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Stimulating Ideas and Dialogue for Interprofessional Education

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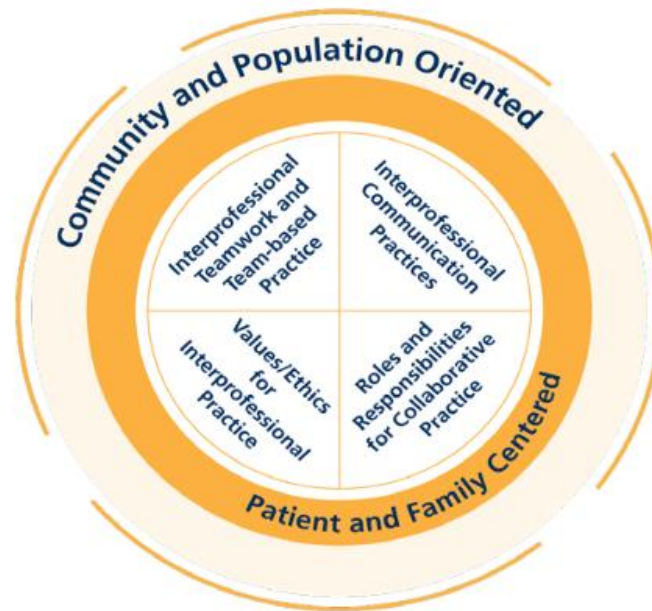
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INTERPROFESSIONAL EDUCATION AND COLLABORATIVE PRACTICE

Interprofessional Collaboration Competency Domain



The Learning Continuum pre-licensure through practice trajectory

HSC IPE TEAM

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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



Introduction (Early training)	Immersion (Mid training)	Competence (End of training)
Communicate one's own roles and responsibilities to patients, families and other professionals	Communicate with other team members to clarify each member's responsibility in executing components of the treatment plan	Use the full scope of knowledge, skills and abilities of health professionals to provide care that is safe, effective, cost efficient, timely and equitable.

Points for Interprofessional Education and Teaching (PIPET)

PROCESS (How is the learning occurring?)

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

PROCESS SUB-TOTAL

Content (What learning is occurring?)

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

CONTENT SUB-TOTAL

TOTAL POINTS



What learning is
occurring?



How is learning is
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>

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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