Stimulating Ideas and Dialogue for Interprofessional Education

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INTERPROFESSIONAL EDUCATION AND COLLABORATIVE PRACTICE

Interprofessional Collaboration Competency Domain

Community and Population Oriented
- Interprofessional Teamwork and Team-based Practice
- Interprofessional Communication Practices

Values/Ethics for Practice
- Professional Ethic for Practice

Roles and Responsibilities for Collaborative Practice
- Patient and Family Centered

The Learning Continuum pre-licensure through practice trajectory
HSC IPE TEAM

- Loren Kelly, IPE Co-coordinator, BA, RN, MSN, UNM College of Nursing
- Jim McKinnell, IPE Coordinator, MD, UNM College of Medicine
- Shelly McLaughlin, IPE Coordinator, MS, EMT-I, UNM Health Professional Programs
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- Yvette Ramirez Ammerman, B.A., M.Ed., Deputy Director, Office of Interprofessional Education
- Heidi Rogers, CNP, Director, Office of Interprofessional Education
- Krista Salazar, IPE Coordinator College of Pharmacy
- John Simmons, B.A., Business, IPE Admin. III, Office of Interprofessional Education
Where is IPE going?
# Barriers In IPE in UNM

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Accreditation islands</td>
<td>- Different admission times</td>
</tr>
<tr>
<td>- How do we account for IPE experiences</td>
<td>- Finding facilitators for IPE</td>
</tr>
<tr>
<td>- Siloed</td>
<td>- Lack of experienced faculty</td>
</tr>
<tr>
<td>- Cultural differences with programs</td>
<td>- Stigmas and preconceptions about professions</td>
</tr>
<tr>
<td>- Schedules</td>
<td>- Different levels of learners</td>
</tr>
<tr>
<td>- Lack of common goals within programs</td>
<td>- Roles we each play (between different programs)</td>
</tr>
<tr>
<td>- Buy-in from students</td>
<td>- Lack of authenticity in the curriculum</td>
</tr>
<tr>
<td>- Number of students</td>
<td>- Not always a priority</td>
</tr>
<tr>
<td>- Little interaction between students in different programs</td>
<td>- Time consuming for learners</td>
</tr>
<tr>
<td>- Physical barriers (being separated)</td>
<td>- Variable quality of the IPE experience</td>
</tr>
<tr>
<td></td>
<td>- Identifying potential collaborators</td>
</tr>
<tr>
<td>Introduction (Early training)</td>
<td>Immersion (Mid training)</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------</td>
</tr>
<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>
</tr>
</tbody>
</table>
## Points for Interprofessional Education and Teaching (PIPET)

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

<table>
<thead>
<tr>
<th></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. hours</td>
<td>&gt;8 hours</td>
<td></td>
</tr>
</tbody>
</table>

### CONTENT (What learning is occurring?)

<table>
<thead>
<tr>
<th></th>
<th>See/hear (1)</th>
<th>Talk/Dialogue</th>
<th>Do/Real Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 How is content formatted?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C2 How many IPE competencies are experienced in the activity?</td>
<td>1(1)</td>
<td>2</td>
<td>&gt;2</td>
</tr>
<tr>
<td>C3 How many explicit IPE learning outcomes are addressed?</td>
<td>1 (1)</td>
<td>2</td>
<td>&gt;2</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)
IPE Office Information

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