Saint Louis University Interprofessional Team Seminar (IPTS) – Mapping an IPE Course for Desired Outcomes

David Pole, MPH and Fred Rottnek, MD, MAHCM

Department of Family and Community Medicine, Saint Louis University School of Medicine, and Saint Louis University Center for Interprofessional Education and Research

Poster Objectives

1) Present the development process of an interprofessional learning experience with students from SEVEN professions at the post-baccalaureate level

2) Demonstrate the use of multiple sources of input and feedback to engage in ongoing development of a meaningful IPE learning experience

3) Share the method of curriculum mapping for the IPTS course that integrates the practice of IPEC *Core Competencies for IP Collaborative Practice*

Background / Development Timeline

- In 2006, Saint Louis University implemented an integrated curriculum of FIVE courses in Interprofessional Education that was embedded in the freshman-entry programs for students in the School of Nursing (BSN) and the Doisy College of Health Sciences (Physical Therapy and Athletic Training, Occupational Therapy, Physician Assistant Education, Nutrition & Dietetics, Clinical Lab Sciences, Nuclear Medicine Technology, and Radiation Therapy)

- In 2009, introduced a new course - Interprofessional Team Seminar (IPTS)
  - 300 students from medicine (elective), Accelerated BSN, physical therapy, occupational therapy, social work (MSW), and pharmacy (5th yr @ STLCOP)
  - Pre/Post IRB approved assessment of attitudes and perceptions using RIPLS and UWE Interprofessional Learning Scale showed improvements
  - Comparison of medical students who participated in the IPTS course with medical students in the same class who did not participate in IPTS showed significant differences in four areas:
    - (UWE) Teamwork & Collaboration (p=.004) ; IP Learning (p=.005)
    - (RIPLS) Teamwork & Collaboration (p=.03); Positive Prof. Identity (p=.04)

  "The UWE and the RIPLS assessments suggest that there are more positive attitudes towards teamwork and collaboration, interprofessional learning, and positive professional identity for those who participated in the IPTS course than those who did not participate in the IPTS course" (Everard, Pole, Rottnek, @ STFM, 2011)

- In 2010 , Dean of the School of Medicine requires IPTS for all 3rd yr. medical students; Dean of the St Louis College of Pharmacy requires IPTS for a 5th year Pharmacy students.
  - Course increases to over 600 students from 7 professions
  - Recruit 44 faculty from the seven professions to facilitate small groups
  - Increased use of standardized patients

- In 2011, minor curricular revisions and repeated pre/post IRB approved assessment using the RIPLS and UWE IP Learning Scale. 2012 add AGMSN

SLU Center for Interprofessional Education and Research ipe.slu.edu
SLU Department of Family and Community Medicine familymedicine.slu.edu

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Significant Revisions for AY 2012-13 based upon IPEC Core Competencies, Student, and Faculty Feedback

Curriculum Mapping of IPTS

- In May, 2011 the Interprofessional Education Collaborative (IPEC), with the participation and endorsement of AAMC, AACOM, AACN, AACP, ADEA, & ASPH) issues report: Core Competences for interprofessional Collaborate Practice
- IPTS Course Directors and IP faculty small group facilitators identify IPEC competencies from the four domains that are applicable to the objectives and activities within the IPTS.
- A total of 14 competencies were identified across the four IPEC Domains of: (1) Values and Ethics for IP Practice, (2) Roles and Responsibilities for IPCP, (3) Interprofessional Communication, and (4) IP Teamwork and Team-based Care
- IPTS Course Directors reviewed program evaluations from students across seven professions, conducted a focus group with medical students resulting in valuable positive and constructive feedback, and integrated extensive feedback from faculty small group facilitators.
- IPEC Core Competencies and IPE literature requires activities that go beyond changing attitudes and perspectives on IP learning and practice to developing specific skills.

Research Questions and Evaluation of Impact

<u>Research Question:</u> How effective is the IPTS curriculum in accomplishing the new national IPEC core competencies and preparing students with the knowledge, attitudes, and skills for interprofessional collaborative practice.

<u>Evaluation Tools:</u>

1. Interprofessional Socialization and Valuing Scale (King, et al, 2010); provides subscales on: self-perceived ability to work with others, value in working with others, and comfort in working with others
2. RIPLS (2 subscales) Teamwork & collaboration; Positive professional identity
3. UWE – IPE Learning (2 subscales) Teamwork & collaboration; IP Learning
4. Written Critical Reflection linking IPTS and clinical practice

IPTS Student Teams Engaged in Collaborative Decision Making Discussion

IPTS Objectives	IPTS Activities (44 small groups; 12-14 students/grp; 40 faculty facilitators from 7 professions)	IPEC Comp / Session *
1. Communicate your professional role and responsibilities clearly to patients, families and other care professionals and explain the roles and responsibilities of other care providers and how you will work together as a team to meet patient care needs.	**Session 1:** Students introduce self and their profession, discuss scope of training, scope of practice for profession, and personal experience with patient care. Discuss a complex patient case, students introduce concerns and contributions to care of this patient by their profession **Session 2:** Students given three complex patient cases (paper) with chart notes from their profession (provided by faculty). Students practice having a BRIEF TEAM HUDDLE, introduce chart notes from their profession and discuss needs, concerns, and potential patient safety issues with team prior to going in to see the patient.	(4) (8)
2. Understand the relationship between effective team communication and improved patient safety & health outcomes and choose effective communication tools and techniques to facilitate discussions that enhance team function.	**Session 3:** Discuss three perspectives of bias (provider, patient, healthcare system) that impact the patient encounter – given sample vignettes, discuss cases from different perspectives. Introduce "crucial conversations" and tools / skills to improve communication, teamwork, and patient care **Session 4:** Students given three complex cases (paper) with chart notes from all other professions (provided by faculty). Students to review other professions chart notes, discuss notes for clarification, conflicting issues, accountability to patient outcomes. Hold an IP TEAM MEETING to determine common team care plan for discharge (Use IOM framework)	(7) (9)
3. Demonstrate skills at effective interprofessional team communication and patient-centered communication that integrate the knowledge and experience of other health professionals and patients to provide appropriate care of the patient.	**Session 5**: Evaluating Adverse Outcomes. Students are provided a framework from AHRQ for identifying systems issues contributing to patient errors/adverse outcome. Utilize HRSA video of patient who develops hospital-acquired MRSA to identify systems issues followed by analysis of real cases with adverse outcomes. Students must apply skills from the course to engage in crucial conversations, avoid personal blame, and identify action items for preventing repeat of error. **Session 6:** Students present a case and written reflection from their clinical rotation that demonstrates good/poor IP teamwork, the impact on patient care or outcomes, and applied learning regarding interprofessional collaborative practice.	(7) (3)

**** NOTE: The total number of unique IPEC Core Competences = 14; Multiple competencies are embedded in different sessions for repeated practice.***