INTERPROFESSIONAL EDUCATION AT UF

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What is IPE

"Interprofessional education occurs when two or more professions learn about, from and with each other to improve collaboration and the quality of care."

(WHO 2010)
Interprofessional Collaborative Practice

Happens when multiple health workers from different professional backgrounds work together with patients, families, carers and communities to deliver the highest quality of care.

(WHO 2010)
Bottom Line

“The safety issues have made clear that knowledge and skills in the processes of care delivery are as important as clinical knowledge and skills.”

(M. Schmitt)
IP Collaborative Core Competencies
IPE In Accreditation Standards/Competencies

- Accreditation Council for Pharmacy Education
- Accreditation Council for Occupational Therapy Education
- Accreditation Council for Physical Therapy Education
- Accreditation Review Commission on Education for the Physician Assistant
- Commission on Collegiate Nursing Education
- Council on Dental Accreditation
- Liaison Committee on Medical Education
- North American Veterinary Medical Education Consortium
• Competency- Interprofessional Collaboration
  “Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient-and population-centered care.”

• Core Entrustable Professional Activity for Entering Residency # 9:
  “Participate as a contributing and integrated member of an interprofessional team”
IPE Beyond “Traditional” Patient Care

- Translational research/Team Science
- Architecture
- Law
- Arts and Humanities
- Etc....
Interprofessional Roadmap: UF Health Science Center
Learning Experiences

IFH 1 / ATTAC-IT
Professionalism
Team Building
Patient Safety
Informatics
Communication and Interpersonal Skills
Health Systems

IPLH
Strategic Plan Content Areas
Professionalism
Patient Safety
Communication and Interpersonal Skills
Health Systems

Clinical Learning*
Patient Safety/Quality
Communication and Interpersonal Skills
Evidence-based Practice
Team Building

Beginning of training
Midpoint of training
Graduation

IPEC Learning Objectives

- Embrace the cultural diversity and individual differences that characterize patients, populations, and the health care team.¹
- Recognize one's limitations in skills, knowledge, and abilities.²
- Organize and communicate information with patients, families, and healthcare team members in a form that is understandable, avoiding discipline-specific terminology when possible.³
- Describe the process of team development and the roles and practices of effective teams.⁴

- Place the interests of patients and populations at the center of interprofessional health care delivery.¹
- Communicate one's roles and responsibilities clearly to patients, families, and other professionals.²
- Reflect on individual and team performance for individual, as well as team, performance improvement.⁴
- Perform effectively on teams and in different team roles in a variety of settings.⁴

- Work in cooperation with those who receive care, those who provide care, and others who contribute to or support the delivery of prevention and health services.¹
- Explain the roles and responsibilities of other care providers and how the team works together to provide care.²
- Express one's knowledge and opinions to team members involved in patient care with confidence, clarity, and respect, working to ensure common understanding of information and treatment and care decisions.³
- Engage other health professionals—appropriate to the specific care situation—in shared patient-centered problem-solving.⁴
Building Upon What is in Place

• Focus on IPE clinical experience
  • Build upon what is learned in classroom
  • Students need to see IP collaboration in practice
  • Challenge in that multiple learners may not be in settings

• Focus on learner assessment
  • How we affirm that an individual student has IP collaborative skills
Activities in the Pipeline

• SEC – IPE Macy Funded project
  • Patient safety
  • Transitions of care
• IPE Clinical Experience/Elective
• Electronic Health Record Project
• Others
Some other thoughts

- Recording intentional IP encounters in clinical environment
- TeamSTEPPS training
- Use of Equal Access/Mobile clinics
- Global Health
- Simulation for training
- Extra-curricular environment
  - CLARION Competition
  - Build more on IHI Open School Chapter
  - Other activities
## DRAFT Language

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<tr>
<th>COMPETENCY</th>
<th>LEVEL 1</th>
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<tr>
<td>Use the knowledge of one’s own role and those of other professions to address the healthcare needs of populations and patients served.</td>
<td>Identifies roles of other team members and how to interact. Compare and contrast your own role in the team and the knowledge, skills, and resources you can provide as well as the knowledge, skills, and resources of the other professions.</td>
<td>Apples roles and responsibilities of other team members and when to engage them for positive health outcomes. Communicates value of other members to team, patients, families, and communities. Draws on knowledge of team members to accomplish team tasks.</td>
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<td>Communicate with other health professionals in a respectful and responsible manner.</td>
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<td>Demonstrates respect of other team members’ ideas and opinions. Shows interest in others’ contributions. Listens actively. Solicits others contributions.</td>
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<td>Listens actively, and encourage ideas and opinions from other team members. Communicates plans with team members. Uses conflict resolution strategies and negotiation. Tailors communication strategy and message to audience and purpose.</td>
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**COMPETENCY**
Demonstrate interprofessional teamwork in a variety of roles (e.g. team member, team leader, and role model).

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<td>Articulates value of interprofessional collaboration. Shares responsibility for completing tasks. Collaborates effectively. Is supportive of team efforts. Recognizes responsibility for ethical team process.</td>
<td>Engages in intentional shared decision making; solicits input of others and applies others’ suggestions/perspectives in decision-making; has insight into own interactional style and that of others and how to adapt to different situations. Works collaboratively on team goals. Exerts responsibility for ethical team process and outcomes.</td>
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<td>Collaborate interprofessionally to address</td>
<td>Identifies need for changes within a healthcare system, including</td>
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<td>healthcare system development and quality</td>
<td>improvement strategies.</td>
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<td>improvement needs.</td>
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**COMPETENCY**

Provide interprofessional patient-centered care in a safe, timely, effective, efficient, and equitable manner.

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<td>Practices clinical skills under supervision.</td>
<td>Uses acquired clinical skills and knowledge to deliver care.</td>
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<td>Recognizes role of other professionals but does not routinely seek out their expertise.</td>
<td>Involves other health professions as needed. Actively seeks patient and family member perspective and uses that information to tailor plan of care. Applies evidence-based decision-making and seeks evidence-based perspectives of other professions.</td>
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Assessment…

• Portfolio to log reflections, encounters, tasks, other
• Situational Judgement Tests
• Peer Assessment
• Preceptor Evaluations
• OSCE station (presently, under pilot)
• High Fidelity simulation
• Other
Health Science Strategic Planning

Impact Goal

“Innovative programs for which interprofessional/interdisciplinary education and team learning is a system-wide and nationally recognized characteristic of UF-HSC educational programs.”
Thoughts and Suggestions!