Interprofessional Education Training—Bringing Together Different Perspectives

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Objectives

• Understand the rationale for Inter-Professional Education (IPE)
• Gain knowledge on how to combine expertise and resources from different programs for IPE
• After this session, participants should be able to draft their own IPE ideas
Financial Disclosure

• none
What is Inter-Professional Education (IPE)?

• Two or more professions with a complementary focus who learn with, from and about one another to foster collaboration.
Rationale for Inter-Professional Education (IPE)

• WHO’s Framework for Action on IPE and Collaborative Practice
• Inter-Professional Education Collaborative (IPEC)
  • AAMC
  • American Association of Colleges and Nursing
  • American Association of Colleges of Osteopathic Medicine
  • ADEA – American Dental Education Association
  • American Association of Colleges of Pharmacy
  • Association of Schools and Programs of Public Health
IPEC competencies

1. Climate of mutual respect
2. Use role knowledge to address health needs
3. Inter-professional communication- communication between care providers, family and the patient.
4. Collaboration to provide teams that focus on patient and population centered care.
ACOG Executive Summary on Inter-Professional Collaboration 2016

• Encourages all specialties to collaborate with other professions
• Develop team-based care to improve access, quality and safety.
• Develop additional data on IPE team based care and clinical outcomes.
• Similar papers have been published by members of the American College of Surgeons.
Where is El Paso, Texas?

- Population
  - El Paso county: >800,000
  - Cd. Juarez across the river: ~2,400,000
Rationale for IPE on “Diabetes in Pregnancy”

• El Paso location and population
• 82% Mexican-American population
• Hispanics are more likely to have diabetes and gestational diabetes
• Pregnancy complications with GDM
What professionals would you include in this IPE?
• Community based project
• Included:
  • Paul L. Foster School of Medicine Center for Advanced Teaching and Assessment in Clinical Simulation (ATACS)
  • The Regional Simulation and Training Center (RSTC)
  • Gayle Greve Hunt School of Nursing (GGHSON) Simulation Lab
  • University of Texas, El Paso (UTEP) School of Pharmacy
  • New Mexico State University (NMSU) Dona Ana Community College Diagnostic Medical Sonography Program
  • TTUHSC El Paso residency programs
  • University Medical Center of El Paso (UMC)
• Four main simulated clinical scenarios each with three substations
• Each main session provided objectives, pre and post test questions and hands on curriculum
• All learners were provided with access to the online educational videos, learning material, guidelines, quizzes, and patient education materials
• Learners from all programs participated in high tech clinical simulation experiences with various scenarios and skills substations
Collaborative Meetings

• IPE is a strategic goal of our institution
  • Provided “buy-in”
• Meetings began 6 months prior to the activity
• The entire program was run on three different days to accommodate schedules
Readiness for Interprofessional Learning Scale

• Created by Parsell and Bligh, published in 1999
• 19 questions to assess readiness of health care students for IPE.
• 3 subscales: teamwork and collaboration, negative and positive professional identity, and roles and responsibilities.
• A higher score indicates that the students value shared learning experiences with the students from other health professions.
Timeline of the clinical simulation workshop:

Pre-Test:
- 20 multiple choice items (learner group specific)
- Readiness for Interprofessional Learning Scale (RIPLS)

Ultrasound
Macrosomia
Emergency
Glycemic control

4 learning sessions (each consisting of 3 clinical simulation stations)
12 clinical simulation stations
Debriefing

Post-Test:
- 20 multiple choice items (learner group specific)
- Readiness for Interprofessional Learning Scale (RIPLS)
Topics of the clinical simulation sessions and stations of the IPE with Clinical Simulation: Diabetes and Pregnancy.
<table>
<thead>
<tr>
<th>Learner</th>
<th>Sample Size</th>
<th>Average Pre-IPE Score (SD)</th>
<th>Average Post-IPE Score (SD)</th>
<th>P-value†</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing students</td>
<td>14</td>
<td>57.5 (12.2)</td>
<td>65.7 (10.9)</td>
<td>0.02</td>
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<tr>
<td>Pharmacy students</td>
<td>6</td>
<td>64.2 (8.0)</td>
<td>77.5 (10.4)</td>
<td>0.02</td>
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<td>Sonography students</td>
<td>2</td>
<td>55.0 (7.1)</td>
<td>60.0 (0.0)</td>
<td>0.50</td>
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<tr>
<td>Resident physicians</td>
<td>47</td>
<td>64.5 (9.3)</td>
<td>70.0 (8.0)</td>
<td>&lt;0.0001</td>
</tr>
</tbody>
</table>

Table 1. Average Pre- and Post-Interprofessional Educational (IPE) Activity Clinical Knowledge Quiz Scores. Scores Reflect the Percentage of Questions Answered Correctly.

NOTE: SD: standard deviation.

† P-values are from paired t-tests.
<table>
<thead>
<tr>
<th>Learner and Sub-Scale†</th>
<th>Average Pre-IPE Score</th>
<th>Average Post-IPE Score</th>
<th>P-value‡</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nursing students (N=21)</strong></td>
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<tr>
<td>Teamwork and collaboration</td>
<td>41.8</td>
<td>42.8</td>
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<td>Professional identity</td>
<td>29.8</td>
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<td>0.03</td>
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<tr>
<td>Roles and responsibility</td>
<td>10.9</td>
<td>11.4</td>
<td>0.14</td>
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<td><strong>Pharmacy students (N=7)</strong></td>
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<tr>
<td>Teamwork and collaboration</td>
<td>42.7</td>
<td>44.6</td>
<td>0.07</td>
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<td>Professional identity</td>
<td>31.3</td>
<td>33.3</td>
<td>0.15</td>
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<tr>
<td>Roles and responsibility</td>
<td>11.0</td>
<td>10.6</td>
<td>0.64</td>
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<td><strong>Resident physicians (N=38)</strong></td>
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<tr>
<td>Teamwork and collaboration</td>
<td>36.8</td>
<td>38.7</td>
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<td>Professional identity</td>
<td>26.2</td>
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<td>Roles and responsibility</td>
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<td>0.52</td>
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<td><strong>Sonography students (N=4)</strong></td>
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<td>Teamwork and collaboration</td>
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<td>Professional identity</td>
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Table 2. Scores on the Readiness for Interprofessional Learning Scale (RIPLS). Average Pre- and Post-Interprofessional Educational (IPE) Activity RIPLS Sub-Scale Scores are Stratified by the Type of Learner (Higher Scores are Desirable).

† Certain items within the professional identity sub-scale and the three items that comprised the roles and responsibility sub-scale were reverse coded.

‡ P-values are from paired t-tests.
Learner comments

• Approximately 85% learners had a positive experience
• More time for actual simulation
• Fewer sessions
• Bathroom break
• Learning objectives set to low for some
Discuss the following questions:

• What topic(s) would you pick for inter-professional education at your institution?
• What programs or groups would benefit from your training plan?
• Who would you need by-in from and how would you obtain the by-in?
• What would you anticipate to be the biggest barriers to implementation, how might you try to address these barriers?
• How would you organize the IPE activity? Come up with 4 stations and titles.
What do we recommend?

• Plan Ahead
• Involve everyone early
• Set deadlines to keep on track
• Stay within your planned scope
• Set realistic goals
• Measure your success and learn how to proceed
• Well trained and dedicated simulation operations staff are required for successful implementation of this type of program.
How to prevent problems

• Plan early

• Stick to objectives

• Dry run (pilot)

• Support staff is critical
Success is more than curriculum
References

- www.ipecollaborative.org
- http://www.who.int/hrh/resources/framework_action/en/
- Inter-professional Education Collaborative. Core Competencies for Inter-professional Collaborative Practice: 2016 Update. Washington DC: Inter-professional Education Collaborative; 2016.