In 2011, Saint Louis University implemented an integrated curriculum of FIVE courses in Interprofessional Education (IPE) was embedded in the baccalaureate-level 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).

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 IPE course that integrates the practice of IPE Core Competencies for IP Collaborative Practice

In May, 2011, the Interprofessional Education Collaborative (IPEC), with the participation and endorsement of AAMC, AACOM, AACP, ADEA, & ASHP issues report: Core Competencies for Interprofessional Collaborative 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.

IPTS Core Competencies and IPE literature requires activities that go beyond changing attitudes and perspectives on IP learning and practice to developing specific skills.

IPTS Objectives

1. Communicate your professional role and responsibilities clearly to patients, families, and other care providers and explain the roles and responsibilities of other care providers and how you will work together as a team to meet patient care needs.

2. Understand the relationship between effective team communication and improved patient outcomes and health outcomes and choose effective communication tools and techniques to facilitate discussions that enhance team function.

3. Demonstrate skills at effective interprofessional team communication and patient-centered communication that integrates the knowledge and experience of other health professionals and patients to provide appropriate care of the patient.

IPTS Activities (44 small groups; 12-14 students/grp; 40 faculty facilitators from 7 professions)

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.

Session 3: Discuss three perspectives of bias (provider, patient, healthcare system) that impact the patient encounter – patient 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 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 (UOM framework).

Session 5: Evaluating Adverse Outcomes. Students are provided a framework from AHRQ for identifying systems issues contributing to patient errors/adverse outcome. Utilize HSRA 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.

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 IPE course that integrates the practice of IPE Core Competencies for IP Collaborative Practice