - CEUs?
 - Not sure?
 - Curiosity?
 - New CAA standards?
 - Thinking about how to implement IPE?
 - Worried about resources, cost, and time to implement?
 - Future of the professions?
 - Feeling left out of the discussion at your school?
 - Role of SLP and audiology in the health care (and education)of the future
 - Want to impact cost, quality, outcomes, burnout?

Reflect #2: Status of IPE Back Home

- How many IPE **courses** available to your students (vs. uni- or multi-professional)?
- How many IPE **clinical rotations** or opportunities available?
- IPE **community service projects, clubs or organizations** for students?
- IPE **evaluation** as part of curriculum?
- **Percent** of students who have IPE experience?
- Institutional **encouragement, support, enthusiasm** for IPE?
- Are any **faculty member roles** specifically identified as IPE?
- Any **incentives** for faculty to participate?

Where Does IPP occur in SLP and Audiology?

- Rehab Teams
- Palliative Care Teams
- Specialty Clinics: Cochlear Implant, ALS, Professional Voice, Transgender Voice, Autism, EI, Special Education,
- Across Continuum: Acute Care, SNF, Rehab, Community, Outpatient, Primary Care, Mental Health,
- Schools: Special Education, General Education, Literacy, Hearing Impairment, Evaluation Teams,

Characteristics of IPE experiences

| | Shared Reading | Community Day | |
|-------------------------|----------------|---------------|--|
| Cost | 2 | 4 | |
| Faculty involvement | 3 | 4 | |
| Planning/Coordination | 5 | 7 | |
| Time to execute | 3 | 5 | |
| People | 4 | 7 | |
| Patients | 1 | 1 | |
| Value as a standalone | 2 | 2 | |
| Complexity Score | 20 | 30 | |

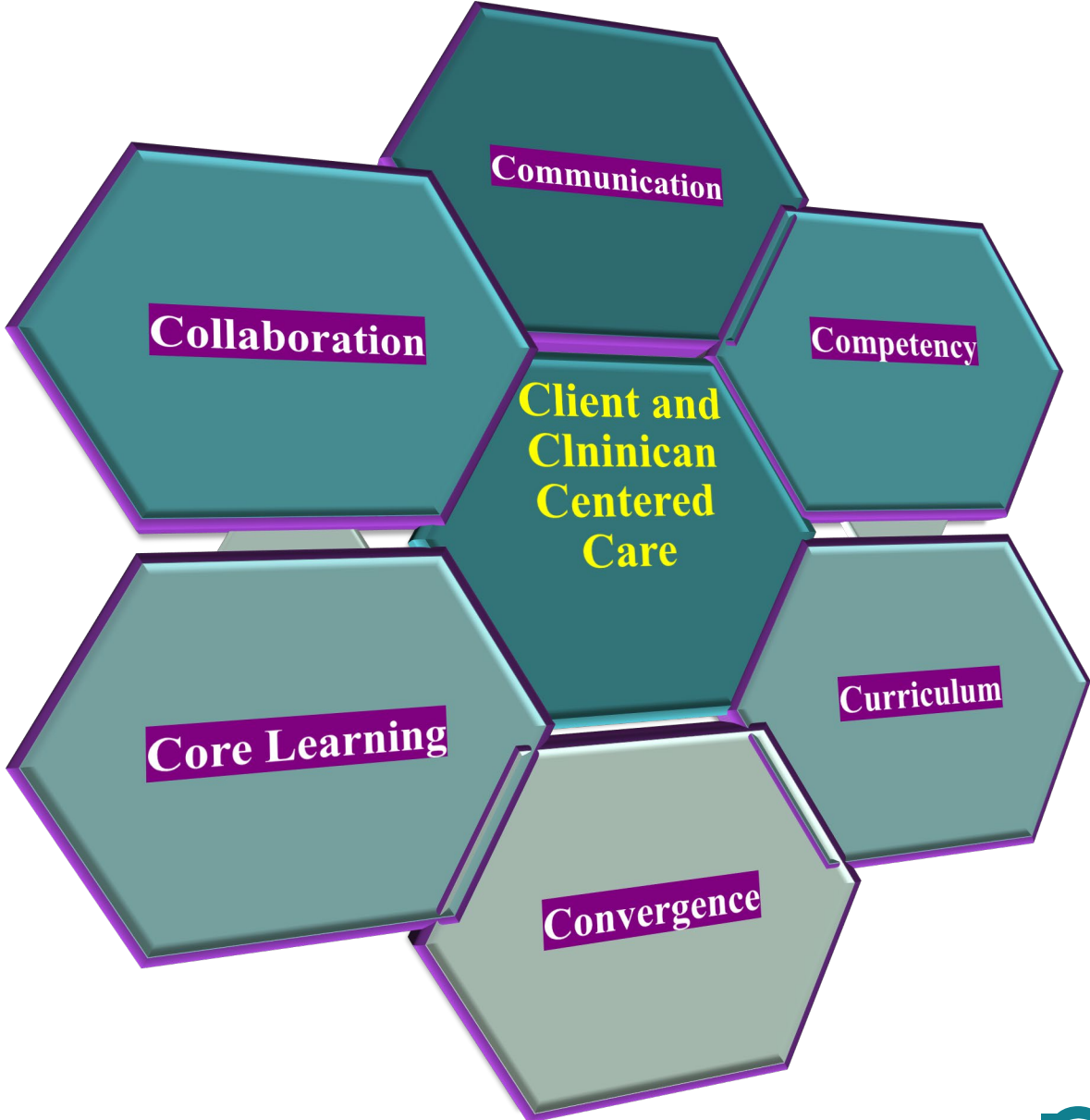
1-7: Low to high

**Interprofessional
Education**

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**Interprofessional
Practice**

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“The C’s”



LEARNING AND TEACHING IN AN INTERPROFESSIONAL CONTEXT

What do your students need?

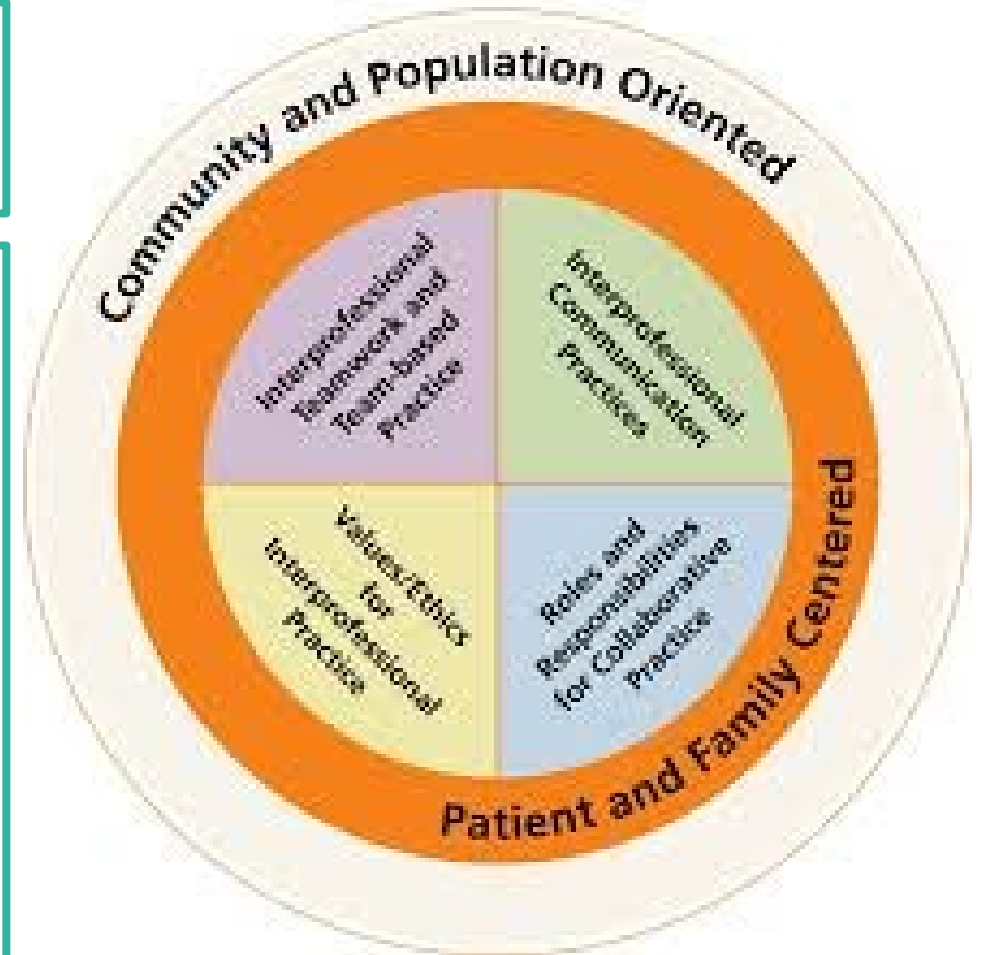


What will your students need for practice? For IPP?

ASHA/Profession-specific Competencies

IPEC Competencies:

- Interprofessional Teamwork & Team-based practice
- Interprofessional Communication
- Values and Ethics for IPP
- Roles and Responsibilities for Collaborative Practice



IPEC Core Competencies (revised 2016)

Consider your T&L context: System considerations for CSD

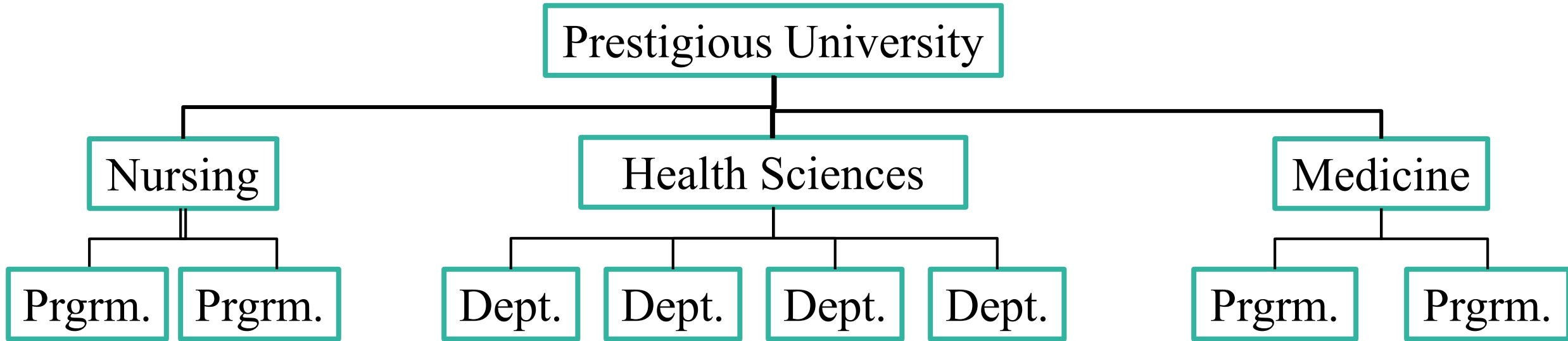
Academic Institution

School

Department → Program

- Curriculum(a): What competencies will be achieved?
 - Courses: What Learning Objectives will be met?
 - Learning & Assessment Activities:
 - Why: Specific objectives to be met?
 - Where: Environment? (Classroom, Clinic, Practice)
 - What: Learning Activity (Lecture? Skills practice? Discussion? Team task?)

Consider your T&L context: System Implications for IPE



- Curriculum(a): Do you have/want to have an IPE curriculum?
 - Courses: IPE Courses? (Who? What? When?)
 - Learning & Assessment Activities: (Who? What? When?)

LEARNING AND TEACHING IN AN INTERPROFESSIONAL CONTEXT: A FOCUS ON LEARNING



What is Teaching?



What is Learning?



What is Learning?



Learning > Memorizing, Recalling Information



Learning = Constructing own knowledge, skills, attitudes

Teaching = Facilitating Learning



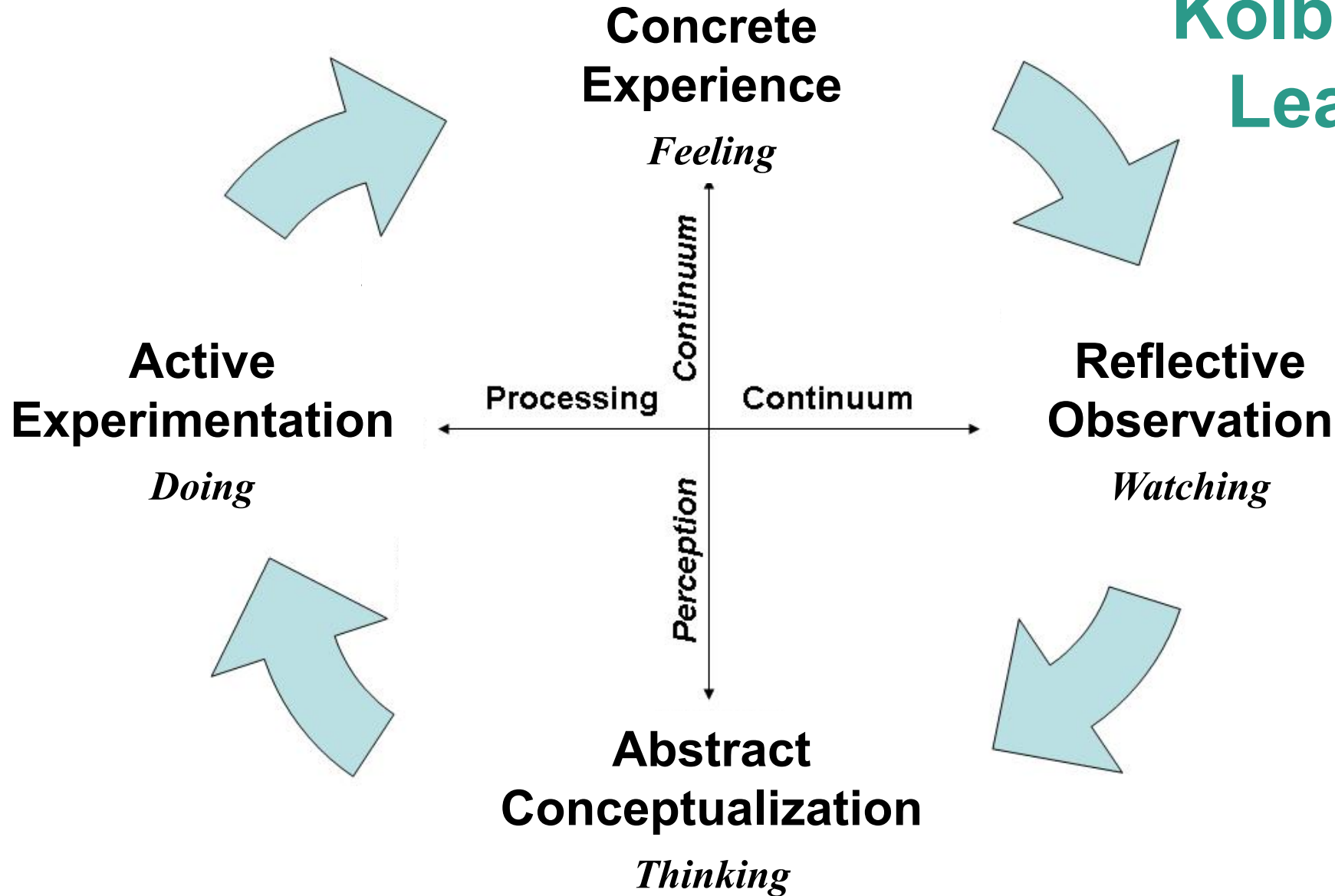
Learning = Constructing new knowledge,
skills, attitudes for oneself

If learning is about actively constructing K,S,A,Bs; what does the literature tell us?

Learner-Centered

- Goals/outcomes perceived as meaningful by the learner(s)
- Activates prior learning, and builds on it
- Opportunity for practice, reflection/feedback, practice again
- Learner(s) actively engaged, even driving the experience

Kolb's Experiential Learning Cycle



Let's think about competencies for IPP

▪ ▪ Roles & Responsibilities ▪ Communication ▪ Teams & Teamwork ▪ Values & Ethics ▪ ▪

- What have you tried?
- How did it work?
- What is your rating based on?



No Good → Good → Better → Best

Two examples from our work

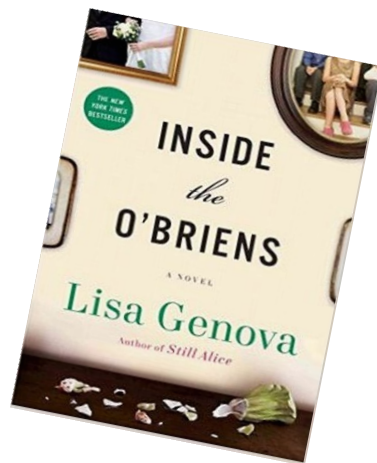


Common Reading Program



Benefits:

- Story is a global way to construct meaning
- Shared experience
- Socialization to the health professions with emphasis on care



Team Simulation



ACTIVITY

Option 1: Design a course activity that:

- > Would enhance student appreciation of contributions of another discipline
- > You could drop into a course you teach

Option 2: Design an innovative experience that you would like to offer in your clinic with another academic unit

Interprofessional Education:

What works? What Doesn't?

- Sometimes we need to revise IPE initiatives in order to move the needle on how well it works for its intended purpose



No Good → Good → Better → Best

Example from MGH IHP // MGH partnership

Interprofessional Dedicated Education Unit (IPDEU)

A Massachusetts General Hospital and MGH Institute of Health Professions Collaboration



Interprofessional Dedicated Education Units (IPDEUs)

Three inpatient acute care units:

- 2 Medical Units
- 1 Cardiac Stepdown Unit



Evolution of the IPDEU Model

IPDEU model 1.0

- Semester-long ½ day/week
- Focus: Uni-Professional and IPE competencies
- Clinical instructors (CIs) are unit Nurses, OTs, PTs SLPs
- Clinical Faculty Coordinator (CFCs)
- CFC-facilitated wrap-up debrief



Unsustainable model

Despite reports of “ah-ha” moments by Students and unit CIs:

- Complex logistics
- Cost: Need to overstaff
- Only 12 students/semester per unit
- CIs frustrated with role
- Students perceived as “losing clinical hours”

Decision Point: Model unsustainable, “What Next?”

End the Program?

“It was a nice idea.

We tried, but it doesn’t work for either of us.”

Leverage our Collaboration?

“We have something special.

How can we make it work better for all?”

Evolution of the IPDEU Model

IPDEU Model 2.0

- Two week blocks
- Student dyads do two ½ days
 - One with Nurse instructor
 - One with OT, PT or SLP
- Single focus: IP aspects of patient-centered care delivery
- Interprofessional Instructor (IPI) role defined, and IPIs trained
- IPIs cover typical caseload and participate in wrap-up debrief session
- Scalable: Currently running
 - 3 blocks, on 3 IPDEUs
 - 64 students/semester/unit = 192 total in 8 wks.



Learning Tasks for Participants

Continuum of activities:

Learning about IPP (classroom, didactic, discussion)

Learning about various professions and roles

Building IP activities into unidprofessional coursework

Building collaborative projects with other professional students

Simulations that are IP focused

Simulation

Continuum:

- Learning collaborative skills
- Standardized patients representing individuals with common clinical problems and limitations to function and participation
- SPs with an evaluation component
- SPs in a standardized examination

Components (beyond basic clinical skills)

- Communication
- Collaboration
- Co-creation of solutions/goals, etc

Learning to share (and receive) feedback (beyond CSD)

Learning to reframe (Rudolph)

Faculty Development for IPE: Are we on the same page?

- A case of an interprofessional initiative gone awry...



Faculty Development for IPE: Are we on the same page?

- Debrief:
 - Reactions:
 - Why do you think this happened?
 - What would you advise for next year?

Faculty Development:

- Activity practice:



Faculty Development for IPE:

- Another story:



Take Home Points



IPE/P
Toolkit and
Resources :
Communication
Sciences and
Disorders



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MGH IHP Resources

MGH Institute of Health Professions: [Website](#)

Interdisciplinary Programs:

[PhD in Rehabilitation Sciences](#)

[MS in Health Professions Education](#)

[Climate Change and Health Care](#)

[Leading Across Professions](#)

[Interprofessional](#) Education at the IHP

[IMPACT Practice Center](#) at the IHP

[IHPs IMPACT Video](#)

[IPE: The DNA of the IHP \(detailed program description\)](#)

[Recent Articles and Projects from the IHP](#)

[IHP Core Competencies](#)

[IMPACT Practice: Three Course Sequence](#)

[IHP/Mass General Interprofessional Dedicated Education Units](#)

C

CSD Related Organizations Resources

ASHA Website: [Interprofessional Education and Practice](#)

[ASHA's envisioned future 2025](#)

[Public Service Announcements from state associations](#)

[Interprofessional Education and Practice in CSD: E-book](#)

[ASHA's IPP IQ Quiz](#)

[Sample IPP Case Management Rubric: Autism](#)

[Sample IPP Case Management Rubric: Hearing Loss](#)

[ASHA's Interprofessional Agenda and Activities](#)

[ASHA 2017 IPE/P Engagement Survey](#)

[American Academy of Audiology](#)

Key Reports: Other Organizations

[American Interprofessional Health Collaborative](#)

[Council of Academic Programs in CSD](#): Getting started in IPE web resources

[Health Resources and Services Administration](#): Government fundor

[Interprofessional Education Collaborative](#):

[2016 Updated Core Competencies](#)

[Interprofessional Professionalism Collaborative: resources, toolkits, assessment tools](#)

[Institute for Health Improvement: Open School for students](#)

[National Academies of Practice \(includes NAP in SLP and NAP in Audiology\)](#)

[National Center for IPE and Practice \(NEXUS\): Huge set of resources, networks, conferences, and research collaborations](#)

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CAPCSD 2019

Quick Programmatic Assessment for IPE

Reflection 1: Your interests (Check top 3, no order)

- a)___ Continuing Education
- b)___ Not sure/not interested
- c)___ Curiosity about the topic
- d)___ New CAA standards
- e)___ Wondering how I can implement IPE
- f)___ Worried about resources, cost, time
- g)___ Future of our professions
- h)___ I feel left out of the discussion at my institution
- i)___ Need to be sure that SLP and Aud have a solid place in the health care of the future
- J)___ Concerned about preparing students to impact cost, quality, outcome

Reflection 2: Your program/institution and its development in IPE

- k)_____How many IPE courses available to students (vs. uni professional or multi professional)?
- l)_____How many IPE clinical rotation opportunities available?
- m)_____Are there IP community service projects, clubs, organizations for students?
- n)_____How is IP assessment included in your programs?
- o)_____What % of your students have an IP experience?
- p)_____How much encouragement, support, enthusiasm is there for IPE?
- q)_____Are there any faculty roles (dept, college, university) dedicated for IPE?
- r)_____Are there any incentives (or disincentives) for participation by faculty in IPE?
- s)_____Are there coordinated IPE activities at your university in other academic units (Medicine, Nursing, etc.), If so.....
 - t)_____Are SLP faculty and students included?
 - u)_____Are audiology faculty and students included?

Other Comments/Questions/Concerns-