

Integrating Interprofessional Education with Allied Health Programs

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NAZARETH COLLEGE



Purpose

- **This presentation will:**
 - 1) Describe a developmental model for delivering IPE in a School of Health & Human Services (HHS)
 - 2) Describe a framework for measuring success and sustainability of IPE.
 - 3) Offer suggestions for overcoming institutional barriers for IPE.



Background

In 2007, the Interprofessional (IP) Steering Committee was formed to establish a developmental model for IPE addressing knowledge, skills and attitudes through:

- academic course work,
- clinical education opportunities, and
- research.

Key impetus to this process:

- Attendance at the Association for Teaching and Prevention Research Institute
 - Submitted a proposal and elicited feedback and suggestions
 - Representation: Art , Music, Physical and Speech Therapies; Social Work & Nursing.



Our Claim

Our school has made substantial achievement in transforming knowledge, skills, and attitudes in health care education through the implementation of a successful IPE program.



Curriculum

Guiding Principles (University of Toronto, 2009; IPEC, 2011)

Learning continuum addressing four competency domains

Competency Domain 1	Value/Ethics for Interprofessional Practice
Competency Domain 2	Roles/ Responsibilities
Competency Domain 3	Interprofessional Communication
Competency Domain 4	Teams & teamwork



Developmental IPE Framework

Dedicated one- credit academic course : Foundation

- Exposure

Knowledge about effective team practice, communication between professions & values and codes of ethical practice.

Targeted interprofessional clinical opportunities: Application

- Immersion

Skills in engaging & navigating IP interactions in campus-based clinics, practice labs or community outreach.



One-credit Academic IPE Course



Two components:

- on-line learning and assessment (readings about each profession, quizzes, and reflection papers)
- F2F class time with lecture, demonstration, and case studies

F2F sessions facilitated by trained faculty

Small sessions devoted to case studies

Simple case → More difficult case → Complex case → IP Project



Student Learning Outcomes

- 1) identify and analyze the key components of a profession and what it means to have a body of knowledge, a scope of practice, and a social contract with society.
- 2) Define and describe the roles and areas of expertise of various stakeholders (professionals, patients, students, families, caregivers etc.) on an interprofessional team.
- 3) Define and describe overlapping professional and individual values, ethics, competencies (e.g. cultural) and responsibilities of IP team practice.
- 4) Demonstrate the knowledge and skills for working within a collaborative model (e.g. cooperation, assertiveness, responsibility, communication, autonomy & coordination).
- 5) Assess and analyze the core components of effective interprofessional collaboration such as roles, group dynamics, strategies for collaboration, & systematic support.
- 6) Demonstrate the ability to engage in the process of effective interactive problem-solving, conflict resolution and ethical decision-making.



Implementation

- Case studies – transcend disciplines
- Course coordinators (1.0 credit hour)
- Course facilitators (.5 credit hour)
- Community-based group projects – project ready
- Multiple layers of assessment
- HHS requirement
- Theory and practice



Assessment

(Kirkpatrick & Kirkpatrick, 2006)

Applied Kirkpatrick's Four-Levels of Training Evaluation Model to IPE

- Reaction
Measures how students react to the course; i.e. content and instructional methods.
- Learning
Actual learning and acquisition of knowledge.
- Behavior
Application of information in structured settings.
- Results
Actual changes in clinical practice.



Current Evaluation

Student evaluation

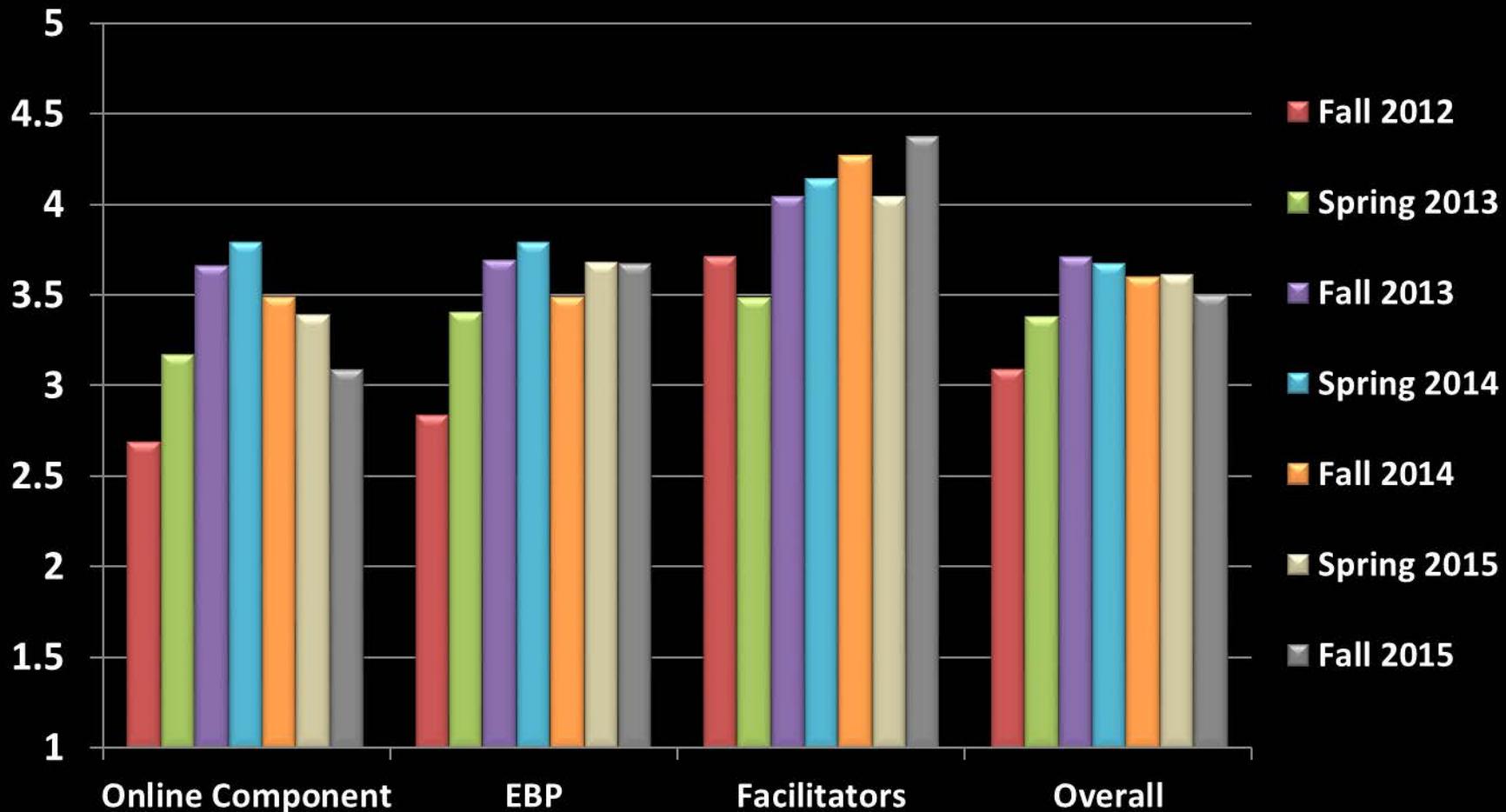
- Likert-type 5 point survey, qualitative feedback, and a focus group video.
 - Appraises knowledge gained, skills achieved, and attitudes expressed
- Pre/post test of student perceptions of learning.

Faculty evaluation

- Survey assessing preparation for teaching and facilitating small IP groups.
 - Challenges and suggestions



Summary of Evaluation Trends



Future Directions for Evaluation

- Ongoing analysis of existing course data
- Gather data to address gaps in IPE research (IOM Consensus Committee Report, 2015)
 - Coding students responses of during IPE interactions video recordings.
 - Assessing knowledge and attitudes of IP at points within students programs post course.
 - Surveying or interviewing students to assess IPE outcomes in graduates' performance in the workplace.
 - Surveying employers to evaluate how graduates' performance is valuable and beneficial in the workplace.



Targeted Interprofessional Clinical Opportunities

On-Campus Clinics: Interprofessional Clinical Opportunities

Discipline	On-Campus IPE	IPE Community Outreach
Occupational Therapy	Kids Club	Mary's Place – Spring 2016
Physical Therapy	Neuromuscular Clinic Life Prep Health and Wellness Kids Club Epilepsy – PRALID (Spring 2016) Prevention Clinic Multiple Sclerosis Wellness Group Orthopedic Clinic	Hickock Center for Brain Injury CDS Monarch Legacy Wellness Group
Art Therapy	Co-Treats with Speech Therapy	Hickock Center for Brain Injury Mary's Place
Speech Therapy	Life Prep Art Therapy Co-Treats Music Therapy Co-Treats	Hickock Center for Brain Injury Montessori Mary's Place
Music Therapy	Kids Club Co-Treats with Speech Therapy Co-Treats with Physical Therapy in Neuromuscular Clinic	None at this time
Nursing	Acute Care Lab Nursing and Physical Therapy in pharmacology and health assessment courses	None at this time

What we have learned...

The importance of:

- Administrative support.
- Intentionality.
- Dedicated course and clinical faculty coordinators.
- Faculty commitment and favorable attitudes toward IPE
- Placement of course & clinical practice in each program's curriculum.
- Advanced student preparation for course & clinical opportunities.
- Training faculty facilitators & supervisors.



How do we measure success...

Given our claim, we searched for a framework from which to measure our success and the likelihood of sustaining our IPE initiative.

Drew from the works of Farnworth, Peterson, Neill, Seikel, & Lawson (2015), and Bolman & Deal (2008)



Four-Frame Model

“Addressing and harmonizing the relevant structural, human resource, political and symbolic frames or dimensions of IPE is essential to effectively implement and sustain IPE”

(Farnsworth et al. , 2105)



Structural Dimension – The underlying structure including rules, policies and procedures for implementing IPE

Nazareth Implementation	Examples of Evidence
Theoretical framework	Identified Developmental Model that is process and outcome oriented.
Program Assessment	Use multiple sources and types of assessment based on Kirkpatrick's first two Levels.
Curriculum/Competencies	Grounded in Core Competencies by the IPCP Collaborative 2011.
Formal Policies	Course required for all HHS students; course policies & procedures in place.
Logistics	Creation, organization and scheduling of course. Creation of small IP groups. Hybrid format for course. Support of registrar for registration across programs (i.e. Art, Music, Occupation Physical & Speech-Language Therapy, Nursing and Social Work).

Human Dimension – The readiness of the School and College to systematize IPE as an integral part of the curriculum.

Nazareth Implementation	Examples of Evidence
Readiness	Vetted proposal at APTR Institute. Obtained internal grant funding to bring IPE faculty together; Established course syllabi.
Faculty Development	Grant funding (internal and external) to develop IPE activities including new course work, clinical activities & research opportunities; Increased library holdings and electronic resources; Faculty workshops; facilitator trainings; mandatory planning and de-briefing meetings.
Incentives	Dean approved small stipends for faculty participation; Faculty satisfaction.
New Position	Board of Trustees approved creation of new positions: Director of the WRI, GA and Receptionists (student workers).
Recognition/Morale	IPE acknowledged at multiple levels as a form of scholarship; Increased “by-in” by HHS faculty as a legitimate & desirable aspect of clinical and academic content.

Political Dimension – Establishment of IPE as a priority; negotiations with other facets of the institution with conflicting agendas

Nazareth Implementation	Examples of Evidence
Stakeholder Negotiation	Community Advisory Board: Medical providers and Healthcare Administrators. Board of Trustees; Senior College Administration. Community Coalitions & Partnerships- recognizing the impact of IPE on workforce needs & other external pressures (ACA).
Leadership & Shared Governance	Dynamic triad of President, Deans, Board. IPE Steering and Practice Committees; HHS faculty support which lead to faculty support across the College.
Securing Finances	Board of Trustees— key in obtaining financial support; Development Office – major fundraising focus for past 2 years; Dean- charges with developing and implementing funding initiatives.
Resource Allocation	College – directed a portion of the capital campaign to IPE efforts; 16 million raised for building and equipment- no debt! IT- devoted staffing and support to assist with IPE efforts (ECHO 360)

Symbolic Dimension – Creation of a culture of IPE across all levels of the institution.

Nazareth Implementation	Examples of Evidence
Mission/Vision Statements	IPE included as core aspects of the School of HHS Mission & Vision
Strategic Plan	IP identified as a strategy for establishing distinctive programs in the College's 20/20 Strategic Plan.
Marketing	Promotional materials for prospective students include information about IPE.
Faculty Orientation	IP included as an important element in faculty recruitment and opportunity for scholarship.
High Profile Presentations	IPE regularly discussed at Division meetings & faculty research symposia. Faculty presentations at local, state, national & international conferences.
Major Conference & IP Initiatives	Administrative approval for HHS to sponsor an International Conference; funding secured to attract internationally recognized key note speakers.

Wellness & Rehabilitation Institute

In 2012, the College embarked on a fundraising initiative to create an environment, the Wellness & Rehabilitation Institute, a 66,000 square-foot building designed to promote interprofessional education and clinical practice.



[YWRI Video](#)

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Overcoming Challenges

- Ethnocentrism
- Faculty support and involvement
- Overall course coordination
- Scheduling 100+ students from different professional programs
- Training and funding for faculty pursuing IPE



Conclusion

- Eight year journey to develop IPE at Nazareth College is yielding benefits for the faculty, student, institution and community.
- Next phase will be to expand IPE to other areas of academia and to implement IP research.



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Questions?

