Stimulating Ideas and Dialogue for Interprofessional Education Presentation

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Where is IPE going?
Barriers In IPE in UNM

- Accreditation islands
- How do we account for IPE experiences
- Siloed
- Cultural differences with programs
- Schedules
- Lack of common goals within programs
- Buy-in from students
- Number of students
- Little interaction between students in different programs
- Physical barriers (being separated)
- Different admission times
- Finding facilitators for IPE
- Lack of experienced faculty
- Stigmas and preconceptions about professions
- Different levels of learners
- Roles we each play (between different programs)
- Lack of authenticity in the curriculum
- Not always a priority
- Time consuming for learners
- Variable quality of the IPE experience
- Identifying potential collaborators
## Stages of IPE Competency Development for Students

<table>
<thead>
<tr>
<th>Introduction (Early training)</th>
<th>Immersion (Mid training)</th>
<th>Competence (End of training)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate one’s own roles and responsibilities to patients, families and other professionals</td>
<td>Communicate with other team members to clarify each member’s responsibility in executing components of the treatment plan</td>
<td>Use the full scope of knowledge, skills and abilities of health professionals to provide care that is safe, effective, cost efficient, timely and equitable.</td>
</tr>
</tbody>
</table>
## Points for Interprofessional Education and Teaching (PIPET)

### PROCESS (How is the learning occurring?)

<table>
<thead>
<tr>
<th>Process</th>
<th>0 or 1</th>
<th>2</th>
<th>3</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1 What is the level of interactivity?</td>
<td>Didactic (0) or Discussion Observation i.e. panel discussion (1)</td>
<td>Discussion</td>
<td>Interactive</td>
<td></td>
</tr>
<tr>
<td>P2 How many facilitators/providers are from different professions?</td>
<td>1(1)</td>
<td>2</td>
<td>&gt;2</td>
<td></td>
</tr>
<tr>
<td>P3 Are the facilitators trained in IPE?</td>
<td>None (0)</td>
<td></td>
<td>OMED certification or equivalent</td>
<td></td>
</tr>
<tr>
<td>P4 How many different professions are represented among the students?</td>
<td>1 (0)</td>
<td>2</td>
<td>&gt;2</td>
<td></td>
</tr>
<tr>
<td>P5 How many times did the students meet?</td>
<td>1 (1)</td>
<td>2</td>
<td>&gt;2</td>
<td></td>
</tr>
<tr>
<td>P6 Duration of time students met?</td>
<td>1-3 hours</td>
<td>7-8 hours</td>
<td>&gt;8 hours</td>
<td></td>
</tr>
</tbody>
</table>

### Content (What learning is occurring?)

<table>
<thead>
<tr>
<th>Content</th>
<th>0 or 1</th>
<th>2</th>
<th>&gt;2</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 How is content formatted?</td>
<td>See/hear (1)</td>
<td>Talk/Dialogue</td>
<td>Do/Real Life</td>
</tr>
<tr>
<td>C2 How many IPE competencies are experienced in the activity?</td>
<td>1(1)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>C3 How many explicit IPE learning outcomes are addressed?</td>
<td>1 (1)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>C4 What type of debrief is planned after the activity?</td>
<td>None (0)</td>
<td>Informal debrief: reflection focusing on content</td>
<td>Facilitated debrief: reflection focusing on content and process</td>
</tr>
<tr>
<td>C5 Are case-based or hands-on learning methods included in the activity?</td>
<td>No cases/hands-on (0)</td>
<td>Case is adjunct to learning activity</td>
<td>Case is the focus of learning activity or direct patient care is involved</td>
</tr>
</tbody>
</table>

**PROCESS SUB-TOTAL**

**CONTENT SUB-TOTAL**

**TOTAL POINTS**
What learning is occurring?
How is learning occurring?
Accreditation Standards

- The Accreditation Council for Pharmacy Education (ACPE)
- The American Association of Medical College (AAMC) Liaison Committee on Medical Education (LCME)
- The American Association of Colleges of Nursing (AACN)
- The American Council of Occupational Therapy Education (ACOTE)
- The Commission on Accreditation in Physical Therapy Education (CAPTE)
- The Commission on Dental Accreditation (CODA)
- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
What’s happening at HSC?

Courses:
- GEHM Geriatric Education and Health Management clinics CON/COP
- Geriatric Elective – Multiple programs
- Patient/Family Care for children with developmental disabilities SOM/COP
- Ethics Courses across professions

Experiential rotations:
- ECHO – complex patients – Multiple Programs
- Pajarito Mesa – Multiple Programs
- Wound Care Clinics - UNMH

Student led initiatives:
- AOC Health Resource Center - Multiple Programs
- Flu clinics - UNMH + Multiple Programs
- Clinical Skills Challenge - Multiple Programs
Upcoming Events

- **Fall/Spring Events:**
  - Fall IPE Info Series (6 part session)
  - Clinical Care Challenge
    - Jan. 2019
  - Lobowings: Patient Safety and Quality Training
    - March/April 2019 - am and pm sessions 3.5 hrs.
  - Public Health Emergency Preparedness
    - TBD

- **Student outreach**
  - Outreach clinics (AOC, One Hope, Pajarito Mesa)
  - Flu vaccination clinics

- **Check out the IPE Website**
  - [http://hsc.unm.edu/ipe](http://hsc.unm.edu/ipe)
UNM HSC IPE Website
Useful Resources

- PIPET user guide
- On-line PIPET in survey monkey
- Validated IPE assessment tools
- 2016 Interprofessional Education Competencies (IPEC)
- Flexible Learning Activities (Link to University of Toronto. This will give a preview of what UNM HSC IPE will be)
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