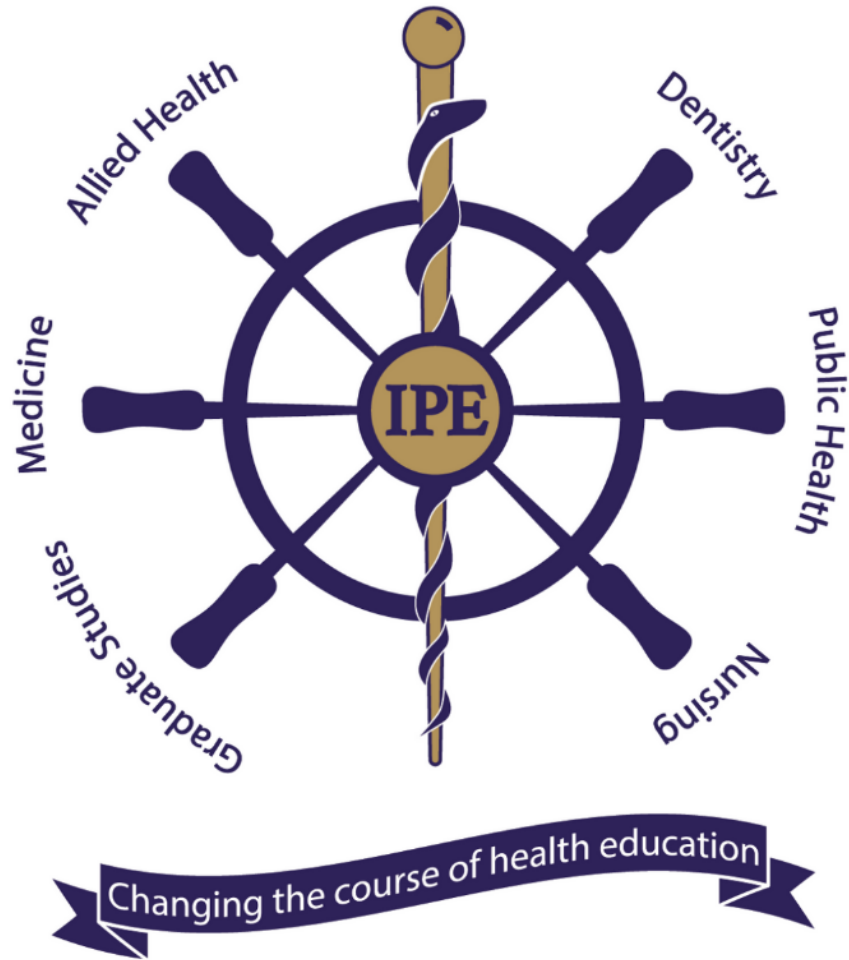


InterProfessional Education



IPE UPDATE: SACSCOC Quality Enhancement Plan Impact Report & Moving Forward

PRESENTED BY

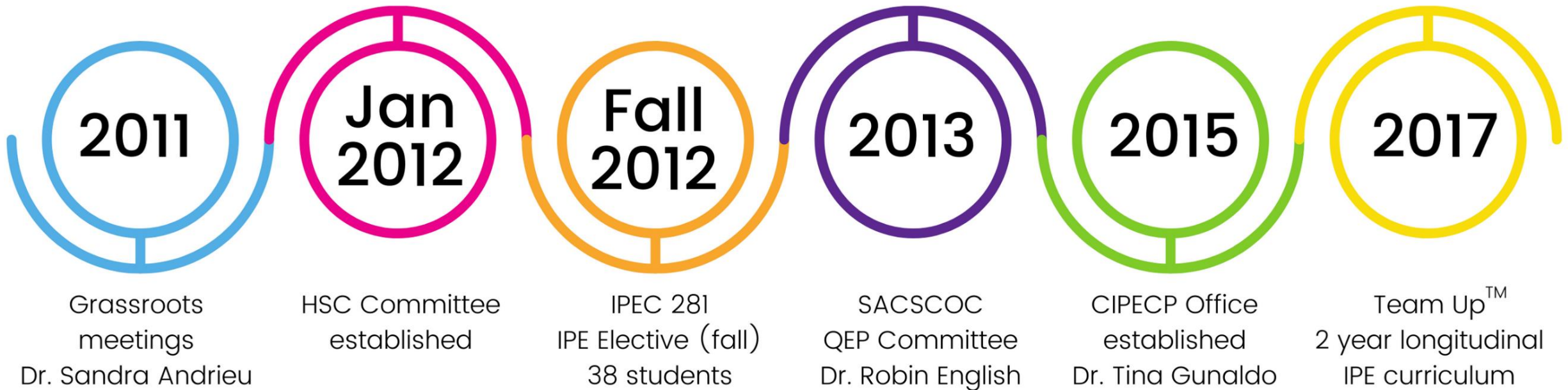
THE CENTER FOR INTERPROFESSIONAL EDUCATION AND COLLABORATIVE PRACTICE

OVERVIEW



"It seems to me that the total sum of functions necessary to provide the health services efficiently and effectively to all of the people requires a degree of teamwork between the various and growing categories of health professionals which exists only in rudimentary form now."

William H. Stewart, MD
Chancellor LSUMC
1972 IOM Report: Educating for the Health Team





“Coming into Team-Up, I didn’t really know what to expect. While I had classes with people from different majors in undergrad, Team-Up is different because instead of solely learning from a common professor, we are learning from each other, sharing our experiences, getting a better sense of what other fields look like, and working together. In my group, I have had the honor of collaborating with students from the fields of dentistry, occupational therapy, nursing, cardiovascular sonography, medicine, dental hygiene, and epidemiology.”

SACSCOC QEP GOALS



- 1. Develop a centralized office.**
- 2. Facilitate faculty engagement in IPE.**
- 3. Increase IPE opportunities for students.**

SACSCOC QEP GOALS



1. Develop a centralized office.

2. Facilitate faculty engagement in IPE.

3. Increase IPE opportunities for students.



Develop a centralized office

Develop and support a centralized office for IPE.

Streamline registration of IPE courses to facilitate enrollment of students.

Coordinate curriculum committees to facilitate participation in IPE activities.

Promote and support the Interprofessional Student Alliance (IPSA).



Develop and support a centralized office



Center for Interprofessional Education
and Collaborative Practice

Director: Tina Gualdo

Coordinator:

CIPECP Faculty Council:

SAHP: John Zamjahn

SGS: Sonia Gasparini

SOD: Heather Allen

SOM: Shane Sanne

SON: Alison Davis

SPH: Susanne Straif-Bourgeois



Center for Interprofessional Education
and Collaborative Practice

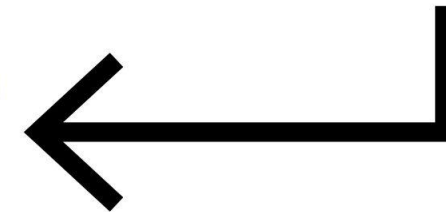
Streamline registration of IPE courses to facilitate enrollment of students.



Coordinate curriculum committees to facilitate participation in IPE activities.

TEAM UP™

COMPASSION, COMMUNICATION, COLLABORATION





Promote and support IPSA

Promote IPSA

- Board
 - Newsletter
- Community Projects
- Team Up

Support IPSA

- Board (president and member from 6 Schools)
 - Community Projects
 - Hotspotting
 - Interprofessional Health Equity Alliance
 - Krewe du Flu
 - New Orleans Adolescent Reproductive Health Project
 - New Orleans Womens and Children Shelter Outreach
 - Sensory Friendly Activities
 - Sling Health NOLA
 - Students for Sustainability
 - Tiger Pride



"Before starting Team Up, and even early on last semester, I had very low expectations due to my lack of interest in working in a clinical setting. Over time however, my interest in working with humans has increased, along with my appreciation of the importance behind interprofessional collaboration. Research often provides the backbone for many treatments and therapies, but our findings are meaningless without a competent body of health professionals willing to put them to work with their patients. Through Team Up I have been able to learn about a wide variety of health professions, how they approach their work, and how they think, especially during the session where we all brought in questions for our health partner."

SACSCOC QEP GOALS



1. Develop a centralized office.

2. Facilitate faculty engagement in IPE.

3. Increase IPE opportunities for students.



Facilitate faculty engagement in IPE

Identify and support faculty liaisons to serve as IPE leaders for each School.

Develop a toolkit of faculty development educational materials.

Incentivize faculty participation in IPE.



Identify and support faculty to serve as IPE leaders for each School

Faculty Liaison → CIPECP Faculty Council

Succession Planning, developing new leaders

3 year minimum, 6 year maximum

SOD and SPH (beginning July 1, 2020)

SGS and SON (beginning July 1, 2021)

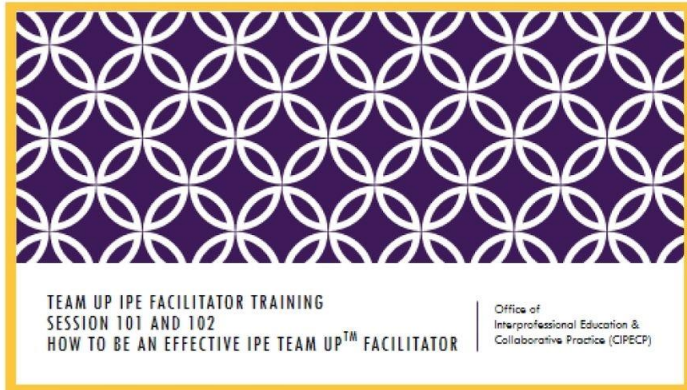
SAHP and SOM (beginning July 1, 2022)

5-6% FTE Teaching and Administrative



Develop faculty development toolkit

Team Up Training Sessions, Articles, Video Examples



Student Feedback

Q5 The presence of faculty facilitators enhanced my learning (i.e. individual team interactions, faculty sharing to larger group).

N/A	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
3.90%	5.19%	7.79%	32.47%	29.87%	20.78%
3	4	6	25	23	16

N/A	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0.50%	9.45%	17.41%	33.83%	26.87%	11.94%
1	19	35	68	54	24

N/A	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0.72%	9.35%	13.67%	30.22%	28.78%	17.27%
1	13	19	42	40	24




Incentivize faculty participation in IPE

Training

The Center for Interprofessional Education and Collaborative Practice presents


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



Amy Blue, PhD
Monday, September 12, 2016
MEB Auditorium B
12:00-1:00pm
Approved for 1 hour of CME, CE, and CNE

Dr. Blue served as our institution's SAC/OCC Quality Enhancement Plan external evaluator and has authored over eighty medical and IPE publications.

She is the Associate Vice President for IPE at the University of Florida Health and Associate Dean for Educational Affairs, College of Public Health and Health Professions, University of Florida.



The Socratic Method
a faculty interprofessional education development session



Oscar Graybill, MEd
May 29th or May 30th
8:00am – 4:00pm
School of Allied Health and Nursing Building
1st Floor, Seminar Room 1
Please contact Amanda Courten at ajcourten@lsuhsc.edu

Approval: This activity is approved for continuing education credit by the American Association of Colleges of Nursing (AACN) and the American Association of Colleges of Podiatric Education (AACPE).

Approval: This activity is approved for continuing education credit by the American Association of Colleges of Podiatric Education (AACPE) and the American Association of Colleges of Nursing (AACN).

Approval: This activity is approved for continuing education credit by the American Association of Colleges of Podiatric Education (AACPE) and the American Association of Colleges of Nursing (AACN).

A Louisiana premiere of the documentary
TO ERR IS HUMAN



Join us for a viewing of the 75 minute documentary and small group discussions focused on an interprofessional patient safety perspective.

SCHEDULE:
Monday, April 22, 1-3pm (TR Room, MEB 2nd Floor)
Tuesday, April 23, 4-6pm (TR Room, MEB 2nd Floor)
Wednesday, April 24, 11:30-1:00pm (TR Room, MEB 2nd Floor)
Friday, April 26, 7:30-9:30am or 1-3pm (School of Dentistry, Room 7401)

REGISTRATION REQUIRED: contact Amanda Courten at ajcourten@lsuhsc.edu. Continuing education available for multiple professions.

Location: LSU Health Sciences Center, Mon-Wed @ 1901 Perdido; Fri @ 1100 Florida Ave

Debriefing for Meaningful Learning



Scholarship

- 41 articles
 - 21 peer-reviewed journals
- 79 presentations
 - 30 state, regional and national healthcare conferences



Time Effort

- 1 credit hour
 - Team Up engagement



"Team Up has been both a unique and valuable part of my nursing education. I have made friends in my group and have a better understanding of different health professions. Team Up helped me learn how important it is for a health care team to collaborate. For example, we have multiple sessions on the dangers of polypharmacy. Polypharmacy sometimes is a result of health care providers overlapping medication prescriptions. For example, the dentist may prescribe antibiotics following a crown remodeling, but the patient may already be on antibiotics for acne prescribed by her dermatologist. With collaboration and patient teaching, situations like this can be reduced. Team Up has been great and I am grateful for the learning opportunity and the friendships I've made."

SACSCOC QEP GOALS



1. Develop a centralized office.

2. Facilitate faculty engagement in IPE.

3. Increase IPE opportunities for students.



Increase IPE opportunities for students


Formalize relationships with clinical sites for additional IPE experiences.

Identify and further develop existing opportunities for IPE.

Develop a set of foundational education materials for IPE.

Develop a learner-centered portfolio for IPE experiences.

Develop new IPE experiences that promote active learning and patient-centeredness.



Formalize relationships with clinical sites for additional IPE experiences.

Develop a learner-centered portfolio for IPE experiences.

Identify and further develop existing opportunities for IPE



Develop new IPE experiences that promote active learning and patient-centeredness



TEAM UP™

COMPASSION, COMMUNICATION, COLLABORATION

In addition to Team Up™, the two year IPE longitudinal experience, faculty have also developed small-scale inter- and intraprofessional experiences (including 2-4 programs) and integrated those learning activities into existing courses. To learn more about these experiences, visit the individual pages which describe the learning experience. The following table also outlines the inter- and intraprofessional education experiences by program and semester.

Classroom

- [Balance and Vestibular Disorders](#)
- [Endocrine System](#)
- [Renal System](#)

Clinical

- [Neurological Clinic](#)
- [Oral Health Provider Roles](#)
- [Peer Review Feedback](#)

Community

- [School-Based Screenings](#)

Laboratory

- [Dermatology Procedures](#)
- [Temporomandibular Dysfunction](#)
- [Urinalysis](#)

Simulation-Enhanced

- [Advanced Cardiac Life Support](#)
- [Basic Life Support](#)
- [Obstetric Emergencies and Delivery of High-Risk Neonate](#)
- [Patient Transfers, Medical Lines and Respiratory Therapy Equipment](#)





Develop a set of foundational education materials for IPE



LOUISIANA STATE UNIVERSITY HEALTH SCIENCES CENTER AT NEW ORLEANS

TEAM UP™

Commit to Compassion, Communication and Collaboration

YEAR 1

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LOUISIANA STATE UNIVERSITY
HEALTH SCIENCES CENTER
AT NEW ORLEANS

TEAM UP™

Commit to Compassion,
Communication and Collaboration

YEAR 2

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The Board of Supervisors of Louisiana State University
and Agricultural and Mechanical College, herein represented by its LSU Health Sciences Center at New Orleans



Center for Interprofessional Education
and Collaborative Practice



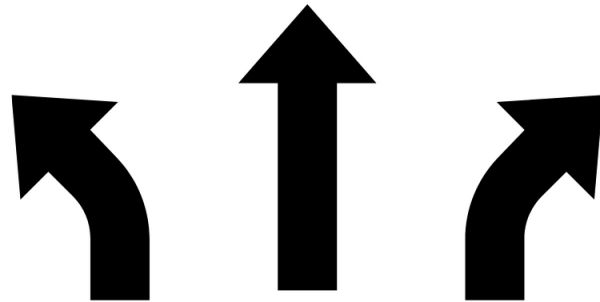
"I have to say people might think practicing teamwork is inconvenient and that it "doesn't matter", but this is a skill that needs to be learned, because there are different forms of communication in teamwork. I am currently in the Quality Improvement department for a Federally Qualified Health Center that consists of multiple healthcare departments and specialties, so my role revolves entirely around how to work together with all departments. IPE thoroughly prepared me on how to work with a multitude of people at once to bring in different perspectives on a single project and learn how to observe other's work methods and how we can merge diverse methods together to reach the goal of our project/task/assignment."

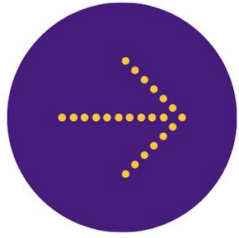


"As a practicing registered dental hygienist and recent graduate, I am thankful for the Team Up/IPE collaborations that I was exposed to during my time at LSU School of Dentistry. Having the opportunity to work together with other disciplines has given me a much better appreciation and understanding for how we all can work collaboratively for the benefit of our patients. I feel that it made me a more well-rounded clinician and prepared me for my career as a health care provider. Our practice currently works with our patient's doctors and specialists in order to provide the best level of care by obtaining as much information about their treatment and medications as possible."

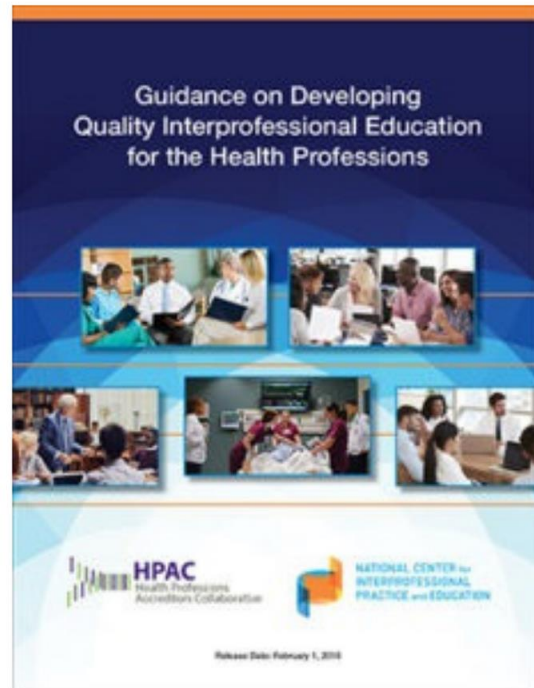
NEXT

STEPS






Address HPAC's guidance as related to IPE accreditation standards



February 2019 - Develop integrated IP experiences, throughout the length of each professional program, offering didactic, clinical/community and extracurricular experiences targeting IP competencies.

December 18, 2020

 **HPAC**
Health Professions
Accreditors Collaborative

Health Professions Accreditors Collaborative

Interprofessional Education Standards Survey

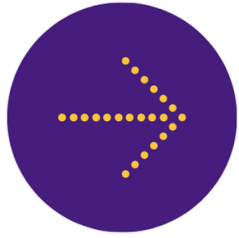
Why a survey?

The HPAC Planning Committee* received requests from members that were either developing or revisiting their accreditation standards for interprofessional education (IPE) that a survey of member IPE standards and guidance would be beneficial. The survey was developed and conducted by the Planning Committee.

Once the data was collected, the Planning Committee realized the information would also be a valuable resource for institutions and programs in developing or revising the IPE portion of their curricula if made available on the HPAC web site.

Survey results

- All 25 HPAC members responded to the survey and 24 gave permission to have their responses posted in this booklet on the HPAC website.** Links are provided for all member websites with their responses.
- 22 of 25 HPAC members include IPE somewhere in their standards and/or guidance.
- 2 (CACREP; CAHIIM) are planning to add IPE in their next revision of standards.
- 1 (CSWE) does not have a stand-alone competency dedicated to interprofessional education and practice, but IPE is integrated into 4 of its 9 competencies.
- 14 of 22 (64%) HPAC members with IPE standards and/or guidance have cited programs for needed IPE improvement.



Create and maintain a centralized repository of IPE outcomes to address accreditation standards

LSU Health SharePoint

IO IPE Outcomes

Home | Notebook | **Documents** | Pages | Site contents | Edit

Documents

+ New | Upload | Edit in grid view | Sync | Add shortcut to OneDrive | Export to Excel | Power Apps

Name	Modified	Modified By	+ Add column
Team Up	January 6	Gunaldo, Tina P.	
CIPECP Educational Opportunities.pdf	January 6	Gunaldo, Tina P.	

SPICE-R2

- 10 questions
- 3 Factors
 - Teamwork
 - Roles & Responsibilities
 - Patient Outcomes
- Likert Scale 1-5 (1=Strongly disagree and 5=Strongly agree)

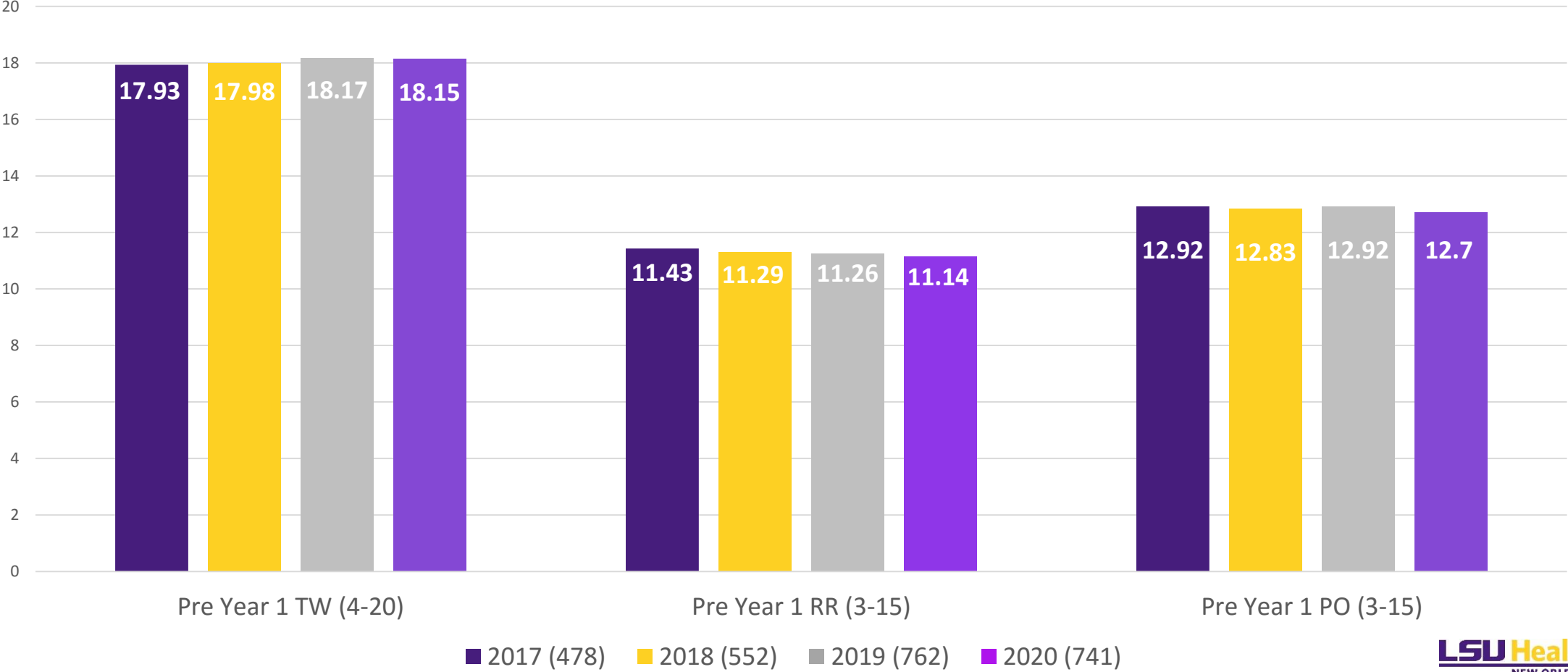
QUESTION	FACTOR
Working with students from different disciplines enhances my education.	Teamwork
My role within an interprofessional team is clearly defined.	Roles/Responsibilities
Patient/client satisfaction is improved when care is delivered by an interprofessional team.	Patient Outcomes
Participating in educational experiences with students from different disciplines enhances my ability to work on an interprofessional team.	Teamwork
I have an understanding of the courses taken by, and training requirements of, other health professionals.	Roles/Responsibilities
Healthcare costs are reduced when patients/clients are treated by an interprofessional team.	Patient Outcomes
Health professional students from different disciplines should be educated to establish collaborative relationships with one another.	Teamwork
I understand the roles of other health professionals within an interprofessional team.	Roles/Responsibilities
Patient/client-centeredness increases when care is delivered by an interprofessional team.	Patient Outcomes
During their education, health professional students should be involved in teamwork with students from different disciplines in order to understand their respective roles.	Teamwork

REGARDLESS OF YEAR

**pre-licensure students enter LSUHSCNO
with the same IPE perception level**



Team Up™ 2017/18/19/20 Cohorts: SPICE-R2 Pre-Year 1

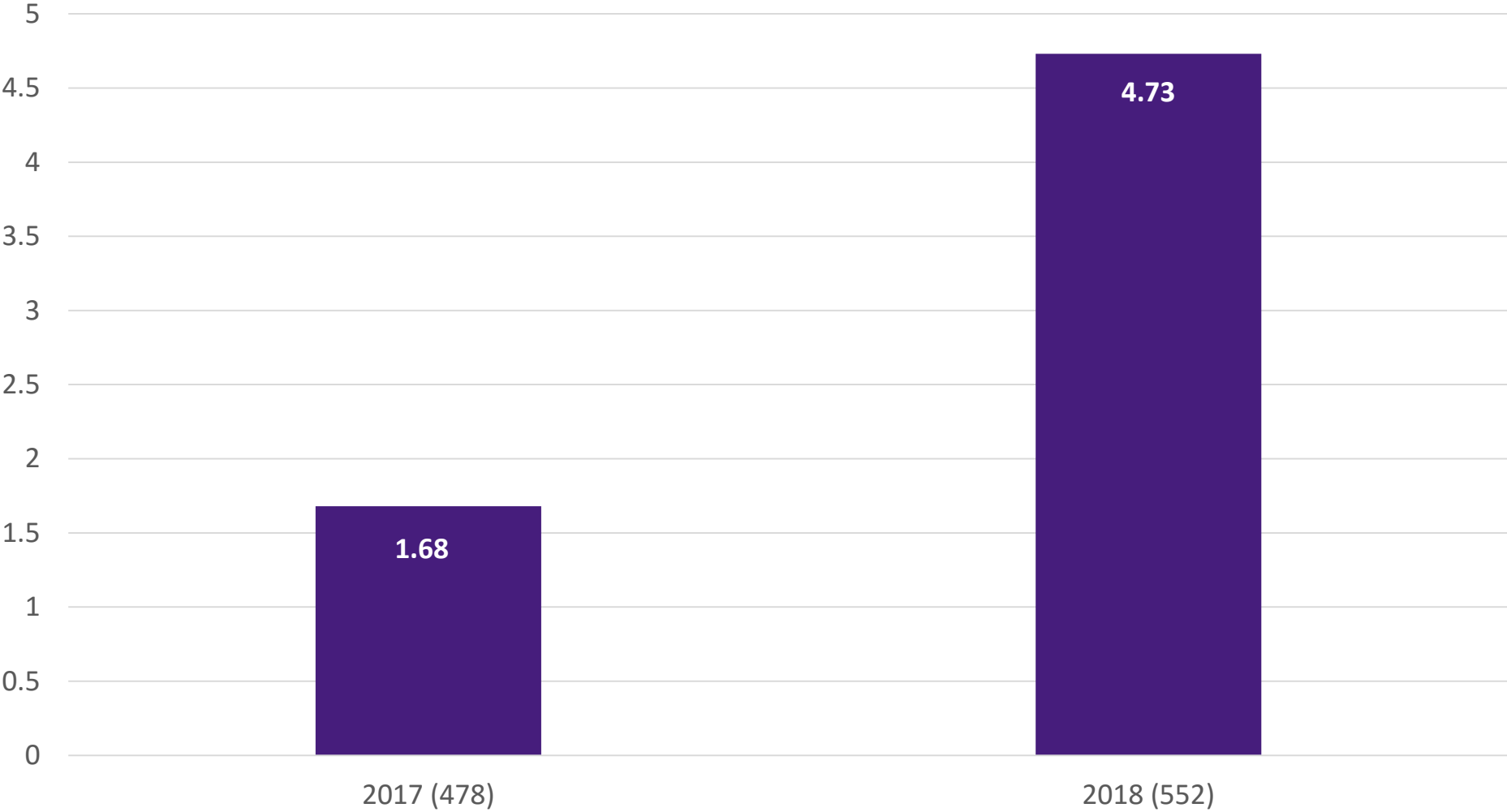


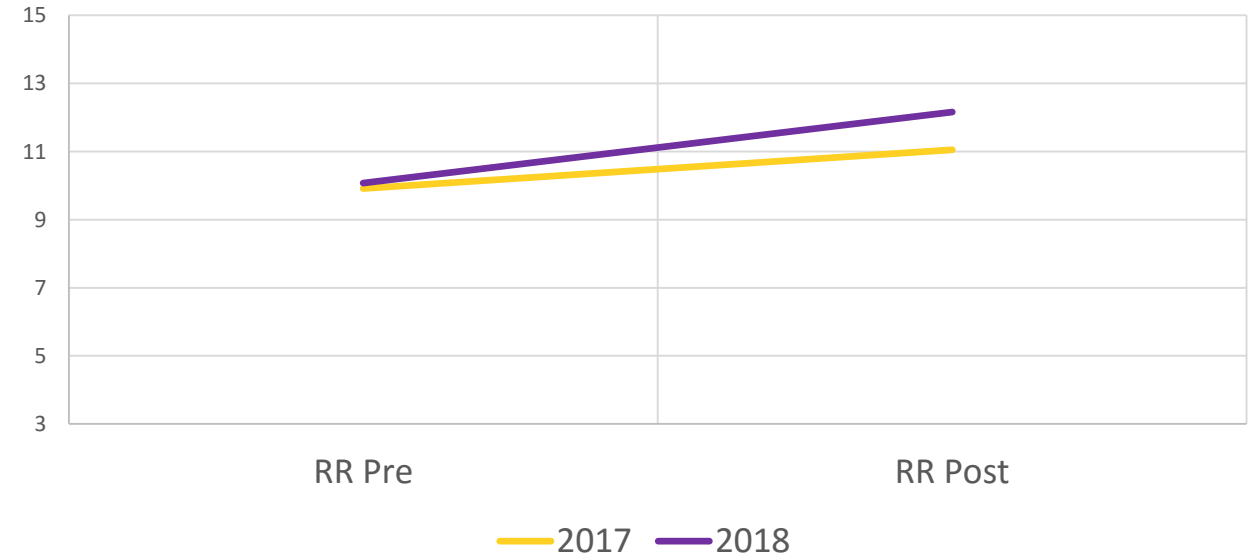
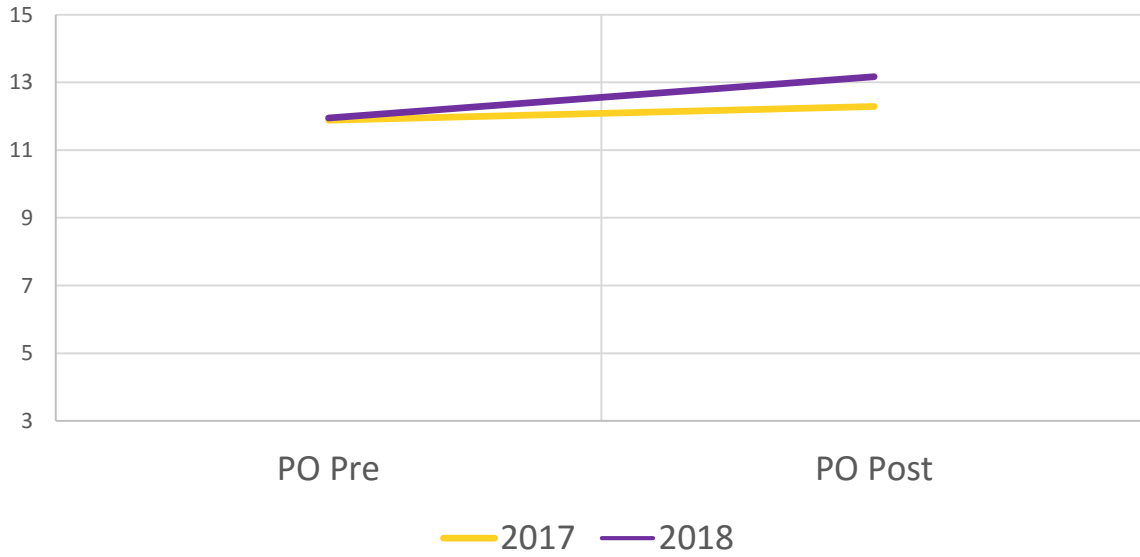
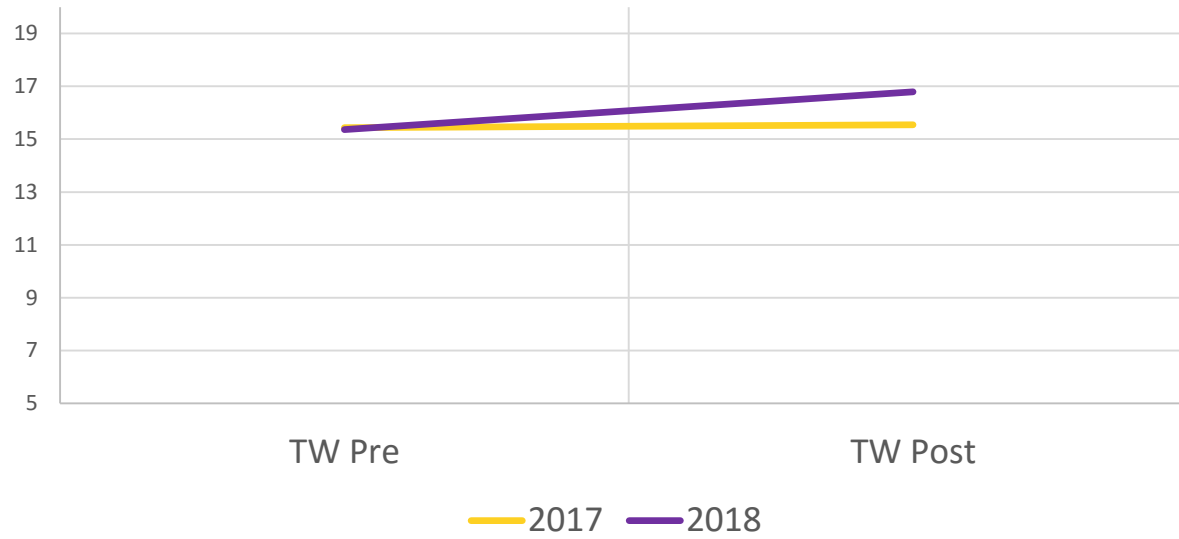
REFINEMENTS TO THE CURRICULUM

**result in improved student IPE perceptions
as measured after 2 years of Team Up**



Team Up™ 2017 and 2018 Cohorts: SPICE-R2 Total Change by All after 2 Years



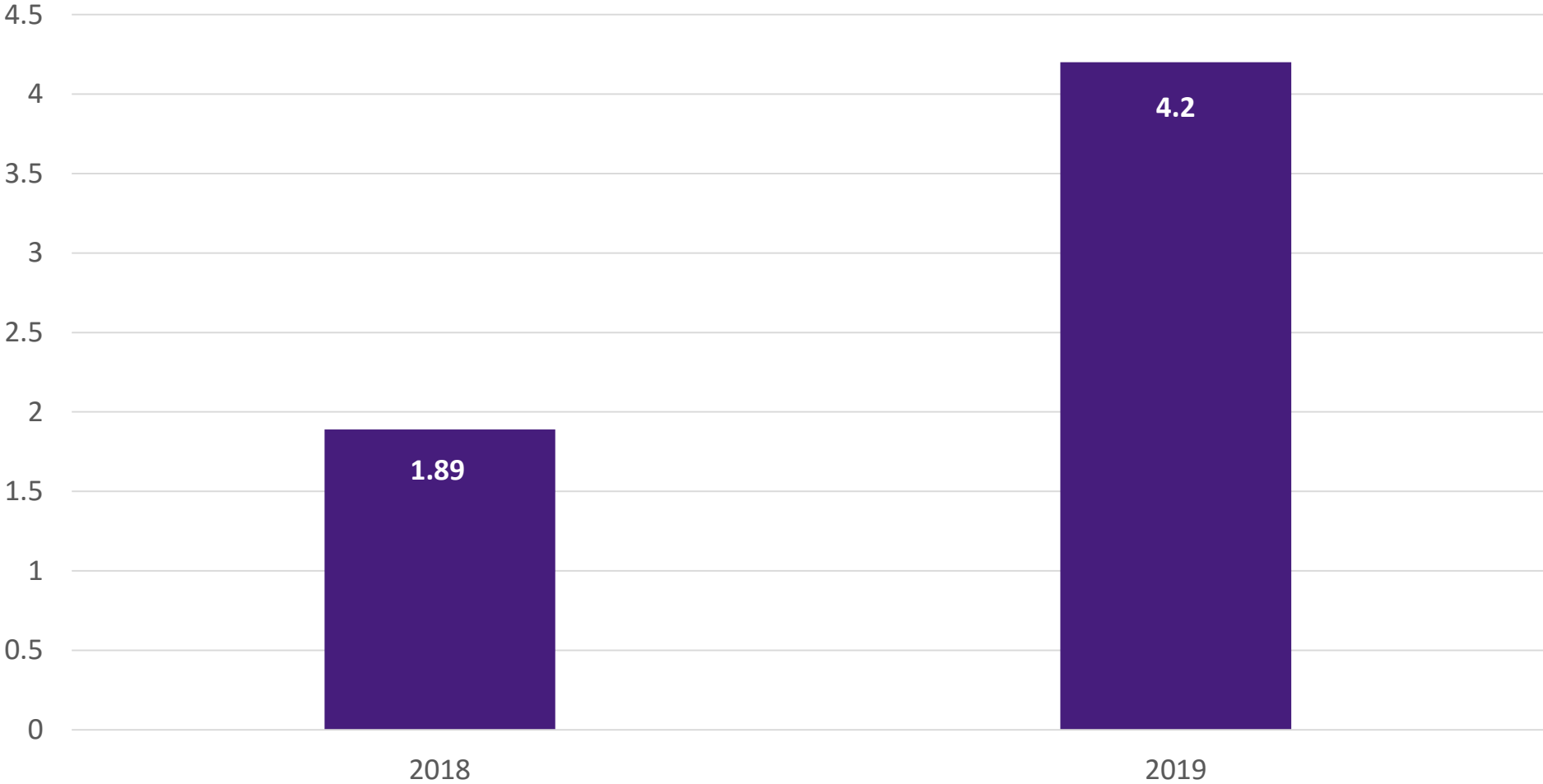


REFINEMENTS TO THE CURRICULUM

**result in improved student IPE perceptions
as measured after 1 year of Team Up**



Team Up™ 2018 and 2019 Cohorts: SPICE-R2 Total Change by All after 1 Year

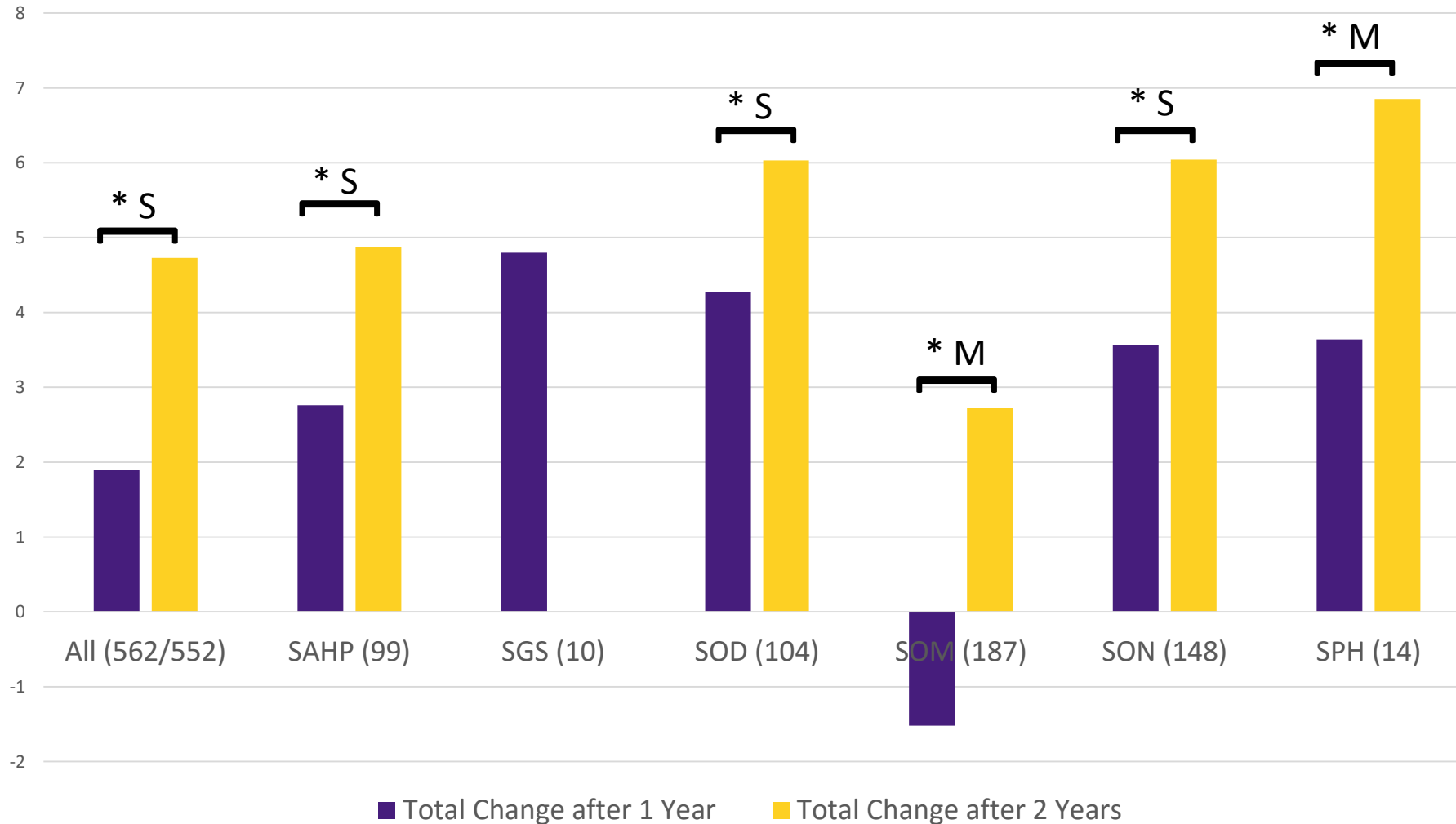


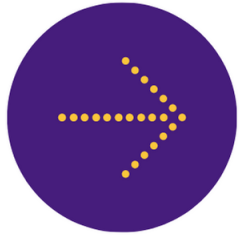
REPEATED IPE EXPOSURE

strengthens perceptions overtime



Team Up™ 2018 Cohort: SPICE-R2 Total Change by School after Year 1 and Year 2





Grow interest in and expand student extracurricular leadership and engagement opportunities

Interprofessional Student Alliance (IPSA)

Interprofessional Scholars Program



Broaden the pre-health professional's interprofessional lens in education, scholarship, leadership and/or practice. Support the development of future champions of interprofessional collaborative practice focused on improving client/patient and population outcomes.



Increase active learning in Team Up sessions

Simulation and clinic/community engagement



Increase meaningful small-scale IPE experiences



Continue to advocate for a central professional development office to support faculty as educators

Revisit Promotion and Tenure Committees

Grow interest in and expand faculty leadership opportunities

Engagement in Team Up



Determine impact of IPE post-graduation

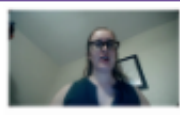
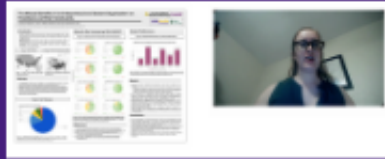
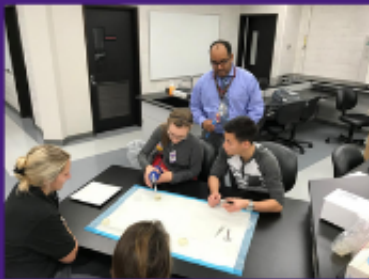
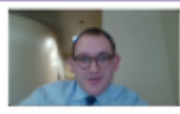
ALIGNMENT WITH MISSION



- Offer degree programs and research opportunities
- Employ faculty who are excellent teacher-scholars
- Use resources to solve challenges

- Education
- Research
- Public Service
 - Community Outreach
 - Patient Care

EDUCATION



RESEARCH

Since 2015:

- 25 journals
- 42 publications
- 79 faculty, 1 librarian and 2 staff authors representing 6 Schools
- 7 student authors representing 4 Schools



PUBLIC SERVICE

2017-2021:

- 245 Health Partners and community resource lists

Since 2016:

- IPSA Awards
 - 24 Leadership Awards
 - 182 Distinction Awards

2019-2020 Academic Year:

- 516 IPSA volunteers
- 1497 IPSA community service hours

Thank
you!