Facilitating Case-Based Interprofessional Education:
Getting started with IPE

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Session Objectives

- Describe models for interprofessional education (IPE) activities with health professions learners
- Discuss common obstacles to IPE and strategies to address them
- Design a clinical case for use with multiple disciplines of health professions learners
Interprofessional Education (IPE)

Students from two or more professions learning about, from, and with each other to enable effective collaboration and improve health outcomes.

WHO, 2010
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Early adopters

“More than a Nurse, Less than a Doctor”
Look magazine, 1966
Campbell University – liberal arts school in Buies Creek, NC

College of Pharmacy and Health Sciences
- Pharmacy
- Physician Assistant
- Physical Therapy
- Nursing

CUSOM
IPE programs at Campbell

- Give Kids a Smile
  - CU PA and Public Health Students
  - Private dentists and UNC dental school support
  - Dental screening and varnishing
IPE programs at Campbell

- Give Kids a Smile
- Research symposium
  - Expansion of previous uni-professional event
  - Poster competition
IPE programs at Campbell

- Give Kids a Smile
- Research symposium
- Incoming student events
  - Large, required
  - Book discussion
  - Compassionate care
IPE programs at Campbell

- Give Kids a Smile
- Research symposium
- Incoming student events
- Interprofessional Case Studies (CICS)
  - Evening, extracurricular events
  - Voluntary sign-up
  - Problem-solving around SP case
Student organized activities

- Health fair
  - Saturday program
  - Over 50 booths
- Student run free clinic
- Serving to Serve Champs
  - Volleyball tournament
  - Red Cross fundraiser
Other institutions

DUKE UNIVERSITY
- Disaster preparedness
- ICCs
- Prevention course

UNIVERSITY OF TORONTO
- PIPES = Points for IPE
- Required first-year events (1200 students!)
- Joint clinical placements
- Case conferences at clinical sites
Questions?
Brainstorm

- Ideas for IPE at your home institution
  - Things you’re doing
  - Things you might try to do

- Discuss in triads or foursomes
Discussion

- Who – what disciplines
- What – activity ideas
Obstacles and strategies

- What are the obstacles we face?
- What strategies can we use to get around them?
Interprofessional Case Studies
The ICS strategy

- Extracurricular events
  - No need for curricular time, calendar synch
  - Self-selected students

- Size and cost flexible
  - CUSOM, Duke: 12 students x 4 programs + others
  - UNC Health Affairs Interdisciplinary Case Conference (HAICC)

- Generate student and faculty enthusiasm
Rapid implementation

- From idea to implementation < 4 months!
- September 2012 IPEC institute

- January 15, 2013 – 52 students
  - 33 pharmacy
  - 13 PA
  - 6 MPH
Student Reactions

- Student evaluation 4.6 out of 5
  - “This event was helpful in understanding the way other professions approach problem solving.”
  - “The interdisciplinary input was awesome - being able to get inputs from the group.”
  - “You can learn a lot from collaboration. There were things in our training that were different from a PA or public health student.”
  - “Working as a team is extremely important.”

- All but one interested in participating again
Ongoing program

- 2-3 CICS conferences/year
- Continued good attendance
  - Average = 50 students (range 38 – 64)
  - Mean student evaluation = 4.6 out of 5
- Programs participating:
  - DO
  - PA
  - PharmD
  - MSPH
  - DPT
  - Social work
  - Athletic training

Other possible:
- Law
- Business
- Divinity
- Homeland security
Questions?
Case generation

- Identify disciplines
- Design aspects to engage each
- Caution about language!!
Example

- CICS for MD, PA, DPT, nursing, PharmD students
- 35 yo grad student presents with hand pain
  - Typing thesis (carpal tunnel)
- Also problems sleeping
  - Anxiety
  - FH thyroid disease
  - “allergy pill”, caffeine
Your turn!

- What learners would you work with?
  - 3 or more disciplines

- Draft a case to involve them all
  - Work in triads/foursomes
Discussion

- Learner types
- Case ideas
- Questions
- Obstacles?
Next steps: What will you do when you get home?

What are your biggest lessons from this session?
Lessons Learned

- Start small and elective
- Develop a core of faculty champions
- Model interprofessional collaboration
- Learn and use neutral language
- Engage students in planning

- Culture change is slow — don’t be discouraged
“Create a new culture. Don’t let up – Be relentless. Empower.”

John Kotter