

# Changing the Course of Health Education

The focus of our institution's Quality Enhancement Plan (QEP) is Interprofessional Education (IPE). Coordinating student education by utilizing a team-based, patient-centered approach which delivers the highest quality of care resulting in improved health outcomes is the purpose of the CIPECP. Due to the collaborative efforts by faculty, staff and students, we continue to make substantial progress on the following three QEP goals:

## GOAL

# 1

### DEVELOP A CENTRALIZED OFFICE

- partnered in five grant/sponsorship applications with various health organizations
- received sponsorship from Blue Cross Blue Shield of Louisiana for 2017 IPE Day (January 25, 2017)
- received sponsorship from Southeast LA Area Health Education Center for 2016 IPE Faculty Development
- analyzed results from Annual Student Survey (see page 2)
- categorized Interprofessional Education Collaborative national [sub-competencies](#)/student learning objectives

## GOAL

# 2

### FACILITATE FACULTY ENGAGEMENT IN IPE

- collaborated in three OMERAD Teaching Academy IPE grant submissions (all three were funded)
- collaborated on five IPE manuscripts with twelve faculty (seven programs & four Schools)
- offered IPE educational session during 2016 Summer Academy Back to Basics
- updated [website](#) to include additional faculty resources (webinars, seminal reports, etc.)
- planned for IPE Faculty Development Day (September 12, 2016)

## GOAL

# 3

### INCREASE IPE OPPORTUNITIES FOR STUDENTS



- engaged five students in two IPE manuscript submissions as co-authors (three programs & three Schools)
- developed blueprint for IPE Common Time, a two year IPE longitudinal experience (see page 2)
- engaged seven partners to develop potential clinical IPE experiences for students
- developed tool for students to reflect on their interprofessional collaboration experiences
- collaborated with over thirty faculty members from all six Schools to develop IPE Common Time experiences

**The Center for Interprofessional Education  
and Collaborative Practice**  
presents

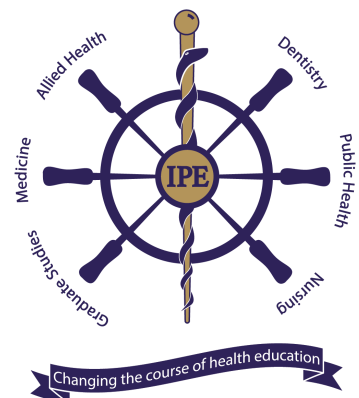
**IPE: Taking it to the Next Level**  
Collaborating to Enhance Student Experiences

Amy Blue, PhD  
Associate Vice President for IPE at the UF Health and  
Associate Dean for Educational Affairs,  
College of Public Health and Health Professions, University of Florida

September 12, 2016  
MEB Auditorium B  
12:00-1:00pm  
*Approved for 1 hour of CME, CNE and CDE*



## InterProfessional Education



## Annual Student Survey Data

Beginning in the Fall of 2015 and continuing on an annual basis, the CIPECP asked all students to participate in a survey. The purpose of the survey is to gather information regarding student learning and student perceptions about IPE. The CIPECP appreciates student participation in the survey. We would like to share some of the survey data after Year 1.

- 953 students from all 6 Schools participated in the survey
- 806 surveys were analyzed (SAHP=118; SGS=7; SOD=92; SOM=263; SON=300; SPH=26)

One of the measures included in the annual survey is the SPICE-R 2. The SPICE-R 2 is an attitudinal instrument with ten questions and three subfactors (Teamwork, Roles/Responsibilities and Patient Outcomes). A 1 to 5 Likert scale is used to rate perceptions from Strongly Disagree (1) to Strongly Agree (5).

- **Gender:** Females score significantly higher than males regarding the Teamwork and Patient Outcomes factor and the total SPICE-R 2
- **Means of total SPICE-R 2 and Subfactors:** Significant differences exist between Schools
- **Means of SPICE-R 2 Questions:** Combined student scores are lower for questions 2, 5, 6, 8
  - 2 - My role within an interprofessional team is clearly defined (Roles/Responsibilities subfactor)
  - 5 - I have an understanding of the courses taken by, and training requirements of, other health professionals (Roles/Responsibilities subfactor)
  - 6 - Healthcare costs are reduced when patient/clients are treated by an interprofessional team (Patient Outcomes subfactor)
  - 8 - I understand the roles of other health professionals within an interprofessional team (Roles/Responsibilities subfactor)

Initial analysis of the data will guide the CIPECP office in the development of IPE student learning activities and indicates that we can improve in the quality of the institution's IPE curriculum. With the establishment of IPE Common Time, LSU Health-New Orleans' commits to education focusing on collaborative, patient-centered care.

*"One way to significantly improve the delivery of health care is to teach the health professionals who provide care to work together, to communicate with each other across professional boundaries, and to start to think and act like a team that has the patient at its center. The team-based care movement is at the heart of major changes in medical education" (Nelson, 2015).*

## IPE Common Time

Beginning September 2017, all first year students will come together one Monday a month, from 4-6pm, from September through April (excluding December), to learn and apply foundational skills for interprofessional collaborative practice.

The IPE curriculum will be a two year longitudinal experience for students. There will be approximately sixty-seven student teams learning **from**, **about** and **with** one another. Teams will meet in various rooms throughout the downtown and dental campuses.

In order to prepare for IPE Common Time, members from each School's Curriculum Committee collaborated in the development of an educational content outline. Many faculty members will be engaged in the development of the IPE curriculum.

We would like to recognize faculty who have committed to be "IPE Champions." Our goal is to have a faculty representative from each School for each case/topic. If you are interested in assisting in the development of a topic or case, please contact the CIPECP (rmoo13@lsuhsc.edu).  
\* team leaders

YEAR 1	
Communication	Scott Rubin*
Motivational Interviewing	Stephen Phillippi*
Mindfulness	Randy Rosamond*
Teamwork	Shannon Mangum*
Visual Intelligence	Rosalynn and Robert Moore*

YEAR 2	
Alcohol Use Disorder	Scott Edwards*, Ross DeLeonardo, Tekeda Ferguson, Sonia Gasparini, Susan Lee, Shannon Mangum
Developmental Delay	Kimberly Patterson*, Robin English, Shelley Jeanfreau, Adrienne Katner, Kerrie Ramsdell, Xiaolin Tian
End Stage Renal Disease	Lisa Harrison-Bernard*, Mihran Naljayan*, Latanja Divens, Jane Eason
Obesity	Melinda Sothern*; Kari Brisolar, Leslie Nolden, Stefany Primeaux
Older Adult/Geriatrics	Jean Cefalu*, Tom Reske*, Abir Abdo, Barbara Doucet
Oral Cavity/Health	Henry Gremillion*, Debra Munsell*, Heather Allen, Shelley Jeanfreau, Tom Lallier, Ed Peters