Objectives

• Define IPEC Competencies and how they can be applied as part of a faculty development process.
• Describe the fundamentals of applying the model for improvement (Plan-Do-Study-Act cycles) as a framework to guide interprofessional course development and revision.
• Describe how faculty embodied IPEC competencies through a course development and quality improvement process.
• Discuss results from a faculty evaluation of IPE course implementation.
Background

- Interprofessional education (IPE) and collaborative practice are vital for quality healthcare and health system improvement.
- Many accrediting organizations require incorporation of (IPE) into health sciences curricula.
- Expansion of IPE across multiple health professions requires comprehension and application of Interprofessional Education Collaborative’s (IPEC, 2011) competencies for faculty to serve as role models for students and other faculty.
- Creative strategies and ongoing quality improvement efforts are necessary for successful implementation of IPE.

IPEC Competencies for Interprofessional Practice

- Purpose: To prepare future health professionals to intentionally and effectively work together to provide high-quality, cost-effective person-centered care
- Four domains of core competencies
  - Thirty-eight subcompetencies describing essential behaviors across the domains
Four IPEC Domains

<table>
<thead>
<tr>
<th>Competency Domain 1:</th>
<th>Values/Ethics for Interprofessional Practice</th>
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<tbody>
<tr>
<td>Competency Domain 2:</td>
<td>Roles/Responsibilities</td>
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<tr>
<td>Competency Domain 3:</td>
<td>Interprofessional Communication</td>
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<tr>
<td>Competency Domain 4:</td>
<td>Teams and Teamwork</td>
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(IPEC 2011)

IPEC Competencies Guide Approach to IPE

- USC Interprofessional Education for the Health Sciences Committee – 8 disciplines
- Use core competencies as our model of education and practice
- Translate values to IPE course design and delivery
IPE Faculty: Imparting Values

Role models for students
- Counteract negative influences
- Demonstrate teamwork, communication, and respectful interactions as course facilitators

Ambassadors at USC and within respective programs
- Advocate for IPE content in the curricula
- Educate and engage other faculty as facilitators

IPE Faculty: Teamwork

- Planning, evaluation, and improvement of specific IPE activities and planning for expanded IPE on campus
- Delivery of IPE content to over 500 students every Spring
Creating an Introductory Course

• Original IPE committee established in 2011 with five members representing five schools/colleges
• 2015 - more than 20 members tasked to facilitate and deliver IPE learning and service opportunities for students
• Course: *Transforming Health Care for the Future* initially paralleled a similar course developed at the Medical University of South Carolina (Blue et al., 2010)

Students in Course

- Pharmacy First-year Pharmacy Students
- Nursing Senior BSN Students
- Medicine First-Year Medical Students
- Public Health Undergraduate and Graduate Students
- Social Work Undergraduate and Graduate Students
- Medicine First-Year Medical Students
- Public Health Undergraduate and Graduate Students
- Biomedical Engineering
- Genetic Counseling
- Physical Therapy
- Speech Language Pathology
- Public Health

*Added 2014*

*Added 2015*
Application of IPEC Competencies to Introductory Course

- Course content and format intended to promote IPEC core competencies
- Students work in interprofessional teams
- Communicate online and during 3 in-person meetings to work through a progressive case study
- Multiple opportunities to learn about and explore other roles
- Activities facilitated by interprofessional faculty

Course Content Outline

<table>
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<tr>
<th>Session</th>
<th>Session Title</th>
<th>Session Content</th>
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| Module 1| Introduction to the Course                       | • Readiness for Interprofessional Learning survey
                                                      • Multimedia introduction to content
                                                      • Team introductions in Blackboard
                                                      • Videos and readings about patient safety and empathy |
| Module 2| Roles and Responsibilities of Health Professionals| • Health professional scopes of practice and education requirements
                                                      • Roles of team members, patient safety, health care system |
| Module 3| Social Determinants of Health and Health Disparities| • Readings and videos
                                                      • Student suggestions to improve health care in the state |
| Module 4| Negotiating Across Cultures; Values and Ethics    | • Readings and videos on the role of culture in health beliefs and practices
                                                      • Cross-cultural communication
                                                      • Cultural humility |
| Module 5| Healthcare System and Calls for Improvement      | • Escape Fire movie
                                                      • Readings |
| Module 6| Root Cause Analysis and Patient Safety           | • Institute for Healthcare Improvement Open School Course
                                                      • Team root cause analysis on patient case: Complex stroke patient in rural community with multiple barriers to care outcomes (access, health beliefs, health literacy, health-system dynamics, etc.)
                                                      • Student reflection on IPE experience |
Challenges

- Faculty - Coordinating meetings; conflicting demands
- Course delivery - Physical space for large classes; scheduling of face-to-face sessions
- Course grading and maintenance
- Separate curriculum committees – placement, designation, inconsistency among programs (mandatory/elective; credits, how weighted)

PDSA Cycle

**DO**
- Implement course changes
- Gather feedback from faculty after each face-to-face session
- Repeat student course assessments

**STUDY**
- Faculty review course assessments (student and faculty)

**ACT**
- Review course assessments to determine if course outcomes improved
- Begin next PDSA cycle
Quality Improvement Outcomes

• Awareness of IPE has increased across campus
• Students have benefited from involvement in IPE activities
• Faculty have benefited through collaboration with colleagues

2012 vs. 2013 Evaluation

Systematic evaluation and changes to course improved health professional student:

• Engagement and appreciation of interprofessional communication and collaboration
• Understanding of the roles and responsibilities of a variety of health care professionals
• Understanding of key concepts related to modern health care practice, including cultural competency (humility), social determinants of health, ethics, and the health care system
• Knowledge and ability to improve patient safety and minimize the risk or error
2013 vs. 2014 Course Evaluation

Course evaluations showed a significant increase in student:

- Appreciation of interprofessional collaboration
- Roles and Responsibilities and own profession’s role in interprofessional work
- Teamwork skills
- Knowledge of health care system, cultural competency (humility), patient safety/ error reduction, social determinants of health, ethics, health disparities
- Appreciation of course for professional development

Facilitator Feedback

- Faculty like teaching with faculty from other academic departments = 92% agree/strongly agree
- Faculty should be encouraged to participate in interprofessional courses = 83% agree/strongly agree
- Bringing together an interdisciplinary group of facilitators helped to model interprofessional work for the students - and was good for the facilitators, too!
- Partnering with an educator in another profession lends a great dynamic to group discussions and class facilitation.
Collaborative Projects

IPE Faculty: Benefiting through Collaboration

• Increased collegiality
• Insight about roles and expertise
• Professional growth
Facilitator Team 2014

What Next?

Continue use of IPEC competencies as basis for
• ongoing QI to improve existing IPE courses and activities
• overcoming barriers to delivery and expansion of IPE on campus
• expanding faculty development efforts to engage additional faculty and ensure sustainability of IPE
• continuing scholarship and evaluation efforts to document need for funding and administrative support
References

