2014 IPEC FACULTY DEVELOPMENT INSTITUTE
QUALITY IMPROVEMENT AND PATIENT SAFETY

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HYATT DULLES
JANUARY 13, 2014
8:45a – 9:15a
INTERPROFESSIONAL EDUCATION COLLABORATIVE
Supporting Organizations

Position Paper

Principles Supporting Dynamic Clinical Care Teams: An American College of Physicians Position Paper

Robert R. Doherty and Ryan A. Crowley, for the Health and Public Policy Committee of the American College of Physicians

7. The creation and sustainability of highly functioning care teams require essential competencies and skills in their members.

In 2009, 6 associations formed the Interprofessional Education Collaborative with the goal of advancing interprofessional educational learning experiences to better prepare students for collaborative and team-based care. A panel of experts appointed by this collaborative in 2010 developed a set of core competencies in 4 domains to ensure that students had the foundation of knowledge, skills, and values they need to function as part of a team to provide effective patient-centered collaborative care: values and ethics, roles and responsibilities for collaborative practice, interprofessional communication, and teamwork and team-based care.

The panel further identified 38 competencies that describe essential behaviors across the 4 core domains. For example, under the interprofessional teamwork and team-based care domain, students should be prepared to "share accountability appropriately with other professions, patients and communities for outcomes relevant to prevention and health care. Another example, under the roles and responsibilities domain, they should be able to explain the roles and responsibilities of other care providers and use the unique and complementary abilities of all team members to optimize patient care" (17). However, these skills and competencies are not incorporated into training programs for most health care professionals. This lack of training needs to be addressed, and currently functioning teams should have procedures in place to ensure the development of members' core competencies (18).
IPE COLLABORATIVE ACTION PLAN

- Promoting a common language and shared competencies
- Facilitating effective faculty development
- Fostering shared learning resources
- Identifying effective organizational models
- Promoting interprofessional collaboration with policymakers
- Facilitating linkage with clinical and translational research

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5TH IPEC INSTITUTE

Quality Improvement and Patient Safety
Interprofessional Faculty Development Institute

JANUARY 2014 INTERPROFESSIONAL EDUCATION INSTITUTE
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IPEC
Interprofessional Education Collaborative
Connecting health professions for better care
COHORT BY PROFESSIONAL AFFILIATION

2014 QI/PS Institute

- Medicine: 14%
- Nursing: 24%
- Osteopathic Medicine: 2%
- OT: 2%
- PT: 5%
- Optometry: 2%
- Social Work: 2%
- Allied Health: 7%
- Other: 18%
- Pharmacy: 2%
- Public Health: 1%
- Dentistry: 13%
- Health Sciences: 13%
- Applied Human Sciences: 1%
- Physician's Assistant: 1%
INTERPROFESSIONAL EDUCATION:
THE TIME IS RIGHT
TIME IS RIGHT
SPEAKING OF TIMING ...
MEDICAL STUDENT IPE PARTNERS

Interprofessional Education

Please Choose an Attribute of Interprofessional Education
- Setting
- Timing
- Partner
- Goal

Percent of Schools Using Students from Other Health Programs in 2011-2012 by Health Program Type

- Dentistry: 20%
- Nursing (Baccalaureate): 64%
- Nursing (Nurse Practitioner): 27%
- Osteopathic Medicine: 4%
- Pharmacy: 53%
- Physical or Occ. Therapy: 34%
- Physician Assistant: 41%
- Public Health: 16%

Percent of Medical Schools from 2007-2008 to 2011-2012 with required interprofessional education

- 2007-2008: 44%
- 2011-2012: 76%
GENERAL IPE GOALS FOR MEDICAL STUDENTS

Interprofessional Education

Please Choose an Attribute of Interprofessional Education

- Setting
- Timing
- Partner
- Goal

General Goal of Required Interprofessional Education in 2011-2012

- Familiarize Medical Students with the Roles of Other Health Professionals: 80%
- Practice Specific Clinical Skills for a Health Care Team: 64%
- Teach Specific Content Areas in Clinical and Interdisciplinary Areas: 68%
- Teach Specific Content Related to Functioning in Teams or Team Development: 76%
- Teach Specific Content Areas in the Humanities/Ethics/Law: 36%
- Teach Specific Content Areas in the Basic Science Disciplines: 33%

Percent of Medical Schools from 2007-2008 to 2011-2012 with required interprofessional education:

- 2007-2008: 44%
- 2008-2009: 53%
- 2009-2010: 62%
- 2010-2011: 65%
- 2011-2012: 76%

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