Disclosures

• There is no conflict of interest or relevant financial interest by the faculty or planners of this activity.
• There is no commercial support of this activity.
• AACN does not endorse any product related to this activity.
• The entire webinar and the program evaluation must be completed to earn contact hours.
• This webinar will be recorded and available until 6/15/2020
IMPLEMENTING IPE: Highlighting Best Practices

Hosted by:

Interprofessional Education Collaborative
Connecting health professions for better care

American Association of Colleges of Nursing
MODERATOR

Kathy McGuinn
MSN, RN, CPHQ

Director of Interprofessional Education & Practice Partnership
Special Advisor for Quality Initiatives
American Association of Colleges of Nursing (AACN)
PANELISTS

Jane M. Kirschling
PhD, RN, FAAN
Dean and Professor
School of Nursing
University of Maryland, Baltimore

Dora Anne Mills
MD, MPH, FAAP
Vice President for
Clinical Affairs
University of New England
METHOD FOR SUBMITTING QUESTIONS

Simply type questions or comments in the chat box on the right side of your screen.
LEARNING OBJECTIVES

• Describe the development and implementation of IPE initiatives at the University of Maryland, Baltimore and the University of New England

• Identify lessons learned related to challenges and solutions to advancing IPE
CONTINUING EDUCATION CREDITS
POLL #1

How advanced is your institution’s IPE program?

A. No IPE program at this time
B. Planning phase
C. Some IPE activity
D. IPE is a core part of our curriculum and practice activities
POLL #2

In your opinion, what is your institution’s biggest barrier to implementing IPE?

A. Time constraints with course design
B. Logistical challenges such as scheduling and space
C. Faculty resistance or attitudinal differences
D. Absence of administrative leadership and support
E. Lack of a dedicated budget or revenue stream
FACULTY DEVELOPMENT INSTITUTES
# ATTENDEE FEEDBACK

## High Points
- Value of uninterrupted team time
- Opportunity to interact with other teams and their ideas
- Strong speakers who give practical examples

## Reviews
- “This was an excellent program and should be required for all IPE startups”
- “This was one of the most useful conferences I have attended. Thank you!”
- “We found the entire conference to be essential for the continued development of IPE at (X) University and are very excited to take our ideas back to administration”
REGISTER AT IPECOLLABORATIVE.ORG

FALL 2017

Oct 18-20 in Long Beach, CA
Advancing & Sustaining Your Program for Collaborative Practice
IPEC INTERPROFESSIONAL DEANS LEADERSHIP PROGRAM (IPEC IDLP)

• Initiative to aid in IPEC’s efforts to support senior leaders in health professions education

• Inaugural program will be limited to 45 participants

• Applications now open at IPECOLLABORATIVE.ORG

• Deadline for applications is Friday, August 18

• Participant notification beginning in early September
IPEC IDLP QUICK FACTS

• **Dates:** Wednesday, November 29-Friday, December 1, 2017

• **Location:** AAMC Learning Center

• **Accommodations:** Grand Hyatt Washington

• **Tuition Cost:** $3,600 per participant (includes materials, some meals, and three nights lodging)

• **Target Audience:** Deans and other senior academic administrators with three or fewer years of experience from IPEC member associations’ schools. Interprofessional teams of senior academic leaders from the *same institution* are welcome to apply.
Interprofessional Education Collection

MedEdPORTAL's Interprofessional Education (IPE) collection is designed to foster the identification, development and deployment of educational resources aimed at supporting team-based or collaborative care essential to training an interprofessional workforce. With funding from the Josiah Macy Jr. Foundation, the IPE collection is an emergent product of collaboration between members of the Interprofessional Education Collaborative (IPEC)*, the American Psychological Association, Physician Assistant Education Association and the American Physical Therapy Association. This collection is designed to create a national clearinghouse of competency-linked learning resources for interprofessional education and models of team-based or collaborative care in support of the IPEC report: Core Competencies for Interprofessional Collaborative Practice.

IPEC Report Background

Core Competencies for Interprofessional Collaborative Practice, contains expert panel recommendations on interprofessional core competencies for health professions students, delineated by four content domains, to provide integrated, high-quality care to patients within the nation's evolving health care system. The panel also set-forth 38 specific sub-competencies that describe the essential behaviors across the four domains, and suggested learning activities consistent with the World Health Organization's definition of interprofessional education, as shared learning among students from two or more health professions.

The expert panel was convened by the Interprofessional Education Collaborative (IPEC), a unique partnership of six associations — the American Association of Colleges of Nursing, the American Association of Colleges of Osteopathic Medicine, the American Association of Colleges of Pharmacy, the American Dental Education Association, the Association of American Medical Colleges, and the Association of Schools of Public Health.

General Competency Statements by Domain

AN INTEGRATED SOLUTION
The MedEdPORTAL Suite

PUBLICATIONS
Peer Reviewed Teaching / Assessment Tools

iCOLLABORATIVE
Non-MedEdPORTAL Peer Reviewed Innovations, Policies & Guidelines, Effective Practices

CE DIRECTORY
Continuing Education Courses for Credit
PANELIST

Jane M. Kirschling
PhD, RN, FAAN

Dean and Professor
School of Nursing
University of Maryland, Baltimore
Implementing Interprofessional Education: Highlighting Best Practices

University of Maryland, Baltimore

Jane Marie Kirschling, PhD, RN, FAAN
University Director, Interprofessional Education Center and
Dean and Professor, School of Nursing

kirschling@umaryland.edu
www.umaryland.edu/ipe/

IPEC Webinar, June 15, 2017
Mission
To improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care and service.
<table>
<thead>
<tr>
<th></th>
<th># of students</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurses</td>
<td>823</td>
<td>12%</td>
</tr>
<tr>
<td>Medical Technologists</td>
<td>43</td>
<td>1%</td>
</tr>
<tr>
<td>Dental Hygienists</td>
<td>39</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Undergraduate Total</strong></td>
<td><strong>905</strong></td>
<td><strong>14%</strong></td>
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<tr>
<td>Social Workers</td>
<td>1,036</td>
<td>16%</td>
</tr>
<tr>
<td>Nurses</td>
<td>981</td>
<td>15%</td>
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<tr>
<td>Biomedical</td>
<td>836</td>
<td>13%</td>
</tr>
<tr>
<td>Lawyers</td>
<td>740</td>
<td>11%</td>
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<td>638</td>
<td>10%</td>
</tr>
<tr>
<td>Pharmacists</td>
<td>637</td>
<td>10%</td>
</tr>
<tr>
<td>Dentists</td>
<td>529</td>
<td>8%</td>
</tr>
<tr>
<td>Physical Therapists</td>
<td>180</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Prof./Graduate Total</strong></td>
<td><strong>5,577</strong></td>
<td><strong>86%</strong></td>
</tr>
<tr>
<td><strong>Total - Fall 2016</strong></td>
<td><strong>6,482</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Majority of students are on the Baltimore campus, also have Nursing, Pharmacy, and Social Work students at the Universities at Shady Grove in Rockville, MD
Partners - IPE

• University of Maryland Medical Center
  – R Adams Cowley Shock Trauma Center
  – UM Children’s Hospital
  – UM Greenebaum Cancer Center
  – 11 Intensive Care Units

• West Baltimore
  – Challenges with poverty, unemployment, K-12 education, violence
  – UMB Community Engagement Center

QUICK NUMBERS
- 772 Total Licensed Beds
- 8,261 Employees
- 1,163 Attending Physicians/Faculty
- 929 Resident Physicians
- 30,554 Total Admissions
- 73,285 Emergency Department Visits
- 332,628 Outpatient Visits
- 22,086 Surgical Cases
- 10,430 Maryland ExpressCare Transfer Admissions
Theme 5: Excel at Interprofessional Education, Clinical Care and Practice, and Public Service

Interprofessional Education Center (est. 2013)

Co-directors

- Heather Congdon, PharmD, BCPS, CDE, Assistant Professor and Assistant Dean School of Pharmacy at Universities at Shady Grove
- David Mallot, MD, Associate Dean for Medical Education, School of Medicine
Logistics on UMB IPE Center

- Full-time staff support
- Director and two co-directors, 10% compensated effort
- Operating budget $250,000 annually
- Majority funds go for seed grants and faculty development – competitive application process
- Philanthropic support for a physical space – President’s priority
FIGURE 6: Interprofessional Collaborative Practice Domains

Community and Population Oriented

Interprofessional Teamwork and Team-based Practice

Interprofessional Communication Practices

Values/Ethics for Interprofessional Practice

Roles and Responsibilities for Collaborative Practice

Patient and Family Centered

The Learning Continuum pre-licensure through practice trajectory
Fifth Annual Interprofessional Education Day

http://www.youtube.com/watch?v=RV0-bCoaiGg&feature=youtu.be

First held in 2013
Case Scenario: 2015 IPE Day

Morgan Showalter, a standardized patient, presents with complaints of pain and lack of coordination

— Morgan has multiple sclerosis and is taking Rebif

— Morgan came to the office today to discuss MS-related concerns

— On the appointment line, Morgan mentioned increased pain; increased lack of coordination; less ability to take care of daily living activities; diminished quality of life
Examples IPE Center’s Seed Grants
(up to $15,000)

• “Rapid Response: An Interprofessional Approach” - nursing, pharmacy, and medical students to collaboratively manage a simulated patient (high-fidelity mannequin) through enhanced acute-care scenarios
  • Philip Dittmar and Norman Retener (SOM), SOP, SON, and UMMC

• “Montgomery County Department of Health and Human Services Interprofessional Summer Internship” - nursing, social work, pharmacy, and psychology students engaged in eight-week observation of interdisciplinary teamwork within the Montgomery County Department of Health and Human Services
  • Rebecca Wiseman (SON), SSW, SOP, the Universities at Shady Grove, and University of Maryland, Baltimore County

• “Interprofessional Approach to Teaching Patient Safety and Quality Improvement at the Point of Care” - opportunity for students of multiple disciplines to learn to identify potential patient safety and quality improvement issues UMMC medical intensive care unit
  • Kerri Thom (SOM), SOP, SON, SOM, and the VA Maryland Health Care System
• “I-SPARCT: Interprofessional Students Partnering to Achieve Respect and Collaboration in Teams,” will explore student outcomes of I-SPARCT, a method of interprofessional education learning, related to the student’s knowledge, attitudes and beliefs about interprofessional practice gained during IPE pediatric gastroenterology experiences
  • Jill Morgan (SOP), SSW, SOM, and UMMC

• “The Pediatric TEAM (Training, Education, Assessment, and Management of Delirium) Program” - medical, nursing, and pharmacy students will learn collaborative care of children who are predisposed to and/or experiencing delirium in critical care settings
  • Sarah Edwards (SOM), SOP, SON, and UMMC

• “Use of Simulation to Augment Interprofessional Learning in the Emergency Department” - dental, dental hygiene, and nurse practitioner students will participate in a clinical simulation focused on oral health of patients who present with nonlife-threatening dental complaints in hospital emergency departments
  • Shannon Idzik (SON) and SOD
Leveraging all IPE Initiatives
Clinical & Experiential Learning

President’s Clinic
Jay Perman, MD
Elsie Stines, RN, MS, CPNP

Patients are seen once a week at the University of Maryland Medical Center

~12 health professions students participate
Expand Ambulatory IPE Clinics

Gina Rowe, PhD, DNP, MPH, FNP-BC and Heather Congdon, PharmD, BCPS, CDE

• National Center for Interprofessional Practice and Education awarded $50,000 grant with $50,000 match from UMB IPE

• Schools of Nursing, Pharmacy, and Social Work faculty and students will open two additional ambulatory clinics in Montgomery County with Holy Cross Hospital, modeled after existing IPE clinic with Mercy Clinic
Governor’s Wellmobile Program

3-year HRSA Grant – Susan Antol, PhD, RN

• Schools of Nursing, Medicine, Pharmacy, and Social Work implement an interprofessional collaborative practice that will serve as a clinical education site for UMB students

• The Wellmobile is a nurse-managed, mobile-health clinic that provides primary care to the state’s most vulnerable residents in Prince George’s County who are often foreign-born, Latino, non-English speaking, and/or uninsured
Global Health IPE in Action
Jody Olsen, PhD, MSW, Executive Director

Supported with UMB grants, faculty and students design and implement global, interprofessional team-based projects

The teams have worked in 9 countries

Each short-term project (10 days to 6 weeks) includes:
  — Research design
  — Participants from least 2 schools (and often 3–6)
  — Pre-departure IPE team-building preparation
  — In-country technical, cross-cultural, IPE team activities
  — Post-project presentations, articles, and the adaption of “lessons learned” to clinic and community experiences in Baltimore
Global IPE Experience

Four 6-week projects in Malawi (6-12 students each): 2010-2013

- Access to health care for orphans and vulnerable children
- Access to care for children under 5 with malaria
- Access to maternal health care
- Community perceptions of health care access

Eighteen 1-2 week projects

- Grey water in Palestine
- Palliative care in Hong Kong
- Needs of children of female inmates in London
- HIV care in Brazil
- HIV and the law in Malawi
Geriatrics and Gerontology Education and Research Program

Reba Cornman, MSW, Director

State-funded interprofessional program to enhance health professional training in geriatrics and gerontology

Geriatric Assessment Interdisciplinary Team, with Eastern Shore and Western Maryland AHECs

— Rotations are hosted in geriatric care facilities
— Each rotation is themed, based on the facility’s strength(s)
— USM students are divided into interprofessional groups to perform assessment
UMB-hosted GGEAR case conferences and panel discussions
— Students—divided into discipline-balanced small groups—discuss faculty-prepared cases and report back

Keswick Multi-Care Center IPE days
— Teams comprising four disciplines (nurse practitioner, social work, and dental, plus occupational therapy or dental hygiene) complete two assessments with residents from rehabilitation, assisted-living, adult day services, long-term care
Preparing the Future
Jamie L. Mignano, RN, MSN, MPH, Outreach Director

Part of the JACQUES Initiative in the Institute of Human Virology

Interprofessional curriculum to mobilize academic and clinical communities around National HIV/AIDS Strategy

— IPE component teaches health and human services professionals the values of interprofessional practice, so they understand their individual and team-based roles in addressing HIV and can provide team-based care

— Includes workshop-style didactic education and application through service-learning and practice
Academic
— Faculty liaisons in each UMB school integrate PTF content and service-learning into coursework
— 2000+ UMB students and faculty have been trained

Practice
— Educational model for frontline service providers, with direct practice translation in routine HIV testing and linkage to care
— Peer-based “training of trainers” model; includes short didactic sessions, on-site mentoring, review sessions

PTF efforts have led to HIV testing for 30,000+ people
Faculty Development

- Fund faculty teams to attend IPEC Institute (national faculty development initiative)
  - Time to immerse in work off campus
  - Commit to provide $15,000 Seed Grant
- Bimonthly application for Faculty Award to support faculty development (up to $2,000 annually and $1,000 for other UMS faculty if partnered with faculty from UMB)
• Annual 1/2 Day On Campus Activity
  ✓ ABC’s of IPE
  ✓ Conflict resolution in IPE
  ✓ Use of Simulation in IPE – A beginner’s guide

• 2016 Debriefing Workshop
Next Initiative & Lessons Learned

• Designing 15 contact hour introduction to IPE
  – Delivered combination face to face and online modules
• Remember – 2 or more disciplines, doesn’t have to be all
• There will always to barriers, work around them
• Students actively engage and want more
APPRECIATE THOUGHTFUL ATTENTION
PANELIST

Dora Anne Mills
MD, MPH, FAAP

Vice President for Clinical Affairs
University of New England
Interprofessional Practice & Education

Dora Anne Mills, MD, MPH, FAAP
Vice President for Clinical Affairs UNE Center for Health Innovation

dmills2@une.edu
207-221-4621
Today’s Learning Objective:

• Describe the development and implementation of IPE initiatives at the University of New England

• Identify lessons learned related to challenges and solutions to advancing IPE
4 Interprofessional Competencies

- Values/Ethics
- Roles/Responsibilities
- Communication
- Teamwork

2011 by associations of schools of nursing, MD, DO, pharmacy, dental, & public health (AACN, AAMC, AACOM, AACP, ADEA, and ASPPH) and updated in 2016:

UNE’s Approaches:
On Campus IPE at UNE

• Leaning in with: Extra and co-curricular lunchtime seminars and events
On Campus IPE: Team Immersion with Simulation
On Campus IPE: Developmental Play Group, Motion Analysis Lab
On Campus IPE: Clarion Competition
On Campus IPE: Community Service Learning

- Jails
- Homeless Shelters
Early Shared Learning: Undergraduate Common Curriculum

- INTRODUCTION TO THE HEALTH PROFESSIONS
- INTRODUCTION TO EVIDENCE-BASED PRACTICE
- ISSUES IN HEALTH CARE
- ETHICS FOR IPE PRACTICE

Roles
- Communication
- Teamwork

Problem-solving
- Teamwork
- Ethics

Scholarly Inquiry
- Ethics
- Collaboration

Roles
- Teamwork
- Ethics
Clinical IPE/IPP “Leaning In” - Ghana
UNE’s Approaches: Clinical IPE

Leaning In with Vaccine Clinics:
- Homeless shelters
- VA clinics

With Students From:
- Medical
- Pharmacy
- Dental
- Nursing
- PA
AHEC Rural Immersions
Public Health Emergency Exercises
TeamSTEPPS

- U.S. DHHS AHRQ curriculum for health professionals that teach team skills
- Curriculum and materials are **free** or low cost
- St. Louis University (SLU) Module
Expanding Clinical IPE via Regional Summits
Aroostook Summit lessons learned:

Clinical IP Rotations/Clerkships

• 2012 piloted with one hospital in a family practice setting
• 2014 and 2015 expanded after summits to 5 other sites, now 12 with ~200 students participating annually
• 2015 developed website with Clinical IPE Curriculum toolkits
• 2016 hired a Clinical IPE Outreach Coordinator
• Most common models:
  • Post discharge home visits
  • Seeing complex patients
  • Population health/QI activities
  • PCMH Standards
Clinical IPE at Family Medicine Institute, Augusta Maine

https://www.youtube.com/watch?v=2zkQ0f3sluk&feature=youtu.be
Cross-Cutting Learning Activities: Briefings and Debriefings

- Students practice briefings and debriefings with each other, then learn to conduct them with the practice team
  - PCMH Standard 2, Element D
• **Recruitment system** for students and clinicians from dental medicine, medicine, nursing, pharmacy, physician assistant, and social work;

• **Clinical preceptor trainings** including learning collaborative strategies;

• **Tracking system** following the numbers and types of UNE health professions students participating in clinical IPE/IPC clerkships as well as the numbers and types of clinical sites participating;

• **IPE/IPC Curriculum** of clinical interprofessional student learning activities;

• **Standardized evaluation tools** for use with students and preceptors; and

• **Communication system** for on-campus, clinical site, and other stakeholders.
Care for the Underserved Pathway (CUP) Scholars

- Soon to be AHEC Scholars
- Smaller groups of students for specialized clinical settings
- Creates a “sandbox” for piloting innovations
- Overview of new AHEC [https://nhsc.hrsa.gov/corps_experience/aboutus/nationaladvisorycouncil/meetingssummaries/03-17-overview.pdf](https://nhsc.hrsa.gov/corps_experience/aboutus/nationaladvisorycouncil/meetingssummaries/03-17-overview.pdf)
UNE Resources

• Clinical Interprofessional Curriculum
  http://www.une.edu/clinical-interprofessional-curriculum

• Planning Guide for Clinicians

• On Campus IPE through the IPE Collaborative (IPEC):
  http://www.une.edu/wchp/ipec

• Cross-Cutting Student Activities
  http://www.une.edu/academics/centers-institutes/center-excellence-health-innovation/clinical-interprofessional-curriculum/cross-cutting-learning-activities

• UNE - Eastern Maine Medical Center IPE Video
  https://vimeo.com/211361920

• UNE - MaineGeneral Hospital IPE Video
  https://www.youtube.com/watch?v=2zkQ0f3sluk&feature=youtu.be
Lessons Learned

• Find champions, early adopters
• Identify sweet spots
• Take advantage of existing learning activities and convert them to IPE/IPP
• Determine how IP can add value to clinical sites
• Lean in
• Don’t let ideal be your enemy
• Scheduling snafus can be a bottleneck – be flexible and creative
• Create the roadmap before and during driving
• Integrate PDSA in every meeting
• Build the systems needed to scale
• Large scale vs high touch
• Grant funds = catalysts
• Integrate into institution’s vision, strategic plans
• Have fun!!
Some Other Lessons Learned

- Cultivated support among many parties at once: university and clinical leadership, students, and faculty
- Built infrastructure to support IPE:
  - Faculty-led IPE Collaborative (includes faculty development);
  - IP Honors Distinction;
  - IP Student Group;
  - Center of Excellence (clinically-focused)
National Center Resources

• Interprofessional Preceptor Toolkit
  https://nexusipe.org/engaging/learning-system/preceptors-nexus-toolkit

• How do I get started with IPE?
  https://nexusipe.org/aihc/vodcast

• Train the Trainer
  https://nexusipe.org/t3-train-trainer-faculty-
IPEC Institute

• Biennial 3-day team planning, usually in DC

• [https://ipecollaborative.org/Conferences__Events.html](https://ipecollaborative.org/Conferences__Events.html)

• Founded by AAMC, AACOM, AACN, AACP, ASPPH, ADEA
Prioritizing IPE Activities: PIPES Tool

<table>
<thead>
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<th></th>
<th>Leans into IPE (doesn’t meet too many criteria)</th>
<th>Meets lots of IPE criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hard to Accomplish</strong></td>
<td>+</td>
<td>+++</td>
</tr>
<tr>
<td>(will take a lot of resources and time)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Easy to Accomplish</strong></td>
<td>+++</td>
<td>++++</td>
</tr>
<tr>
<td>(we’re already doing, IPE champion on board)</td>
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- For IPE criteria, see University of Toronto’s PIPES (Points for Interprofessional Education System) tool: [http://www.ipe.utoronto.ca/sites/default/files/PIPEs%20Information%20Package.pdf](http://www.ipe.utoronto.ca/sites/default/files/PIPEs%20Information%20Package.pdf)
U of Toronto Resources

• U Toronto Framework for IPE
  [http://www.ipe.utoronto.ca/sites/default/files/1.1.%20Core%20Competencies%20Diagram_1.pdf](http://www.ipe.utoronto.ca/sites/default/files/1.1.%20Core%20Competencies%20Diagram_1.pdf)

• Creating the Health Care Team of the Future: The Toronto Model for Interprofessional Education and Practice

• Interprofessional Activity Scale
THANK YOU!

Paul Cyr
METHOD FOR SUBMITTING QUESTIONS

Simply type questions or comments in the chat box on the right side of your screen.
2017 IPEC WEBINAR SERIES

• Q3: IPE Evaluation and Assessment

• Q4: IPE Accreditation Standards

Archived webinars available at https://www.ipecollaborative.org/webinars.html

For more details, visit www.ipecollaborative.org