InterProfessional Education

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

Changing the course of health education

PRESENTED BY
THE CENTER FOR INTERPROFESSIONAL EDUCATION AND COLLABORATIVE PRACTICE
"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 LSUUMC
1972 IOM Report: Educating for the Health Team

- **2011**: Grassroots meetings
  - Dr. Sandra Andrieu

- **Jan 2012**: HSC Committee established

- **Fall 2012**: IPEC 281
  - IPE Elective (fall)
  - 38 students

- **2013**: SACSCOC
  - QEP Committee
  - Dr. Robin English

- **2015**: CIPECP Office established
  - Dr. Tina Gunaldo

- **2017**: Team Up™
  - 2 year longitudinal IPE curriculum
“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 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

LSU Health
NEW ORLEANS
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
Streamline registration of IPE courses to facilitate enrollment of students.

Coordinate curriculum committees to facilitate participation in IPE activities.
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
Student Feedback

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

<table>
<thead>
<tr>
<th>N/A</th>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>NEUTRAL</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00%</td>
<td>3</td>
<td>5.19%</td>
<td>7.79%</td>
<td>32.47%</td>
<td>29.67%</td>
</tr>
<tr>
<td>0.50%</td>
<td>1</td>
<td>9.45%</td>
<td>17.41%</td>
<td>33.83%</td>
<td>26.87%</td>
</tr>
<tr>
<td>0.72%</td>
<td>1</td>
<td>9.35%</td>
<td>13.67%</td>
<td>30.22%</td>
<td>26.78%</td>
</tr>
</tbody>
</table>
Incentivize faculty participation in IPE

Training

- The Center for Interprofessional Education and Collaborative Practice
- The Socratic Method
- 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

[Image of LSU Health Center for Interprofessional Education and Collaborative Practice]
“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

- 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.
Formalize relationships with clinical sites for additional IPE experiences.

Develop a learner-centered portfolio for IPE experiences.
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

TEAM UP™
Commit to Compassion, Communication and Collaboration

YEAR 1

TEAM UP™
Commit to Compassion, Communication and Collaboration

YEAR 2
"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.
Create and maintain a centralized repository of IPE outcomes to address accreditation standards.
# SPICE-R2

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

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

2017 (478) vs 2018 (552)

- 2017: 1.68
- 2018: 4.73
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

2018: 1.89
2019: 4.2
REPEATED IPE EXPOSURE

strengthens perceptions over time
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!