



Education Grand Rounds

University of Oklahoma Health Sciences Center

Developing Patient-Centered Health Care Professionals:

What can we do as Educators?

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Cell phones and pagers should be turned to silent or off. Thank you!

Education Grand Rounds: Developing Patient-Centered Health Care Professionals: What can we do as Educators?

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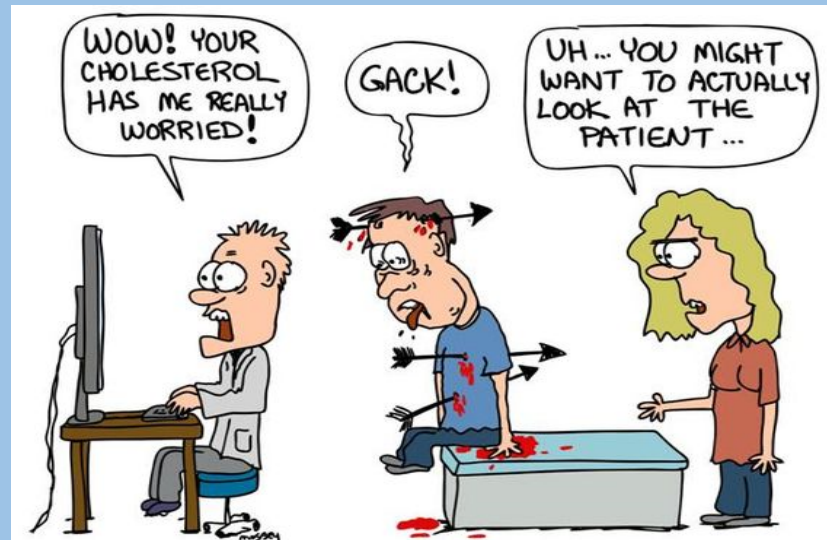
OU Health Sciences Center Interprofessional Education
and Practice Collaborative (HSCIPEPEC)

Objectives

1. Discuss the impact of interprofessional education on patient-centered care.
2. Identify challenges in providing didactic and clinical experiences in interprofessional education.
3. Explore opportunities for innovative methods to develop patient-centered health care professionals.

Definitions

- Patient-centered care: “Providing **care** that is respectful of, and responsive to, individual **patient** preferences, needs and values, and ensuring that **patient** values guide all clinical decisions.” (IOM, 2015)



Interprofessional Education

- “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” (World Health Organization, 2010)
- Includes the following core competencies:
 - Values/Ethics for interprofessional practice
 - Roles/Responsibilities
 - Interprofessional communication
 - Teams and teamwork

IPE Domains

Values and Ethics

- Place the interest of **patient** at the center of interprofessional care
- Respect the dignity and privacy of **patients** while maintaining confidentiality
- Work in cooperation with those who receive, provide or contribute to the delivery of health services
- Manage ethical dilemmas specific to interprofessional **patients/population centered care** situations
- Act with honesty and integrity in relationships with **patients**, families and other team members

IPE Domains

Roles and Responsibilities

- Communicate one's roles and responsibilities
- Explain the roles and responsibilities of team members and how the team works together to provide care
- Use unique and complementary abilities of all members of the team to optimize **patient** care

IPE Domains

Communication

- Engage in active listening and encourage ideas and opinions
- Give timely, sensitive and instructive feedback
- Organize and communicate information that is in a form that is understandable
- Choose effective communication tools
- Express one's knowledge and opinions with confidence, clarity and respect, working to ensure common understanding of information and treatment and care decisions

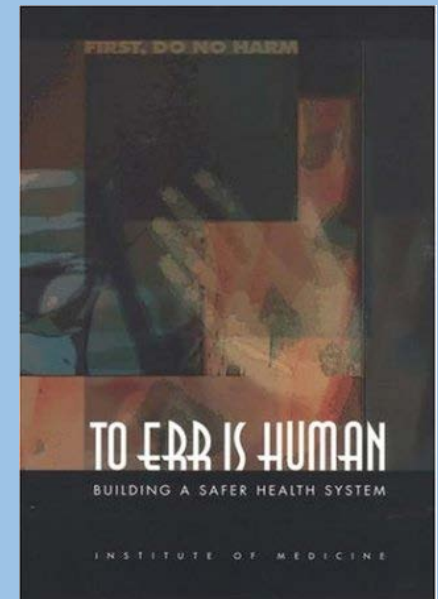
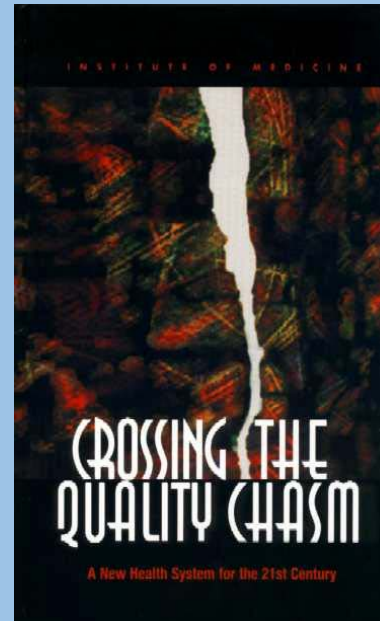
IPE Domains

Teams and Teamwork

- Describe the process of team development and the roles and practices of effective teams
- Engage other health professionals in shared **patient-centered** problem-solving
- Engage self and others to constructively manage disagreement about values, roles, goals and actions
- Reflect on individual and team performance for individual as well as team performance improvement

Intersecting IPE and Patient-Centered Care

- “To improve the quality of healthcare delivery to **patients** and populations by training health care professional students to function effectively and safely as members of collaborative interprofessional teams”
(2008 Don Berwick, Tom Nolan and John Wittington-TRIPLE AIM)



Problems in Health Care

Which Could be Addressed with Interprofessional Collaboration

- **Patient** safety is not optimal in all patient care settings
- Care is fragmented among different health care professionals
- Health care is not consistently of high quality
- Some populations have limited access to care
- Cost of care is excessive but yet needs of **patients** are not consistently met

Aims of Health Care System Redesign

Safe – avoiding injury to **patients** from care that is intended to help them

Effective – providing services based on scientific knowledge to all who could benefit and refraining from providing services to those not likely to benefit (avoiding underuse and overuse, respectively).

Patient-centered – providing care that is respectful of and responsive to individual patient preferences, needs, and values and ensuring that **patient** values guide all clinical decisions.

Timely – reducing waits and sometimes harmful delays for both those who receive and those who give care.

Efficient – avoiding waste, including waste of equipment, supplies, ideas, and energy.

Equitable – providing care that does not vary in quality because of personal characteristics such as gender, ethnicity, geographic location, and socioeconomic status.

Intersecting IPE and Patient-centered care at OUHSC

- EPIC: Empowering patients through interprofessional care
 - Pilot project of the OU Health Sciences Center Interprofessional Education and Practice Collaborative (HSCIPEPEC)
 - 80 students in 8 teams over two semesters.
 - First semester was team building, didactic content on IPE competencies
 - 2nd semester spent delivering care to low-income/uninsured patients at Good Shepherd Clinic

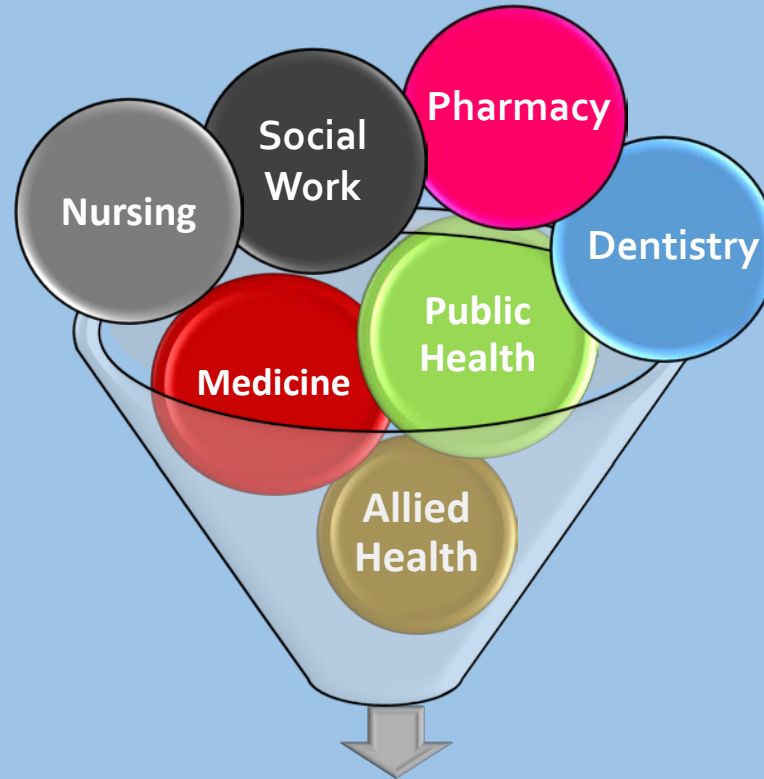


Success of project

- EPIC project for two years
 - Students gained IPE competencies
 - Satisfaction with patient-focused component was high
 - Patients were involved in discussions regarding team's success
 - One team hosted cooking class for two patients to help them gain skills in creating low-cost, nutritious meals. This included pooling money and buying the patients crock pots so they could prepare their meals while working.

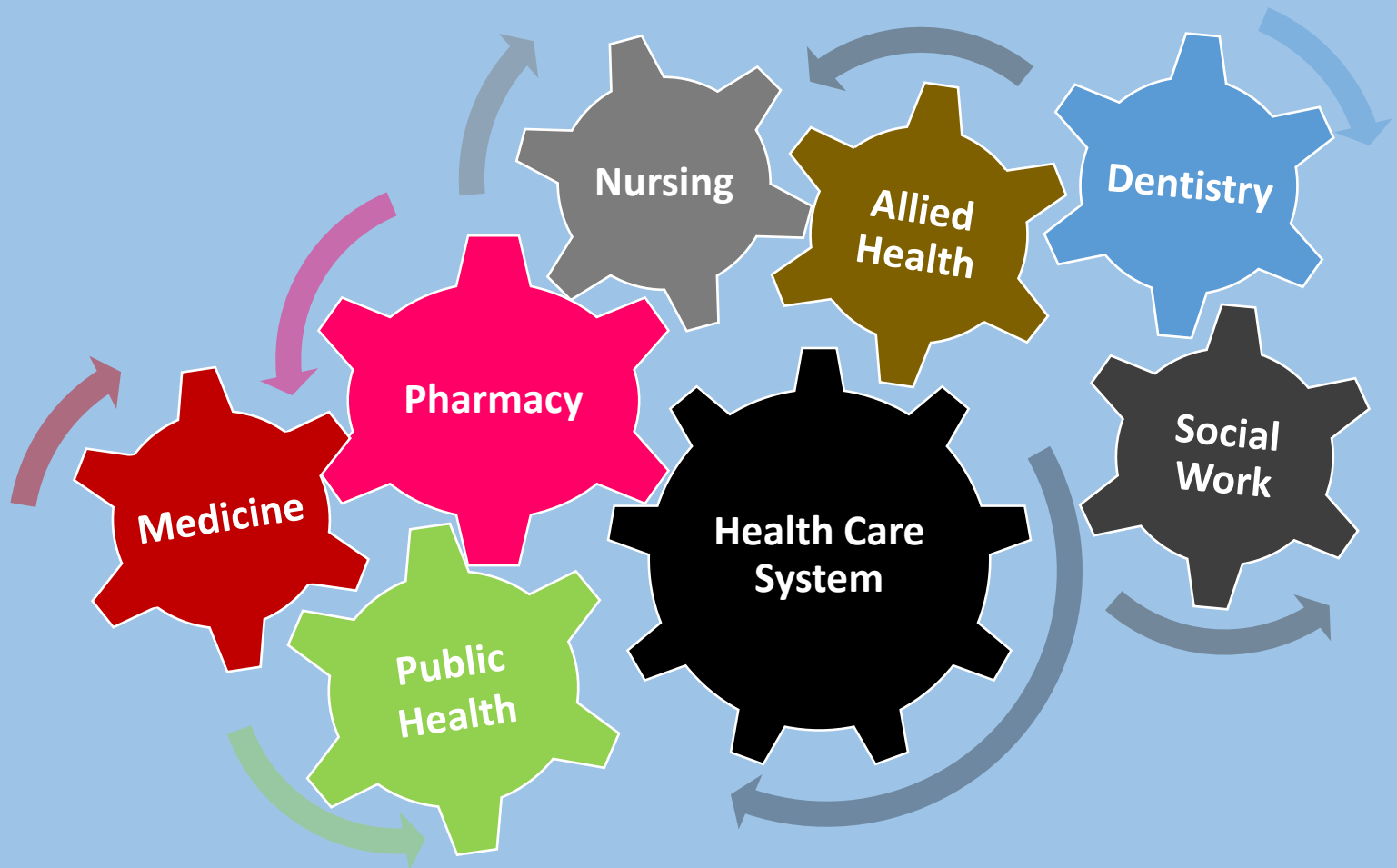


Traditional Healthcare Education



Health Care System

The Students' Perception of IPE



Ramping up

- *“All health professionals should be educated to deliver **patient-centered care** as members of an **interdisciplinary team**, emphasizing evidence-based practice, quality improvement approaches, and informatics.”* National Academies Press, 2003

Ramping up at OUHSC

- All Professions Day:
 - Launched Fall 2015 with over 800 students representing 22 different programs from all OUHSC colleges and the College of Social Work.
 - Two 4-hour didactic sessions; APD 1 in Fall semester followed by service learning project then APD 2 in the Spring semester. Select group of 80 students in EPIC.
 - APD 1 addressed the core IPE competencies with team-building activities.
 - APD 2 built on team-building with added component of **patient-centered care** with guest appearance from a live volunteer **patient** from Good Shepherd Clinic.

All Professions Day year 2

- Evaluations of Year One APD experience were good overall for achieving objectives of greater understanding and appreciation of interprofessional education in general and the core IPE competencies in particular.
- Students overwhelmingly felt that the clinical vignette added value to the session...and they wanted more live patient-centered care.
- So... we attempted to add more clinical (**patient-centered care**) to the experience.

Year 2: the Case

Management/Population Health pilot

- Accelerating Interprofessional Community-Based Education and Practice grant from the Josiah Macy Foundation.
- We applied for funding that would expand the clinical opportunities for interprofessional education from the 80 students in EPIC to 200 students.
- Proposal was to place 12 teams of 10 students each with Case Management (College of Nursing) and the OU Physicians Population Health Department focusing on **patient-centered**, value-based care for patients at high risk for utilization of health care services and those who have complex conditions.

Year 2 APD

- CM/PH pilot
- 120 students from 5 OUHSC colleges and College of Social Work representing 8 different programs.
- Completed 10 hours of Institute for Healthcare Improvement (IHI) modules
- Met three times (2-hour sessions) Tuesday evenings
- Clinical vignettes drawn from OU Physicians population health clinic with focus on social determinants of health and **patient-centered** care.

Results of CM/PH pilot

- Generally well-accepted
- Liked it better than service-learning projects
- Teams did not develop as well as EPIC groups
- Overwhelming desire to have “real” patients



“We like to bring together people from radically different fields and wait for the friction to produce heat, light and magic. Sometimes it takes a while.”

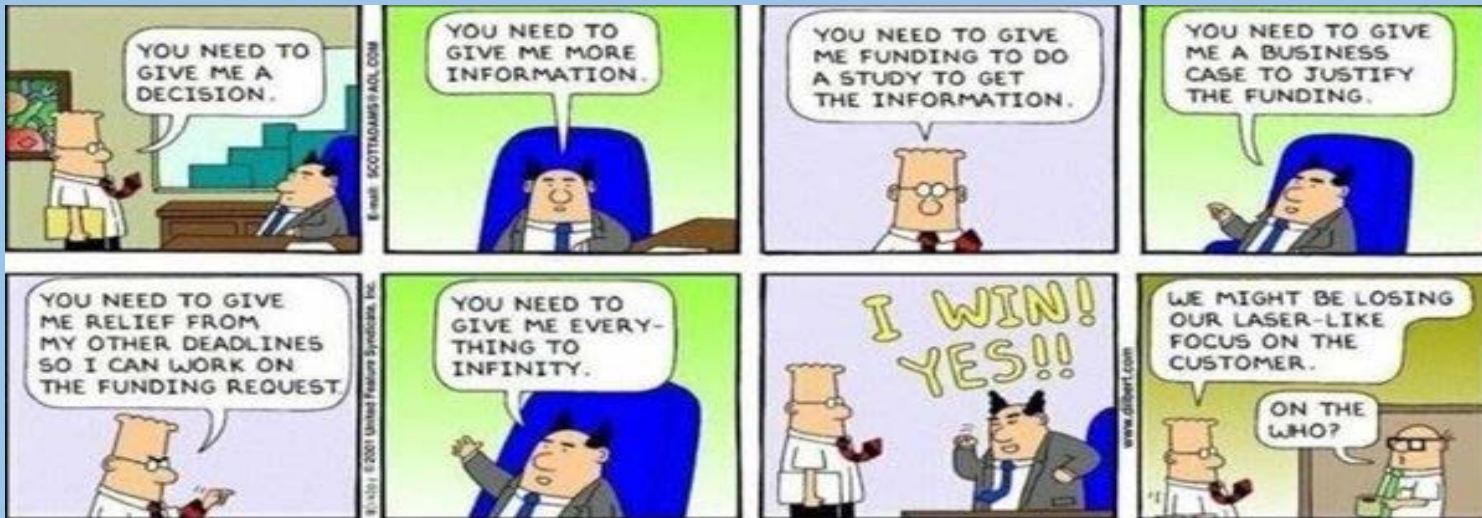
IPE and Patient-centered care

- To truly achieve **patient-centered** care, the health care professional needs to become aware of and comfortable with their own role and responsibilities and more importantly the limitations of their abilities.
 - Sometimes... you are not the one (role)
 - It's always me (**patient-centered** care)



Challenges

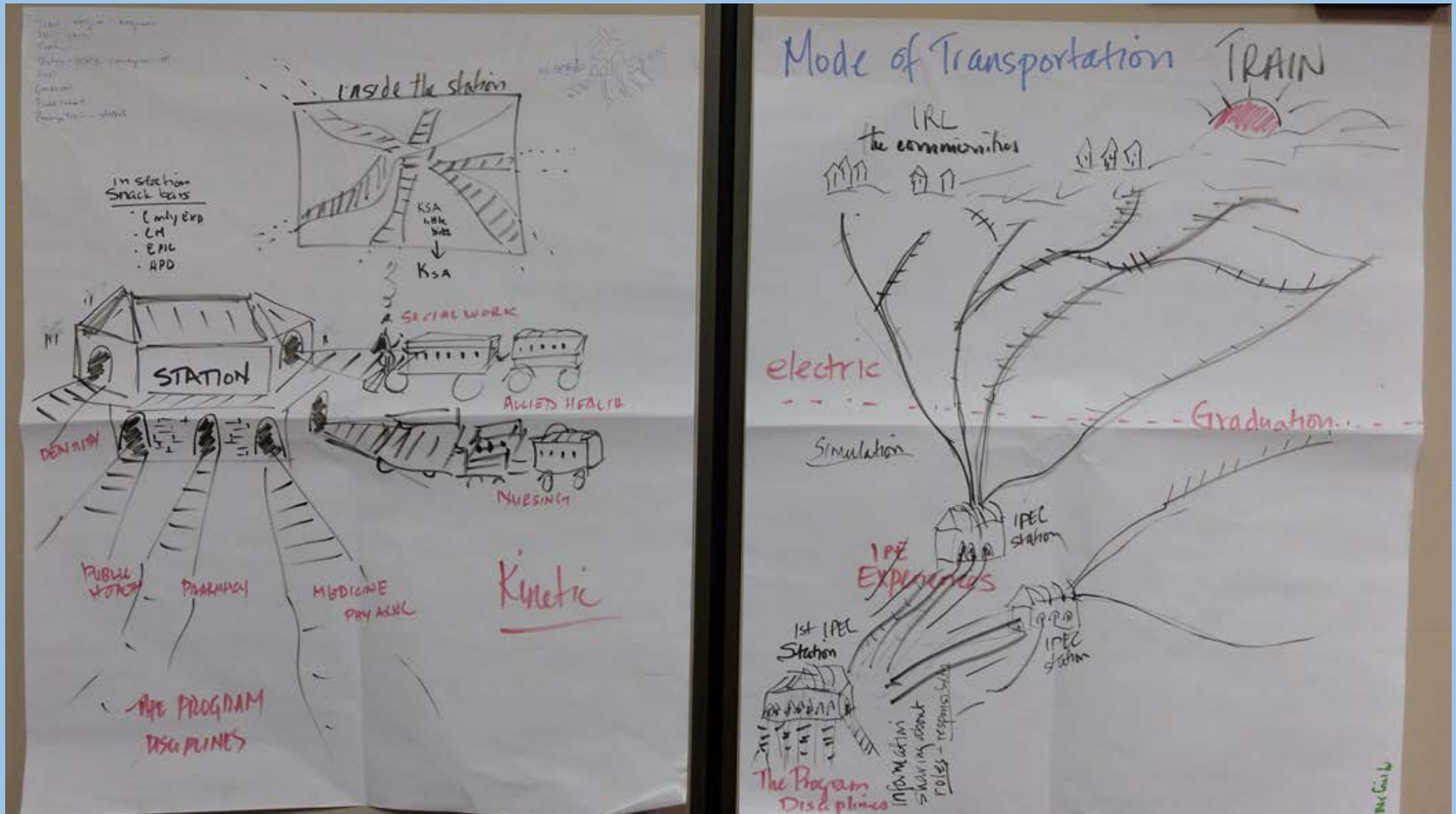
- Challenge for teaching IPE and **patient-centered** care centered around level of learning and level of learner: knowledge to application, cognitive to affective.
- Maintaining focus on the **patient**.



Where are we now?

- **The “What”:** We make interprofessionally-prepared, collaborative health care professionals who deliver **patient-centered** care.
- **The “Why” & Core Purpose Statement:**
“Transforming how we work together to improve **people’s** health.”

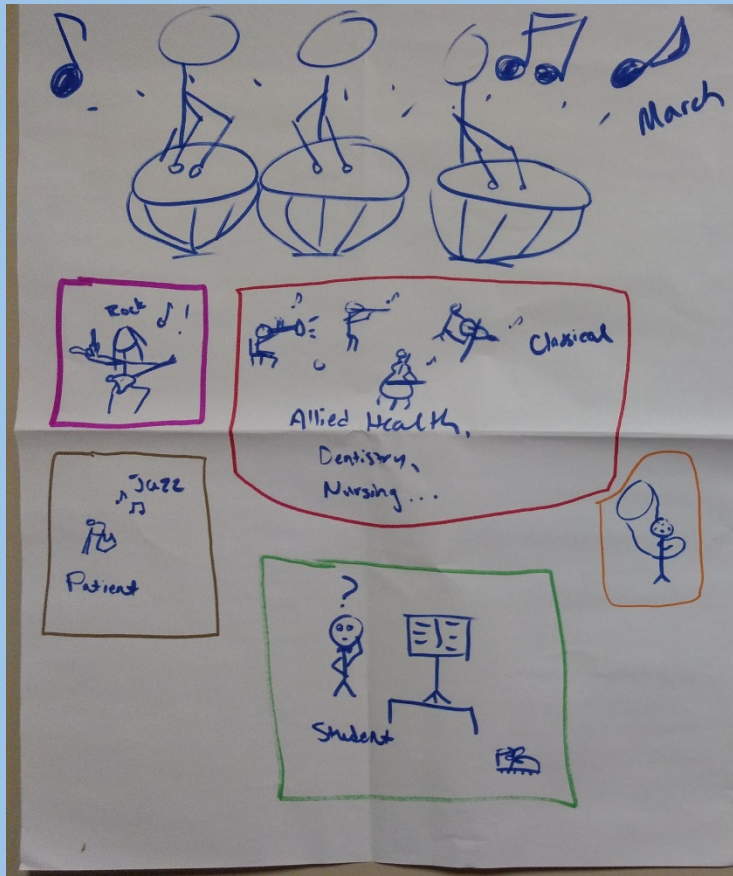
OUHSC IPE: It's a journey



What can you do as educators?

- Bring interprofessional education together with **patient-centered** care.
- Be a matchmaker
- Look for opportunities to thread the core IPE domains throughout curriculum
- Safety is a great unifying concept

IPE and Patient-centered care education at OUHSC: the future



Seed Sowers

