



Education

Grand Rounds

University of Oklahoma Health Sciences Center

Interprofessional Education on the OUHSC Campus

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

Interprofessional Education on the OUHSC Campus

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Learning Objectives

- Define and discuss the Interprofessional Education Collaborative (IPEC) *Core Competencies* and the value and utility of using these competencies in guiding OUHSC student educational activities
- Discuss the role of Interprofessional Education in training OUHSC students for collaborative clinical practice
- Reflect on the Empowering Patients through Interprofessional Collaboration (EPIC) project success on the OUHSC campus
- Engage in discussion groups to help forge interprofessional relationships with professionals on the OUHSC campus

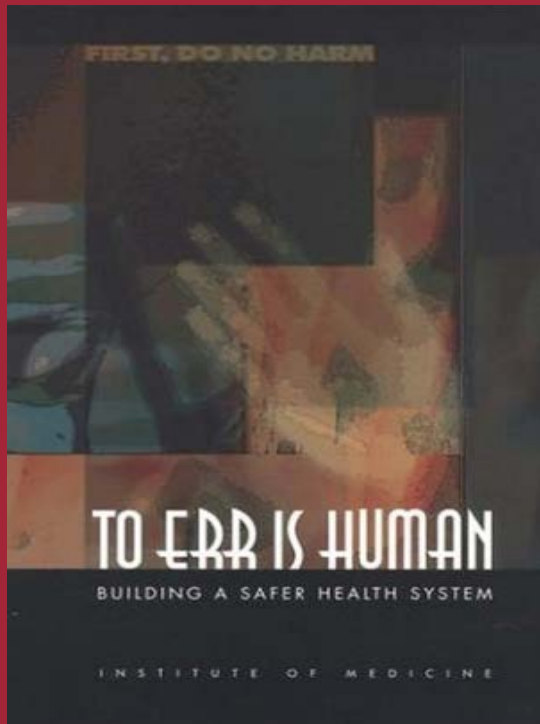
Transformation of the US Healthcare System

- Rapid movement to value-based payment models
- Strong support for patient-centered care
- Broad recognition of current fragmentation in healthcare

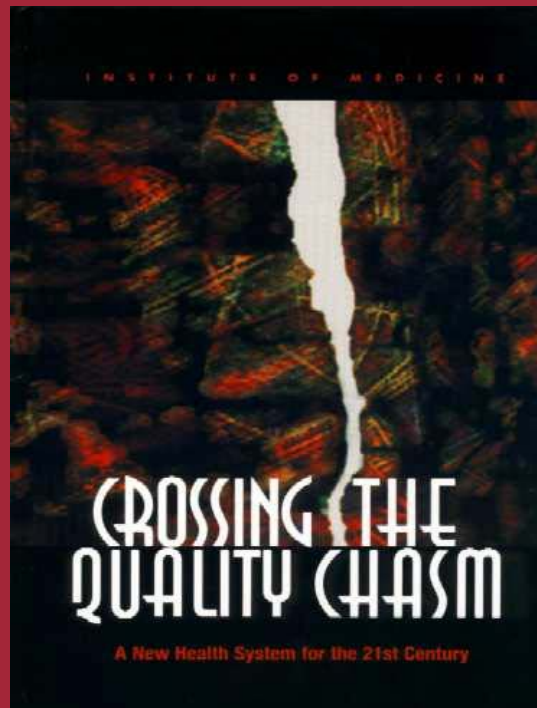


Reports from the IOM

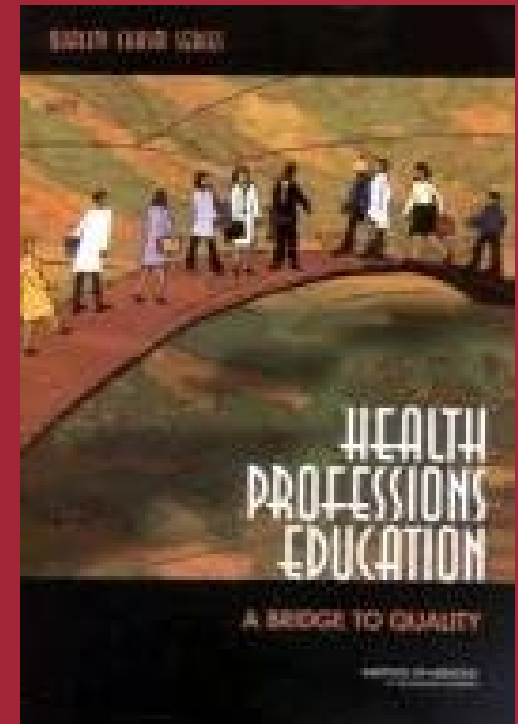
2000



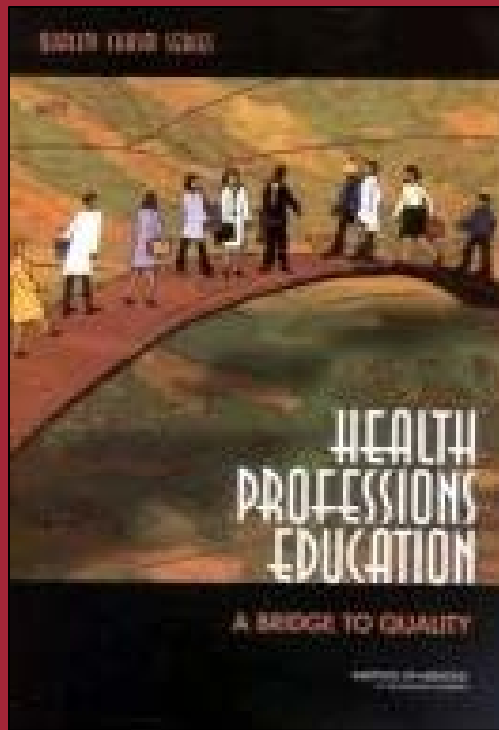
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2003

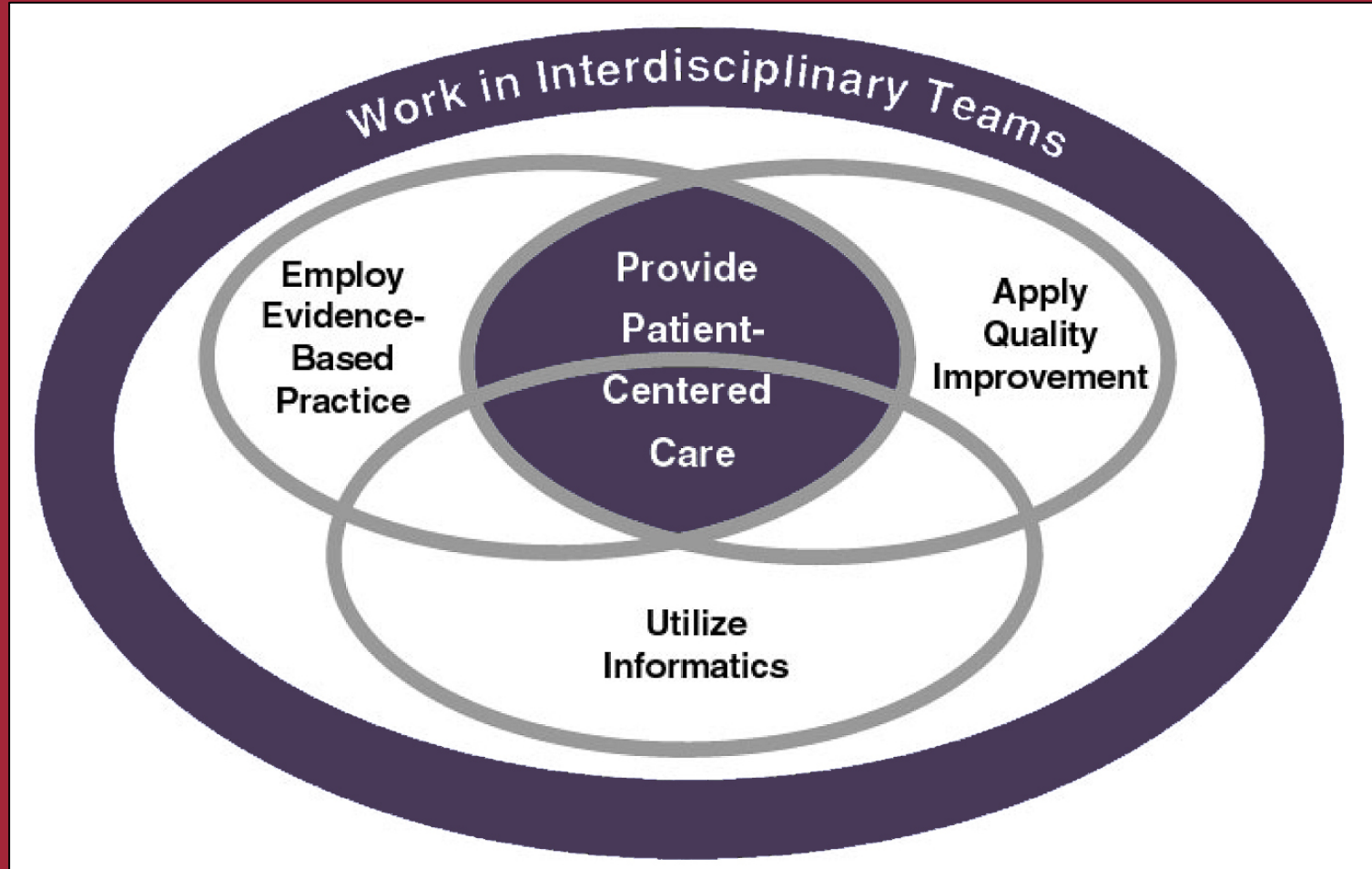


Health Professions Education



“.....all health professions should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics.”

IOM 5 Core Competencies



Health Professions Education



Robert Wood Johnson Foundation

*“...collaboration
and teamwork can
best be achieved if
it starts early.”*

Accreditors have taken note!



“The core curriculum of a medical education program must prepare medical students to function collaboratively on health care teams that include health professionals from other disciplines.”

February 2013

Oklahoma University Health Sciences Center



\$800 Million Dollar Budget

1100 Full Time Faculty

400 Staff

3,500 Students

300 Acre Campus

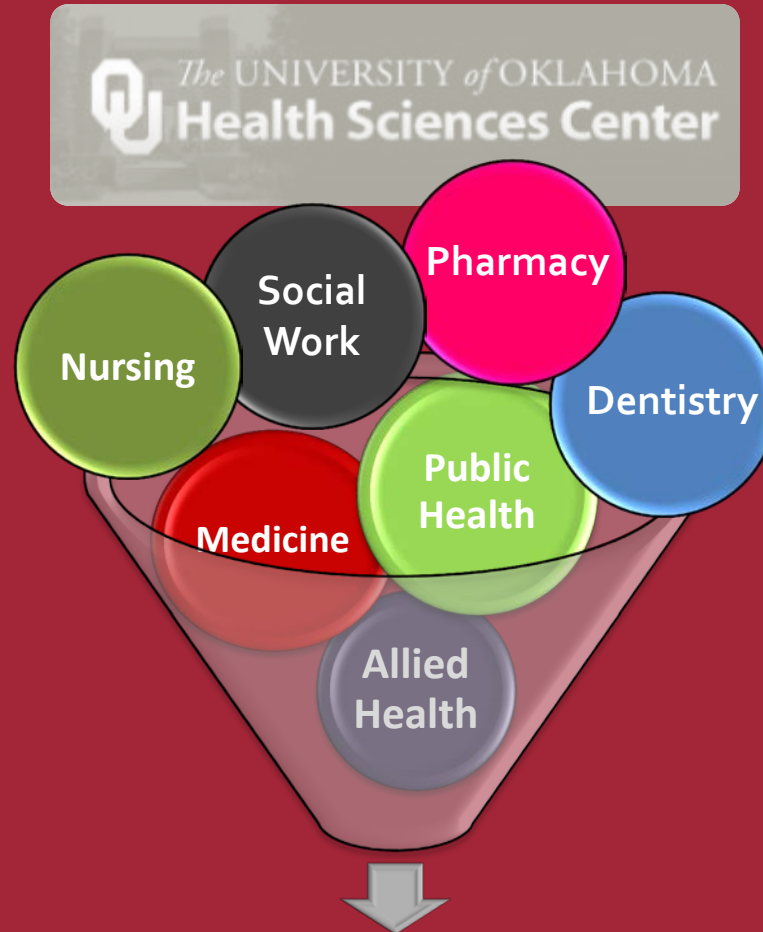


“Interprofessional education occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.”

Health Care Education at OUHSC

- Traditionally, students have learned in silos with limited opportunities to learn in interprofessional teams
- Expected to come together and work as coordinated teams in practice

Traditional Healthcare Education



Health Care System

Formed in 2009



The image shows a screenshot of the IPEC website. At the top, there are four headshots of diverse healthcare professionals. The IPEC logo, a colorful geometric shape, is followed by the text "IPEC®" and "Interprofessional Education Collaborative" with the tagline "Connecting health professions for better care". Below this is a section for "IPEC News & Announcements". At the bottom, there is a navigation menu with links for "News & Announcements", "About IPEC", "Resources", and "Funding Opportunities". A prominent dark blue banner features a donut chart showing "92% Slots Filled" and text for the "2015 Interprofessional Faculty Development Institute" with the subtitle "Building Interprofessional Education for Population Health" and dates "April 29 - May 1, 2015".

IPEC®
Interprofessional Education Collaborative
Connecting health professions for better care

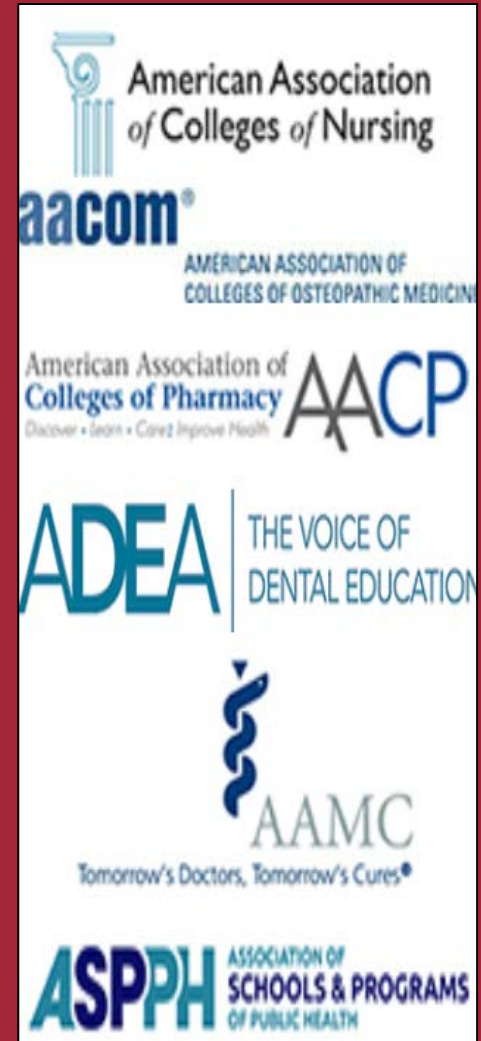
IPEC News & Announcements

Register Now
While Seats Last

2015 Interprofessional Faculty Development Institute
Building Interprofessional Education for Population Health
April 29 - May 1, 2015

92% Slots Filled

News & Announcements
About IPEC
Resources
Funding Opportunities



A vertical list of logos for partner organizations. From top to bottom: AACOM (American Association of Colleges of Nursing), American Association of Colleges of Osteopathic Medicine, AACCP (American Association of Colleges of Pharmacy), ADEA (The Voice of Dental Education), AAMC (Tomorrow's Doctors, Tomorrow's Cures), and ASPPH (Association of Schools & Programs of Public Health).

American Association of Colleges of Nursing
aacom®
AMERICAN ASSOCIATION OF COLLEGES OF OSTEOPATHIC MEDICINE

American Association of Colleges of Pharmacy **AACCP**
Discover • Learn • Care • Improve Health

ADEA | THE VOICE OF DENTAL EDUCATION

AAMC
Tomorrow's Doctors, Tomorrow's Cures®

ASPPH ASSOCIATION OF SCHOOLS & PROGRAMS OF PUBLIC HEALTH

FOR IMMEDIATE RELEASE

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CODA
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December 15, 2014

New Health Professions Accreditors Collaborative Forms to Stimulate Interprofessional Engagement

Chicago, IL, Washington, DC and Silver Spring, MD – In an effort to strengthen ties across the health professions and better serve the public good, several of the nation's leading accrediting agencies are pleased to announce the formation of Health Professions Accreditors Collaborative (HPAC). Members of HPAC include the:

- Accreditation Council for Pharmacy Education (ACPE)
- Commission on Collegiate Nursing Education (CCNE)
- Commission on Dental Accreditation (CODA)
- Commission on Osteopathic College Accreditation (COCA)
- Council on Education for Public Health (CEPH)
- Liaison Committee for Medical Education (LCME)

IPE on the OUHSC Campus

- Three-year pilot funded by the Wisdom Family Foundation
 - Year one – development of curriculum and faculty development
 - Years two and three – pilot with students from all colleges on campus (including the School of Social Work on the Norman campus)

Linking IPE with Actual Practice

“On the education side, there is growing awareness of the importance of achieving team-based clinical competencies as an essential public good.....

....Missing from these many laudatory and innovative efforts is the ability to connect practice redesign with interprofessional educational reforms.



Essential Ingredients

- Support from administration
 - Provost
 - Dean's Council
- Funding
- Dedicated faculty and staff



Project



EPIC

Empowering Patients through Interprofessional Collaboration

Why EPIC?

 *The UNIVERSITY of OKLAHOMA*
Health Sciences Center



The OU Experience

- Course Development
- Faculty Development
 - Local
 - National

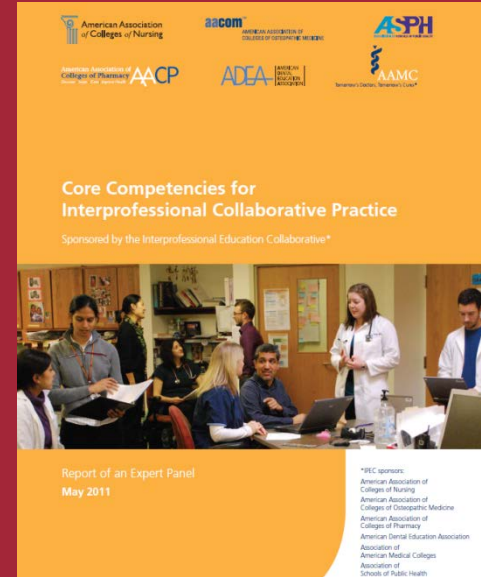


The OU Experience

- Description of EPIC Project
 - Didactic
 - Clinic
 - Research/Outcomes

The OU Experience

- Didactic
 - 4 Sessions
 - Roles and Responsibilities
 - Ethics
 - Communication
 - Teambuilding
 - Interactive
 - Focused on Team Building



The OU Experience

- Didactic
 - Interactive
 - Focused on Team Building



The OU Experience



The OU Experience

- Clinical
 - Good Shepherd
 - Charitable Clinic



The OU Experience



TEAM SOWERS



TEAM APOLLO



TEAM TRIAD



TEAM REVOLUTIONARIES

EPIC – Good Shepherd Clinic

- Complex Patients
 - Increases the Focus on Social Determinants of Health
- Learning to Utilize and Manage Resources
- Flexible Schedule and Clinic Hours
- Available Dental/PT/Social Work/Prescription Assistance ON SITE

The OU Experience

Dr. Rhonda Sparks

Research and Outcomes

- Qualitative Minute Papers
- T-TAQ
- RIPLS
- Life Circle Diagrams

Minute Papers

1. What are the most significant things you learned during this session?
2. What was the most surprising thing(s) that you learned during this session?
3. Please describe areas of strength(s) and opportunities for improvement for this session
4. Please describe areas of strength(s) and opportunities for improvement for the first four sessions of EPIC

TeamSTEPPS™ Teamwork Attitudes Questionnaire (T-TAQ)

- The T-TAQ may be administered as a stand-alone measure to assess attitudes toward the core components of teamwork
 - as part of an institution's site assessment to determine training needs
 - or as a tool to evaluate TeamSTEPPS training

TeamSTEPPS™ Teamwork Attitudes Questionnaire (T-TAQ)

Construct	Number of Items
Team Structure	6
Leadership	6
Situation Monitoring	6
Mutual Support	6
Communication	6

Readiness for Interprofessional Learning Scale (RIPLS) Questionnaire

- Scale used to explore differences in students' perception and attitudes towards multi-professional learning
 - validated for use in the postgraduate context, providing researchers with a tool for assessing health professionals' attitudes towards interprofessional learning at practice level

Life Circle Diagrams (LCDs)

- Based on the conceptual work of Thrower and Haidet
 - Family circle drawings often illustrate, in graphic form, patterns of closeness and distance, of power and decision making, of family alliances and boundaries (Thrower).
 - Students draw a picture of all of the relationships in his/her life that had an influence on the sort of doctor that each student saw him/herself becoming (Haidet).
- Student drawings at the start of their experience (T1), after completion of the active learning sessions (T2), and at the completion of their clinic experience (T3).

Life Circle Diagrams (LCDs) - *Instructions*

In the context of clinical practice, think of the various individuals that you would involve in the care of a patient with diabetes. Additionally, consider the relationships and the communication between the various individuals. Use this paper to draw the individuals, relationships, and communication using the following symbols:

- Use circles to represent the various individuals and identify those individuals
- Use lines to depict the relationships between the circles
- Use arrows to depict the communication between the circles
- If you use additional symbols, please provide a key or describe the meaning of the additional symbols

Preliminary Research Findings

Qualitative

Knowledge Regarding Other Professions

Below are representative examples of what students wrote.

- *I was surprised by the amount of misconceptions that existed about the different disciplines.*
- *There are a lot of misconceptions. We should step outside of our specialties and see what else can be done to improve the health of our patients.*
- *It was surprising to learn about the role of social work with healthcare. I had no idea thier role and extreme importance to patient understanding and community resources.*

Communication with Other Professions

Throughout the EPIC program, students suggested that communication was essential, both effective communication and in avoiding miscommunication.

- *[I learned that changes] need to be made to the screening and interview process. I learned about myself: I was disappointed in myself that I didn't speak up more. I will push myself more next time.*
- *I learned a lot about the importance of communicating effectively and how critical miscommunications can be. I learned a lot about what all is included in HIPAA. I was surprised that many of the people within our team share similar goals and values.*

Collaboration and Teamwork

Not only did students start to experience the benefits of effective collaboration, many began to realize their own importance to the team.

- *I trust other professions and they trust me. It took several times in the clinic, but we got much better at sending in the appropriate people and not getting territorial.*
- *It was impressive to observe how comfortable the students from the different disciplines are with each other (compared with observations earlier during this experience) So, I learned that "learning together" at this level of training makes a big difference in interprofessional relationship development.*

Patient Care Outcomes

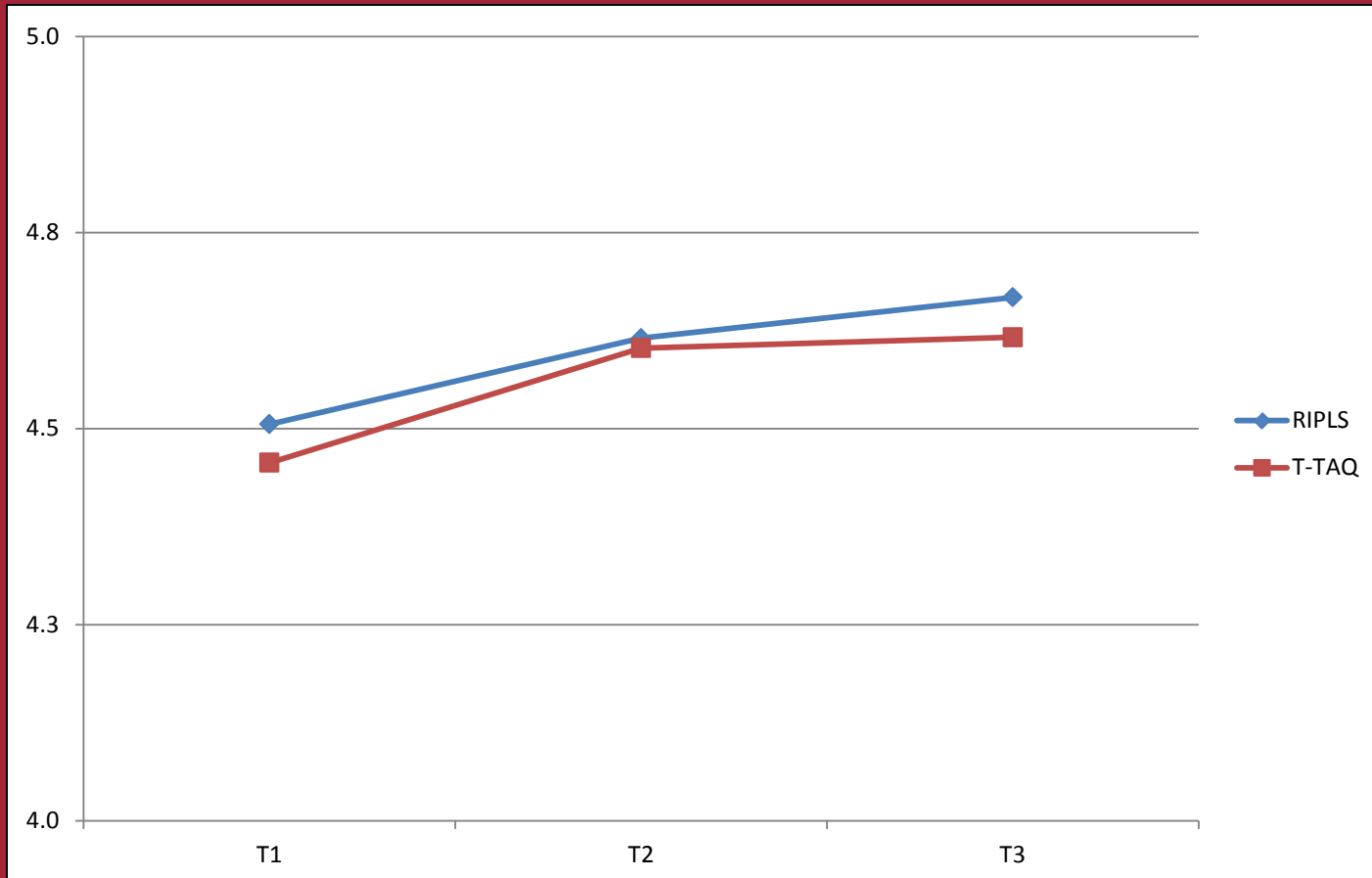
Some of the early comments regarding patient care revolved around the organization of the team in providing care. Over time, these comments were replaced by comments regarding the goals and outcomes of various patients.

- *The small strides toward a bigger goal really can lead to success! I learned that even when progress seems impossible together as a healthcare team, we can make REAL progress with difficult patients. We all came together to make significant changes in our patients.”*
- *I learned that this larger group of students were able to advance care for their assigned patients, sometimes even after only a couple of visits*

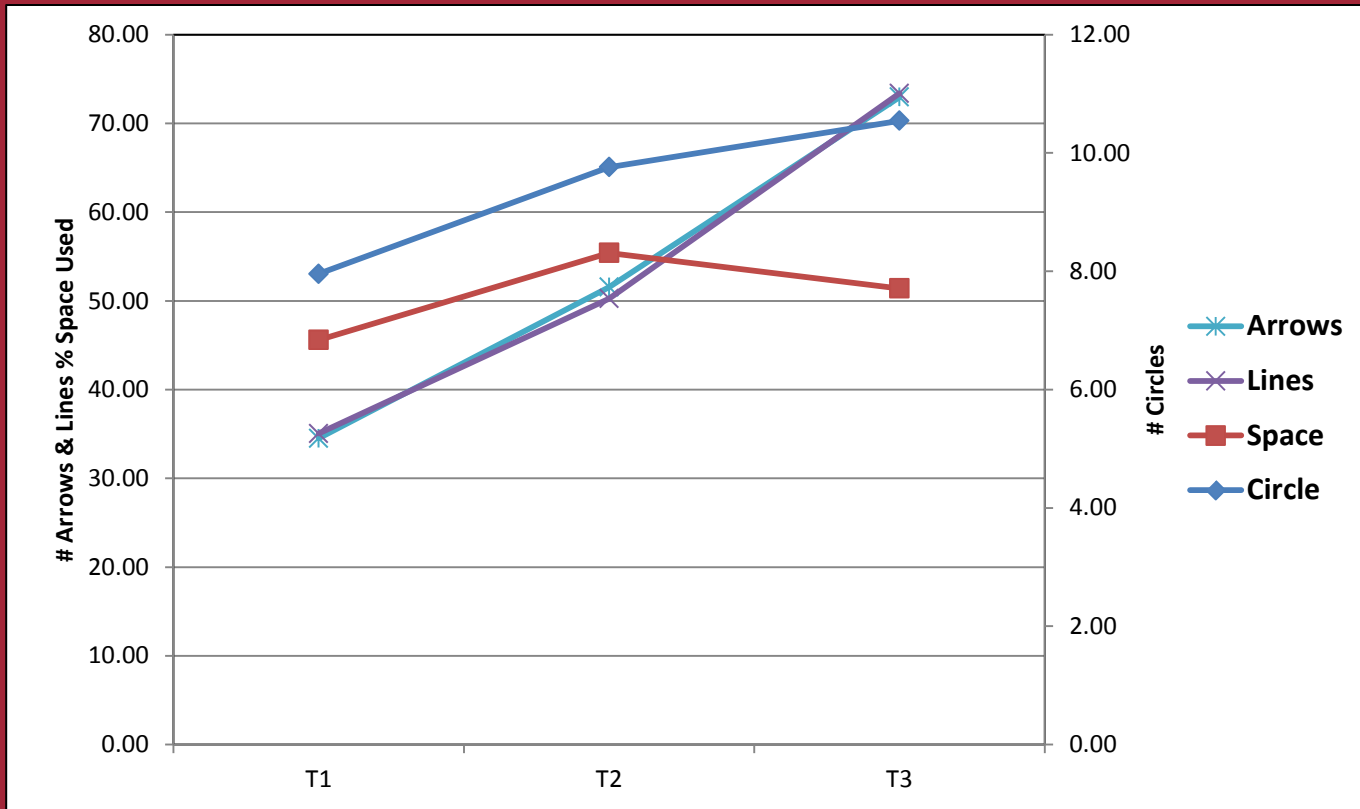
Preliminary Research Findings

Quantitative

T-TAQ and RIPLS

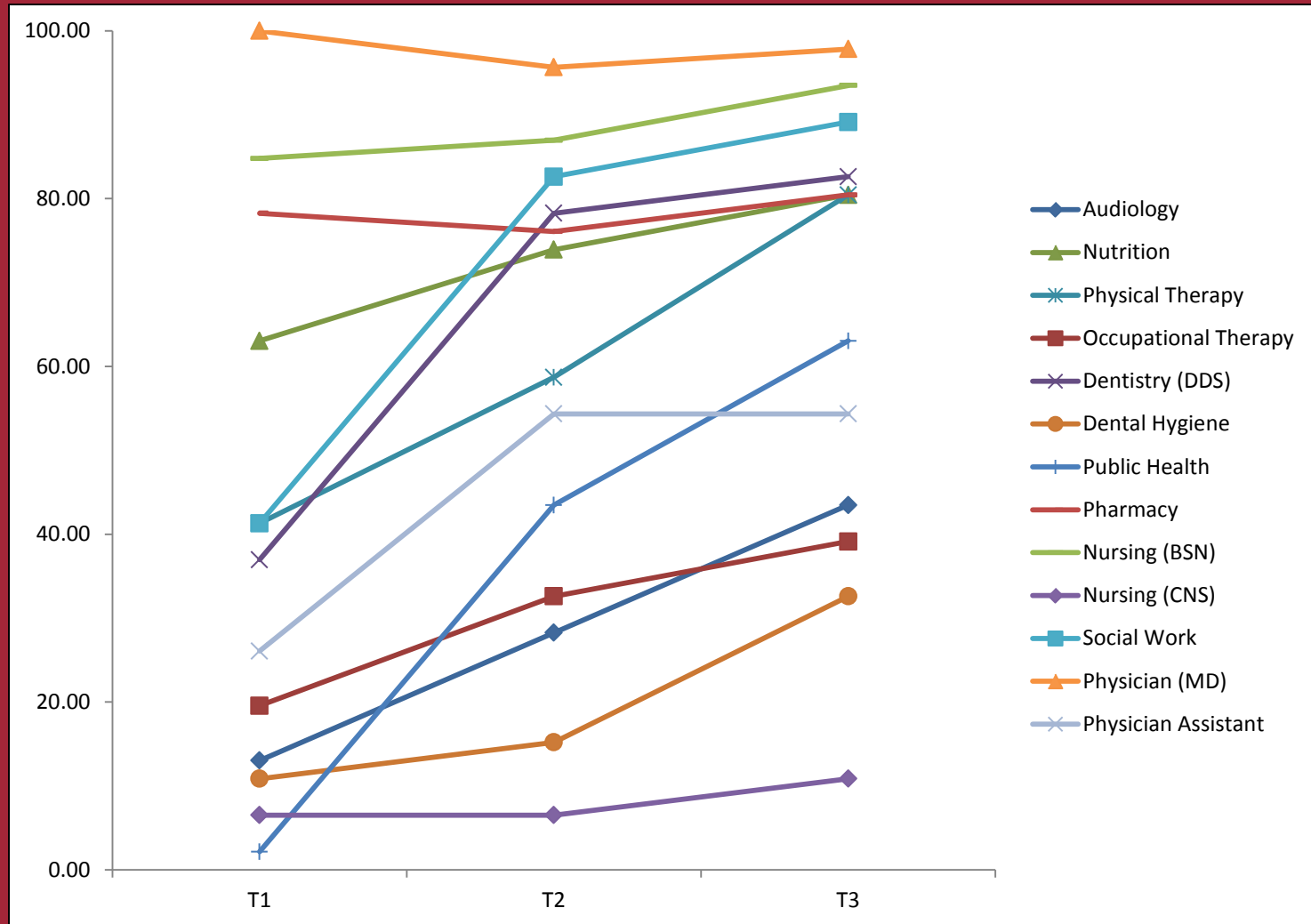


Life Circle Diagrams



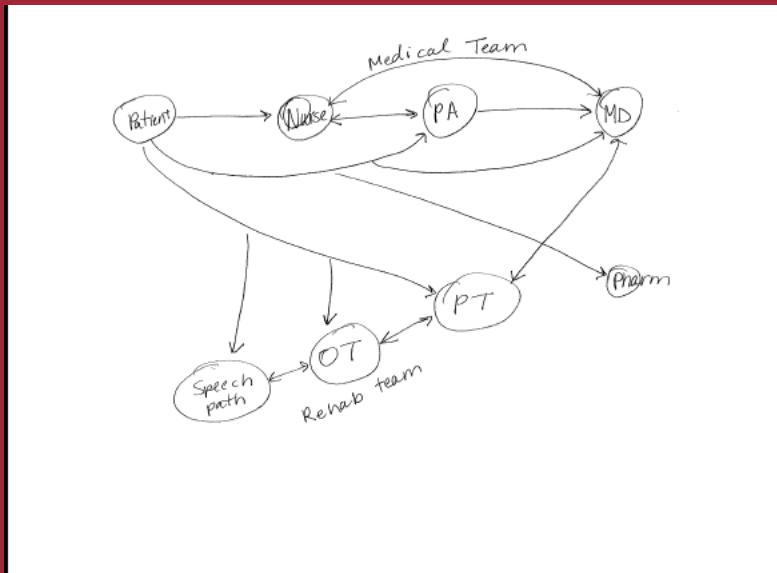
Circles represent the various individuals
Lines depict the relationships
Arrows to depict the communication

Life Circle Diagrams - Who's On the Team?



The OU Experience

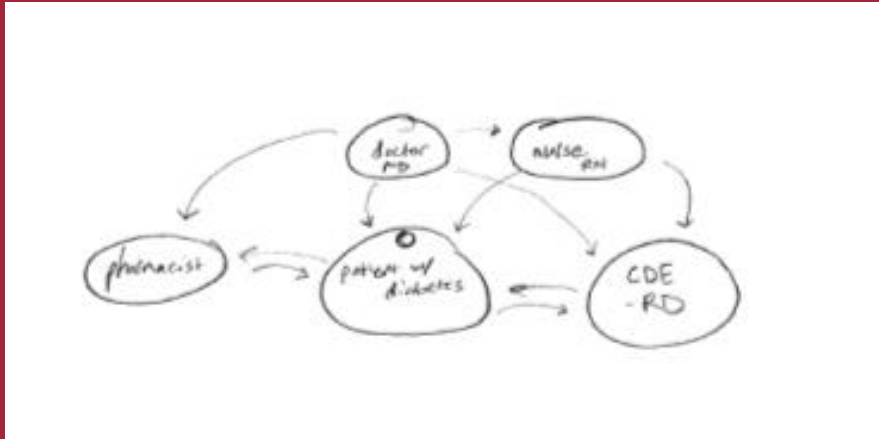
- Life Circle Diagrams



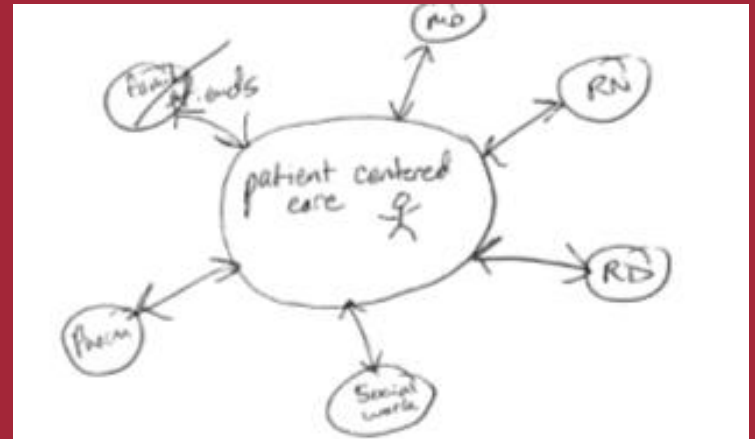
T1



T3



Sept 2013



Dec 2013



May 2014

The OU Experience

- Challenges for the future
 - Expansion
 - Sustainability
 - Scheduling/Coordination
 - Integration into Curricula

Challenge – Scaling Up for Entire Campus

- Current OUHSC model touches only a small number of students in each college
- Current clinic experience not feasible for all students on HSC campus

Going Forward – 2015-2016

Proposed

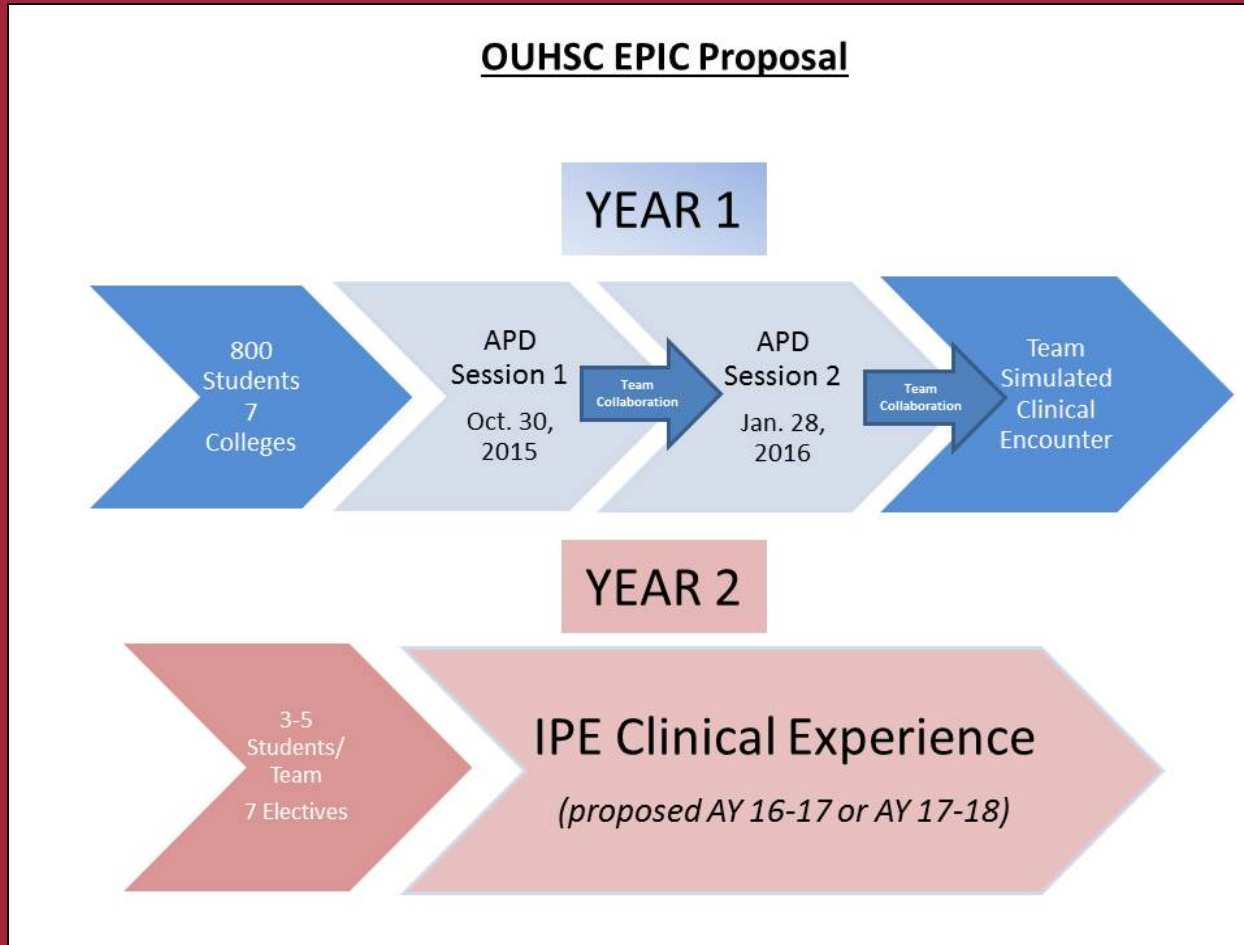
- Campus-wide implementation of IPE focused on core competency domains of *Interprofessional Communication, Teams and Teamwork, Values and Ethics in Interprofessional Practice, and Roles and Responsibilities*

Going Forward – 2015-2016

Proposed

- Two “all-professions” days on the HSC campus – one in the Fall semester and one in the Spring
- Interprofessional team clinical simulation – Spring 2016

Proposed Campus Expansion



Going Forward – 2016-2017

Proposed

- Identify additional clinical experiences that may be available on campus or that already exist

Project



EPIC

Empowering Patients through Interprofessional Collaboration

Questions