

Interprofessional Education

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Conflict of Interest

I have no real or perceived conflict of interest that relates to this presentation. Any use of brand names is not in any way meant to be an endorsement of a specific product, but to merely illustrate a point of emphasis.

Objectives

Learning Objectives for this Presentation

1. Describe the value of interprofessional education (IPE)
2. Describe the benefits for students and institutions using IPE
3. Discuss various models for facilitating IPE and in particular TeamSTEPPS

Introduction

- ▶ Pew Health Profession Commission – Critical Challenges: Revitalizing the Health Professions for the 21st Century (1995)
 - ▶ Good communication skills
 - ▶ Ability to incorporate evidence-based medicine into everyday practice
 - ▶ Capacity to work well as part of a team – not as its star player
 - ▶ A facility with and interest in information systems
 - ▶ An understanding of how large, complex organizations work
 - ▶ Cost-effective use of health care resources

Introduction

- ▶ World Health Organization
- ▶ Health Worker
- ▶ Interprofessional Education
 - ▶ Interprofessional Education (IPE) occurs when students from 2 or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.
- ▶ Collaborative practice
- ▶ Health and education systems

Interprofessional Education



Collaborative Practice



Why interprofessional collaboration?

- ▶ Patient safety
- ▶ Quality health care outcomes
- ▶ economics

Various Models

- ▶ Seamless Care
 - ▶ Educational System – enhance learning outcomes
 - ▶ Professional System – enhance patient outcomes
- ▶ TUILIP Project
 - ▶ Interprofessional learning facilitation for
 - ▶ Service users,
 - ▶ Students and
 - ▶ Health care professionals
- ▶ TeamSTEPPS

Value



- ▶ Students:
 - ▶ learn about the other professions
 - ▶ learn from and with each other to enable effective collaboration and
 - ▶ improve health outcomes

Benefits

▶ Educational Benefits

- ▶ Students have real world experience and insight
- ▶ Staff from a range of professions provide input into program development
- ▶ Students learn about the work of other practitioners

▶ Health policy benefits

- ▶ Improved workplace practices and productivity
- ▶ Improved patient outcomes
- ▶ Raised staff morale
- ▶ Improved patient safety
- ▶ Better access to health-care

TeamSTEPPS

- ▶ Four teachable-learnable core teamwork skills:
 - ▶ Communication
 - ▶ Leadership
 - ▶ Situation monitoring
 - ▶ Mutual support

Challenges

- ▶ Disciplines unique culture of practice
- ▶ Work together not educated at same institution
- ▶ Workloads, rewards systems, research and teaching objectives
- ▶ Terminal credentials

CoARC Core Competencies

4.04 - competent to perform all respiratory care diagnostic and therapeutic procedures required of a respiratory therapist entering the profession


4.05 - able to function within **inter-professional teams** and **communicate effectively** with diverse populations. The curriculum must prepare students to work with a variety of populations including, but not limited to, individuals of various ages, abilities, and ethnicities

4.06 - competent in the application of **problem solving strategies** in the patient care setting.

4.07 - competent in the application of ethical decision making and professional responsibility

Summary

- ▶ IPE Students and Practitioners
 - ▶ Knowledge
 - ▶ Skills
 - ▶ Attitudes
 - ▶ Behaviors
- ▶ Purposes across professions
 - ▶ Educators
 - ▶ Practitioners
 - ▶ Regulators
 - ▶ Accreditors



Interprofessional education...is an opportunity to not only change the way that we think about educating future health workers, but is an opportunity to step back and reconsider the traditional means of health care delivery. I think that what we're talking about is not just a change in educational practices, but a change in the culture of medicine and health-care.

-Student Leader

The Framework for Action on Interprofessional Education and Collaborative Practice



Thank you

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