TEAM UP
IPE FACILITATOR TRAINING
SESSION 101

Office of
Interprofessional Education & Collaborative Practice (CIPECP)
The LSU School of Medicine-New Orleans is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

The LSU School of Medicine-New Orleans designates this educational activity for a maximum of 1 AMA PRA Category 1 Credit(s)™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Louisiana State University (LSU) Health New Orleans School of Nursing, Faculty Development, Continuing Nursing Education & Entrepreneurial Enterprise is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center’s Commission on Accreditation.

Nursing participants may earn up to 1 CNE contact hour. Each nursing participant must be present for the entire session for which CNE contact hours are requested and must complete an evaluation of each session to receive contact hours.

Tina Gunaldo, Ph.D.

I do not have any relationship(s) with commercial interests.

A commercial interest is any entity producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients.
OBJECTIVES OF IPE FACILITATOR SERIES

• Share common knowledge/vision for IPE and IPE at the HSC (IPE=QEP)
• Be aware of content and objectives of Team Up (core IPE experience)
• Understand their role in supporting student IPE learning
• Prepared to fulfill role as IPE facilitator
IPE - “When students from **two or more** professions learn about, from and with each other to enable effective collaboration and improve health outcomes” (WHO, 2010)
INTERPROFESSIONAL EDUCATION COLLABORATIVE (IPEC)

4 National Competencies:

• **Values/Ethics for Interprofessional Practice (VE)**
  Work with individuals of other professions to maintain a climate of mutual respect and shared values.

• **Roles/Responsibilities (RR)**
  Use the knowledge of one’s own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.

• **Interprofessional Communication (CC)**
  Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.

• **Teams and Teamwork (TT)**
  Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.
IPE ACADEMIC GOAL

- Prepare students to be collaborative-practice ready
- IPE is a lifelong process
- IPE facilitation is a process
“…an increasingly accepted vision for health professional education with well-being as its most encompassing element. The overall health and well-being of individuals and populations and the focus of health professional education and training.”
ACCREDITATION STANDARDS

YES
Audiology
Clinical Rehabilitation & Counseling
Dental Hygiene
Dentistry
Medicine
Nurse Practitioner
Nursing Undergraduate (BSN)
Nursing Undergraduate (CARE)
Nursing Educator
Occupational Therapy
Physical Therapy
Physician Assistant
Public Health – Behavioral & Community Health
Public Health – Biostatistics
Public Health – Environmental & Occupational Health
Public Health – Epidemiology
Public Health – Health Policy and Systems Management
Respiratory Therapy
Speech-Language Pathology

NOT AT THIS TIME
Cardiovascular Sonography
Clinical Laboratory Sciences
Dental Laboratory Technology
Graduate Studies
IPE RELEVANCE

The IHI *Triple Aim*

- Health of a Population
- Experience of Care
- Per Capita Cost

- Safe
- Effective
- Patient centered
- Efficient
- Timely
- Equitable

*Better care for individuals, better health for populations, lower per capita costs*
MOVING FORWARD: LSU HEALTH-NEW ORLEANS

September Holidays
Labor Day - 4

April Holidays
April Fool's Day - 1

LSUHSC-New Orleans
TEAM UP
COMPASSION, COMMUNICATION, COLLABORATION
LSU HEALTH NEW ORLEANS
CAMPUS-WIDE IPE EXPERIENCE

65 student groups (12 -13 students/group)
Downtown (53) and Dental (12) campus rotation of classroom sites and campus
7 months a year (Sept, Oct, Nov, Jan, Feb, Mar, April)
2 year longitudinal experience
LSU HEALTH NEW ORLEANS
CAMPUS-WIDE IPE EXPERIENCE

YEAR 1

• Art of Observation
• Teamwork and Communication
• Mindfulness
• Motivational Interviewing
• Communication with individuals who have neurogenic disorders
• Grand Rounds – Community Project
LSU HEALTH NEW ORLEANS
CAMPUS-WIDE IPE EXPERIENCE

**YEAR 2** (cases created from an interprofessional lens)

- Obesity
- Oral Cavity Cancer
- Geriatrics
- Alcohol Use Disorder
- End Stage Renal Disease
- Developmental Delay
- Culminating Project (to be determined)
ROLE OF A FACILITATOR

• Attend IPE facilitator training sessions
• Attend Team Up sessions
• Access Moodle for facilitator guides, student documents (attendance and reflection), training documents, etc.
• Be aware of IPE students’ learning objectives, all student assignments and community project (syllabus)
• Document student attendance
• Grade student reflection assignments
• Participate in student peer-review through nDorse
• Participate in a culminating facilitator survey
BUILDING INTERPROFESSIONAL CULTURAL COMPETENCY - WHAT DOES THE RESEARCH TELL US?

• IDEA framework
  ▪ I = Interaction
  ▪ D = Data
  ▪ E = Expertise
  ▪ A = Attention
IPE FACILITATOR — WHAT DOES THE RESEARCH TELL US?

• Training to be a facilitator for interprofessional learning activities is an essential element for successful IPE learning

• Training can consist of hours up to several days of training

• Facilitators are responsible for preparing safe and receptive atmosphere for learning

• Faculty development in IPE should be on-going
IPE FACILITATOR — WHAT DOES THE RESEARCH TELL US?

Be cognizant of Stages of Group Development
- Forming – uncertainty, avoidance of conflict
- Storming – conflict, challenges, power struggles
- Norming – cohesion, sharing, mutual support
- Performing – full involvement
- Adjourning – completion of Team Up (year 1 and year 2)

IPE FACILITATOR — WHAT DOES THE RESEARCH TELL US?

Facilitation Process

• Facilitator-controlled interactions: “House-keeping” rules
  What is IPE
  What is the role of the student
  What is the role of the facilitator
  Establishing ground rules

• Facilitator-driven interactions
  Systematic search for information
  Making sure all learning objectives have been covered

• Student-driven interactions
  Student ownership of discussions, with little assistance from facilitators

Exploring the nature of facilitating interprofessional learning: findings from an exploratory study
Maria Gabriela Ruiz, Helene Ezer, and Margaret Purden
Journal Of Interprofessional Care Vol. 27 , Iss. 6,2013
MOVING FORWARD: LSU HEALTH-NEW ORLEANS
INTERPROFESSIONAL EDUCATION/COLLABORATION

BIG PICTURE

A team-based, patient-centered approach delivers the highest quality of care resulting in improved health outcomes