IPEC Institute 2018

Theory Burst 2: Building Learning upon IPEC’s Core Competencies

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Learning Objectives

Examine best practices in IPE curriculum planning and design for use in one’s program.

- Build interprofessional faculty knowledge of interprofessional healthcare education by using cutting-edge resources
- Identify and share existing resources to guide faculty to plan, implement, and evaluate cutting edge IPE activities
- Enhance learner’s knowledge and skills in IPE that align with the institutions’ interprofessional development priorities
- Create competency-based, practice-oriented curricula embedded with IPE content
Outline

• Theories of IPE and competency-based education
  – P G Clark, J Interprof Care 2006

• Curriculum Design
  – Presage, process and product model of teaching and learning
  – D Freeth and S Reeves, J Interprof Care 2004

• Starting at the End- The IPEC Competencies
  – Measurable learner outcomes, program outcomes
  – Rubrics to measure outcomes

• Implementation, Communication

• Case study

• Resources

Theoretical Framework for IPE

• “Healthcare professionals tend to see the world they way they are, not the way it is”

• “The real challenge for IPE is for them (health professionals) to be able to see the world through the eyes of other professions, to be able to frame the patient’s problems and the potential solutions to it in terms of understanding of other kinds of health care providers.”

PG Clark, 2006
Five theoretical approaches to IPE

- Cooperative, collaborative or social learning
- Experiential learning
- The epistemology and ontology of interdisciplinary inquiry
- Cognitive and ethical student development
- Education of the reflective practitioner

Social process of collaborative and experiential learning

- Students learn with, from, and about each other and master the skills needed to work as team members
- Learning occurs during a developmental process
  - Socialize students into two parallel communities of practice with differing worldviews
  - Scaffolded instruction to support emerging IP skills sets with multiple structures and opportunities for learning and practice
  - Titrate dose of IPE to the level and type of learning outcomes desired – Spiral Curriculum
Epistemology and ontology; facts and values

• Understanding both of these, for one’s own and other professions, is a major objective of IPE
  – Requires a developmental and reflective process
  – Decentering, and metacognitive competence

• Understand the patient’s problems using the knowledge and values of one’s own and other professions is an important learning outcome in IPE = “Interprofessional Team Toolkit”
  – IPEC competencies

• Through a process of parallel socialization, students need to develop mastery of both their own profession’s toolkit and the interprofessional team toolkit

• Goal of IPE, can be measured and assessed
Cognitive and ethical student development

• Students move through 4 stages in understanding of knowledge and values
  1. Dualism
  2. Multiplicity
  3. Relativism
  4. Commitment in relativism

• An IPE experience may provide opportunity to move through the stages—understand the complexity of the world—“...Having new eyes”

Reflection

• The reflective practitioner
  – Well trained in scientific dimensions of practice (knowledge and technical skills) and the artistic elements (dealing with moral ambiguity, value conflicts, ethical dilemmas)
  – Able to recognize and tolerate ambiguities and limitations of practice, understand that limits of knowledge and skill are defined by boundaries imposed by values
• Need to emphasize both technical and artistic dimensions of professional practice (cognitive and normative maps)
• Need to also understand how other professions approach problems and solutions
• REFLECTION is essential for learning, including understanding the role of different perspectives
  – Self and team; reflection-in action
  – How? Journaling, team processing time

Student and Faculty Roles in IPE

• IPE is process-based
  – Learning teamwork requires experience of working together
  – Knowledge is created by the team itself through a social process; recognize the teamwork process is the learning experience
• Faculty Team as Coaches
  – Model effective team behavior, serve as resource, monitor student and team progress
  – Faculty team processing time
The Theoretical Framework Guides...

- Definition of IPE curriculum outcomes
  - Knowledge, skills and attitudes
  - IPEC competencies
- Selection of instructional methods
  - Experiential, social/collaborative learning, reflection
- Faculty team as an IP team- coaches and role models
- Program evaluation
  - Examines the instructional process as much as the outcome
  - Changes in both cognitive and normative domains
  - Impacts on teamwork knowledge, attitudes and skills (IPEC competencies)

Using the 3P Model of Learning and Teaching to Plan and Design IPE

- Presage
  - Context (constraints and opportunities), Teacher characteristics, Learner characteristics
- Process
  - Approaches to learning and teaching (balance between uniprofessional, multiprofessional and interprofessional education)
- Product
  - Collaborative competencies- IPEC competencies
  - Collaborative working- and impacts on practice, patients
IPEC Competencies

- Values and Ethics
- Roles and Responsibilities
- Interprofessional Communication
- Teams and Teamwork

Planning IPE using the IPEC competencies

1. A curriculum? A course? An event?
2. Balance between uni-professional, multiprofessional and interprofessional education
3. Who?
   - What professions? What level of learner? Mandatory or elective?
4. Context?
5. Content?
   - What?
6. Teaching Methods? Process?
7. Faculty training? Support? Other resources?
8. Assessment of student learning.
Planning IPE using the IPEC competencies

- IPE has a clear focus on interaction between participating professionals/students
- Inter PE and uni-PE professional complement each other
- 3P model of learning and teaching is useful for structuring discussion for planning the educational experience/s

IPE is Adult Learning

- Active and interactive learning,
- Values learner’s prior experience
- Small group learning-
  - group size and composition, balance
- High quality interaction
- Space
- Relevance
- Student motivation and resistance
- Assessment- formative and summative
IPE is Interactive

<table>
<thead>
<tr>
<th>Type of Learning</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Exchange-based</td>
<td>Debates, seminars, workshop discussions, cases, problem-solving sessions</td>
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<tr>
<td>Observation-based</td>
<td>Work shadowing, joint patient consultations</td>
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<tr>
<td>Action-based</td>
<td>Collaborative enquiry, PBL, TBL, joint research, joint quality improvement, community-based projects, work-related practice placements</td>
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<tr>
<td>Simulation</td>
<td>Role-play, experiential work groups, clinical skills/sim centers</td>
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Case Study

• Sweet BV, et al. Moving from individual roles to functional teams. A semester-long course in case-based decision making. J Interprof Ed Prac 2017

• Intended Learning Outcomes:
  1. To understand professional roles and responsibilities.
  2. Teams and teamwork skills.
• Planning Team members- Steering Committee for IPE at University of Michigan
• Faculty course development and implementation team- planning team plus additional faculty members who taught the course
  – 2 team members from each of the 5 schools participating
  – Faculty training in TBL methods, and how to teach teamwork skills

Presage

• Context
  – Funding, Learner numbers, Space and time, Competing curricula demands, Management support, Institutional climate and support for IPE
• Teacher characteristics
  – Conceptions of teaching and learning, collaboration, expertise, enthusiasm
• Learner characteristics
  – Prior knowledge, skills and attitudes, conceptions of learning, collaboration, competing learning needs, social factors, expectations and motivation
Process

- Uni-professional course for 3rd year Pharmacy students converted to an interprofessional course for 3rd year Dentistry students (mandatory); elective for 2nd year Masters in social work, 3rd year medical and 2nd year advanced practice nursing students
- Classroom, Team-based learning (modified)
- Semester long; team teaching; 2 hour; modular
- Assessment- team effectiveness, reflections

Product

- Collaborative competencies
  - Teams and Teamwork
  - Interprofessional communication
  - Roles and responsibilities
  - Ethical decision-making
  - Transitions of care
Course Design

Lessons Learned

- Logistics
- Barriers and Opportunities
- Learners
- Faculty
- Context and balance of uni-professional and interprofessional education
- Resources needed to sustain
- Evaluation, communication, publication
Assessments

• Validated tools, examples
  – ICAR-Interprofessional Collaborator Assessment Rubric (observational)
  – RIPLS- Readiness for IP learning Survey
  – IPEC Competency Assessment Survey (self assessment)
  – ICCAS- Interprofessional Collaborative Competency Attainment Survey (self assessment)
  – See Resources at www.nexusipe.org

• Develop your own

References

• Clark PG. What would a theory of interprofessional education look like? Some suggestions for developing a theoretical framework for teamwork training. J Interprof Care 2006; 20:6, 577-589
• Hurtubise L, Roman B. Competency-based curricular design to encourage significant learning. Curr Probl Pediatr Adolesc Health Care 2014;44:164-169