

IPE Learning: AHEC Programs Respond Nationwide

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 Results of a Survey Conducted on behalf of the National AHEC Organization and the NAO Program Directors Constituency Group (PDCG) December 2011

Background

- Engaging in Interprofessional Education (IPE) was added to the AHEC program guidance in 2011 as new focus area
- AHEC Programs have delivered successful academic and community-based programs for multiple health professions for years
- During the 2011 NAO/HRSA Conference in Washington DC, AHEC engagement in IPE received quite a bit of attention and interest
- On behalf of NAO and the Program Directors Constituency Group (PDCG), David Pole and Elyse Perweiler developed and disseminated a survey in December 2011 to all Program Offices and AHEC Regional Centers to determine current IPE programs, what professions are involved, to identify sample programs, and elicit ideas on how NAO could support the expansion of IPE delivery by AHEC programs

What is Interprofessional Education? And how is it different?

- Interprofessional education, as promoted by the World Health Organization, is: **“when students (learners) from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes”**
- IPE thus involves interaction among the participants, a development of knowledge and skills that improve collaboration and teamwork, and the goal of improving interprofessional collaborative competencies to improve health outcomes for patients
- Multi-disciplinary education may involve providing programs for different health professions, or having different professions in the same learning environment, but may not include explicit learning outcomes around collaboration, teamwork, or learning about and from each other. Interdisciplinary is most often collaborative efforts within the same profession (primary care, cardiologist, cardiovascular surgeon all managing a heart disease patient, but not extending beyond the profession of medicine)

Examples of what AHEC Programs are doing in IPE

- Single event programs like disaster preparedness or community health promotion activity, diabetes day
- IPE curriculum and service learning integrated into a longitudinal, 2-year program caring for vulnerable populations and quarterly learning retreats for students from medicine, nursing, pharmacy, PA, social work, and dentistry
- Interprofessional clinical coaching curriculum delivered via distance learning to rural clinical sites
- Interprofessional Team Seminar, series of 6 sessions with over 600 students from 7 professions (medicine, nursing, PA, social work, OT, PT, and pharmacy) students work through complex cases in faculty-facilitated, small groups to understand different roles of professions and develop teamwork and communication skills to improve patient safety and outcomes
- AHEC collaboration with the family medicine residency to expand training to include IP teams of medicine, pharmacy, social work/behavioral health, nursing, and working to add PA to the residency training sites
- House calls – a collaboration with medicine, nursing, health education, and communication disorders; students get an introduction to teamwork, student teams have 4 visits over a 1-1/2 year period with an elder in the community, each visit has explicit learning outcomes
- AHEC was instrumental in launching IPE initiatives at the medical university and having IPE identified as a priority in the strategic plan
- Sponsoring IP Continuing Education programs focused on the PCMH, teamwork, and collaborative care at the local health centers

Next Steps – What do you want from NAO regarding IPE?

* Note: These items will be discussed during the conference presentation on Wednesday, Aug 1, by David Pole and Elyse Perweiler

- Definitions and examples of IPE programs
- Showcase successful AHEC - IPE programs
- Highlight AHEC best practices for teaching and partnering in IPE
- IPE resources and references (key articles and best practices)
- Provide standardized, high quality curriculum we can implement
- Funding and staffing are real restrictions to any program expansion
- Samples and discussion of programs using the *Core Competencies for Interprofessional Collaborative Practice* in program development and/or evaluation
- Information and guidance on how to start doing IPE and how to move along continuum to more advanced IPE programming
- Provide a menu of IPE programs, resources, and options

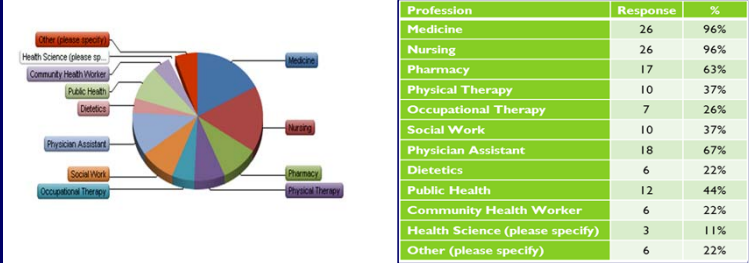
AHEC Program Offices Engaged in IPE

35 Program Offices responded to the survey representing 27 states/territories

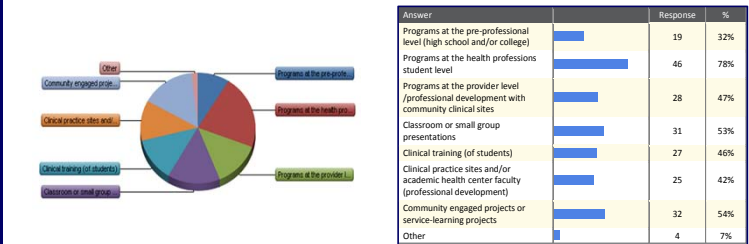
28 Programs (80% of responses) are currently engaged in delivering IPE programs;

This corresponds to 48% of 58 AHEC Program Offices nationwide

What professions currently participate in your IPE programs?



In what settings are you delivering your IPE programs?



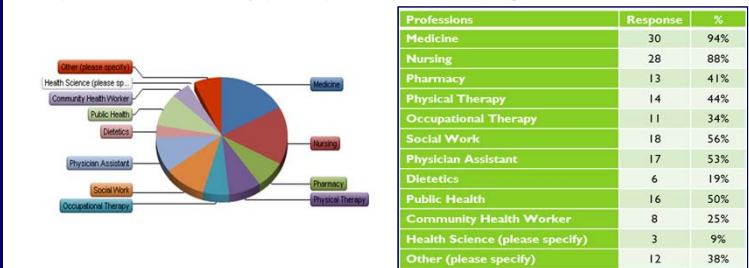
AHEC Regional Centers Engaged in IPE

57 AHEC Centers responded to the survey representing 29 states/territories

32 Centers (56% of responses) are currently engaged in delivering IPE programs

This corresponds to 12.5% of 255 AHEC Regional Centers nationwide

What professions currently participate in your IPE programs?



In what settings are you delivering your IPE programs?

