Health Professions Students Learning About, With, and from One Another:

Utilizing Student Health Care Teams to Address IPE Competencies

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1. Describe the beginning transformation from siloization to IPE collaboration at UNTHSC.

2. Discuss UNTHSC’s developing IPE community.

3. Discuss the utilization of student health care teams to address IPE competencies at UNTHSC.

4. Identify challenges and evolving solutions in the implementation of interprofessional education.
Health Professions Schools are Facing a Charge to Introduce Interprofessional Practice Training

IPE Drivers:

Competencies
ACGME, AOA, Health Professions Accreditation Standards,
IPEC Core Competencies for Interprofessional Practice

Licensing Boards
Assessing Competencies

Healthcare Quality
Improved Patient Outcomes
Reduced Adverse Outcomes
Increased Accountability
Identifying opportunities to integrate both core **professional** and **interprofessional practice** competencies into health professions curriculums.

Bringing health professions faculty and students together in person or online to participate in **meaningful learning activities**…

Creating meaningful IPE activities, easily adaptable within current curriculum offerings, that foster progression from **declarative** to **procedural knowledge** (Often difficult to create early in any health profession curriculum.)
A Transformation from Siloization to IPE Collaboration
UNTHSC’s IPE Strategic Plan

Mission
Create a culture of interprofessional education to advance integrated health services and improve the health and quality of life of the people of Texas and beyond.

Vision
To be a leader in interprofessional education among academic health science centers.
UNTHSC IPE Strategic Plan

• Tactical Initiatives Include:
  • Integration of IPEC core competencies across Health Professions Programs at UNTHSC
  • Implement IPE Faculty Training
  • Partner with Local Health Professions Programs in IPE shared learning activities
UNTHSC’s Developing IPE Community

University of North Texas Health Science Center

5 Schools:

- Texas College of Osteopathic Medicine
- School of Health Professions
  - Physician Assistant Studies Program
  - Physical Therapy Department
- UNT System College of Pharmacy
- School of Public Health
- Graduate School of Biomedical Sciences
UNTHSC’s Developing IPE Community

Potential Partnering Institutions

- The UNT system Denton Campus and Dallas Campus
- Texas Christian University
- Brite Divinity School
- University of Texas Arlington
- Tarrant County College
- Texas Wesleyan University
- Southwestern Baptist Theological Seminary
UNTHSC’s Developing IPE Community

- The City of Fort Worth
  - EMS
  - Fort Worth ISD
  - Safe Communities Coalition

- Hospitals
  - Texas Health Resources Harris
  - Plaza Medical Center
  - John Peter Smith (county hospital)
  - Cooks Children’s Hospital
  - Baylor Medical Center
IPE Competencies Integrated Through Student Health Care Teams

- An IPE student community within UNTHSC
- (SAGE) Seniors Assisting in Geriatrics Education

- PA, PT, and DO 1\textsuperscript{st} year students make 8 home visits over a two year period, practicing competency based assignments with a community senior within a health care team.
SAGE was initiated at UNTHSC within the Texas College of Osteopathic Medicine, Geriatrics Division GET-IT Program in the fall of 2009 as an initiative to train physicians in the care of older adults.

Funded by a grant from the Donald W. Reynolds Foundation, SAGE paired two first or second year DO students with a community senior mentor volunteer.

Originally modeled after the senior mentor program at the University of South Carolina Medical School.
A Vertically integrated program into the TCOM medical school curriculum

Emphasis on Attitudes, Knowledge, & Skills

Required of all 1st and 2nd year Medical Students as part of the Clinical Medicine Course.

Student-mentor relationship is used as a vehicle for accomplishing curriculum objectives.

8 home visits over two years utilizing competency based learning modules graded by faculty.
Students have an opportunity to demonstrate procedural knowledge through their demonstration of integrated clinical skills and integrated team performance.

Students then assess their team performance in working with the senior mentor.

IPE SAGE 78 Groups

- Triads (DO, PA, PT): 42
- Dyads (DO, PA): 36

198 Students IPE SAGE
IPE Competencies Integrated Through Student Health Care Teams

- An IPE student community within UNTHSC
- SPH Honors Course: *Seminar in Healthcare Management*
  - Obesity Project Integrated
  - IPE approach to obesity
    - SPH Students
    - Medical Students
    - PA Students
    - PT Students
SPH Honors Course

• Interprofessional Student Teams
  
  • Present a synthesis of current interventions and their impact through the lens of an interprofessional health care team.
  
  • Students brain storm and make recommendations for an innovative approach from an interprofessional perspective.
  
  • Students present these innovative approaches and their proposed impact.
  
  • These innovative interprofessional approaches are then identified for dissemination through community education.
Interprofessional Student Coalition

• An IPE student community within UNTHSC

• Interprofessional Student Coalition Dynamic Discussion

• Topic: Obesity

• Activity: Students across all five UNTHSC programs come together during lunch for an hour discussion on the problem of obesity examining each school's perspective and role in the prevention, treatment, and management of obesity.
IPE Competencies Integrated Through Student Health Care Teams

- IPE community partners
- **Collaborative Code Simulation Exercise**

- Sr. Nursing Students (TCU)
- 3rd Year Family Med. Clerkship Medical Students (UNTHSC/TCOM)
- College of Pharmacy Faculty (UNT System)
- Chaplains (JPS Hospital)
Collaborative Code Simulation

“We only get to collaborate once a week, and that’s in actual clinics or hospitals, we need more of these simulations!”

“For the past 2 years, we medical students have taken turns acting the part of nurses during simulation, this is far more realistic!”
Collaborative Code Simulation

Objectives

• Students:
  • Apply the appropriate ACLS algorithms and principles in a code
  • Demonstrate the hands on skills necessary to participate in a code
  • Effectively communicate with members of other health care professions
  • Collaborate effectively within an interprofessional health care team

• In the management of patients with:
  • Ventricular fibrillation/pulseless ventricular tachycardia
  • Asystole/PEA
  • Bradycardia
Collaborative Code Simulation

- Students receive an initial briefing about the simulation
  - Effective team dynamics
  - Roles and responsibilities
  - Simulation logistics
  - Family presence in code

- Then debrief in their simulation small groups with medical and nursing faculty
Collaborative Code Simulation

- Faculty held 2 pre-simulation meetings prior to the initial simulation
- Then held a debriefing meeting after the initial simulation
- 3 follow-up additional planning meetings have been held to prepare for the 2nd code simulation.
IPE Challenges & Evolving Solutions

- Training silos
  - Create opportunities for collaboration
  - Work to create a culture of collaboration

- Varying schedules
  - Be flexible look for points of intersection.
  - Work across schools to identify scheduling opportunities
  - May have to work outside the typical school day
  - Take opportunities to create special topics days or blocks
IPE Challenges & Evolving Solutions

- **Curricular timing**
  - Think across all years of training.
  - Work to get schools to communicate with each about schedule and curriculum changes.
  - Utilize capstones.

- **Dedicated faculty time for IPE planning & training**
  - Build this in to your cultural change related to collaboration.
  - Identify a person to coordinate meetings between schools.
  - Find ways to reward faculty for training.
IPE Challenges & Evolving Solutions

- Need for collaborative curriculum planning
  - Identify champions across schools
  - Identify faculty mentors for collaboration

- Integration of IPE Competencies into crowded and compressed curriculums
  - Identify existing courses to integrate competencies into
  - Identify where IPE competencies naturally fit with professional core competencies (Prof., Com., SBP)
  - Identify areas for shared activities and or faculty
IPE Challenges & Evolving Solutions

• Addressing both declarative & procedural knowledge
  • Utilize Learning theory
  • Utilize various teaching methodologies
  • Repeat IPE competencies across levels of training

• Large student numbers (240 med student class size)
  • Utilize smaller college meetings
  • Identify IPE opportunities during small group training
  • Introduce larger IPE concept then break into groups for case application
IPE Challenges & Evolving Solutions

- Facilities to accommodate both large and small groups
  - Coordinate schedules
  - Avoid “Functional Fixedness”

- Providing equipment to meet each profession’s needs
  - Assess equipment needed and what is available
  - Be creative and resourceful: MASH Radar effect
  - This takes collaborative planning “You don’t know what you don’t know”
IPE Challenges & Evolving Solutions

- Development of Simulation and team based cases to meet multi-profession IPE needs
  - Don’t have to reinvent the wheel look for existing material
  - Expand and modify existing cases

- Need for affiliation agreements for partnering institutions
  - Keep it simple, differentiate between courses for credit and those activities that are one requirement of a course.
IPE Challenges & Evolving Solutions

- Course registration, credit, payment across schools and institutions
  - Keep it simple
  - Tie credit to an IPE activity at a host school or institution back to a course at the home school or institution
  - Keep the process of registration of students at the home school or institution
  - Avoid exchange of money, students pay for course credit on their home campus, and the home campus issues the credit.
IPE Challenges & Evolving Solutions

• Need for an evidence-based teamwork system to train faculty and students that can be shared across programs
  • Develop a faculty training program that fits your needs
  • TeamSTEPPS

• Need for a program for instruction on communication within a health care team or between health care professionals
  • Identify a place to introduce communication skills
• Need for an approach to distinguishing roles and responsibilities among health care professions.
  • An introduction to the professions
  • To utilize with both faculty and students

• Logistics, Logistics, Logistics…
Questions?