Developing an Evidence-Based Interprofessional Education (IPE) Program

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Background: The Push for IPE

• Commissions and Reports
  • 2003 – Health Professions Education: A Bridge to Quality, Institute of Medicine
  • 2010 - Health Professionals for a New Century, Frenk & Chen
  • 2011 - The Core Competencies, InterProfessional Education Collaborative
• Health systems stimuli (e.g. Health Canada)
• Curriculum and accreditation standards for health professions programs
Impetus for IPE at Lebanese American University (LAU)

- Medical and nursing schools opened in 2009 and 2010 respectively
- Board of Trustees expectation for multidisciplinary learning between the new schools
- Pharmacy, nutrition and social work programs invited to participate
- Faculty from all 5 programs involved since 2010
- Also incorporated IPE into the LAU Strategic Plan 2011-2016
Consistent Use of the Literature and Other Evidence

- Periodic Literature: CINAHL, Scopus and Cochrane data bases
- High profile reports: e.g. IOM, WHO, IPEC
- Web sites of international IPE centers and networks
- Need driven and iterative
## Models of IPE

<table>
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<tr>
<th>Conceptual</th>
<th>Structural</th>
<th>Curriculum</th>
<th>Instructional</th>
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Conceptual Models

What is IPE?
What impact does/can IPE have?
Defining IPE

- Definition from the UK Center for the Advancement of Interprofessional Education (CAIPE, 2002) is most common in use

"Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care"

- We replaced “care” with “health and social care” to reflect social work
Interprofessional Education for Patient-centred Practice: An Evolving Framework

Interprofessional Education for Collaborative Practice

Educational System
- Institutional Factors (Meso)
- Teaching Factors (Macro)
- Leadership/Resources
- Administrative processes
- Faculty development

Systemic Factors
- Organizational Factors (Meso)
- Interactional Factors (Micro)

Professional System
- Governance
- Sharing goals/Vision
- Structuring clinical care
- Sense of belonging

Learner Outcomes
- Competencies
  - Knowledge
  - Skills
  - Attitudes
  - Behavior

Patient/Provider Outcomes
- Patient Clinical outcomes
- Quality of care
- Satisfaction
- Professionals Satisfaction
- Well-being
- Organization Efficiency
- Innovation
- System Cost effectiveness
- Responsiveness

Government Policies: Federal/Provincial/Regional/Territorial
- Social & Cultural Values

Research to Inform & to Evaluate
- Understand the processes related to teaching & practicing collaboratively
- Measure outcomes/benchmarks with rigorous methodologies that are transparent
- Disseminate findings

(D’Amour & Oandasan, 2005, p.11)
World Health Organization
(Health Professions Network, 2010, p. 9)
What is needed to implement IPE? Who, what, when, where, & how?
Institution Type

• What departments, programs, schools?
  • Academic health center (AHC)
  • Multiple health schools/programs within same university but no AHC
  • Programs from different universities
• What disciplines?
• Creation of an IPE Center with designated director is common
• The operative word - *Idiosyncratic*
World Health Organization
(HPN, 2010, p. 23)
Collaborative Model
(Bluteau & Jackson, 2009)

Champions -- Professionals -- Resources

Create learning activities for students

Communication, confidence and cooperation grow through the learning experiences

Leads to cohesion in the team
Curriculum Models

What are the educational goals?
What will be taught?
How will students be leveled?
University of Toronto Model

Constructs
- Collaboration
- Communication
- Values and Ethics

Exposure
- Introduction
  - Knowledge
  - Skills/Behavior
  - Attitude

Immersion
- Development
  - Knowledge
  - Skills/Behavior
  - Attitude

Competence
- Entry-to-Practice
  - Knowledge
  - Skills/Behavior
  - Attitude
Linkoping Model
(Wilhelmssson et al., 2009, p. 127)

Inter-professional competence

Professional competence
- Knowing roles and capabilities of other professionals
- Co-operation with other professions
- Awareness of skills and competencies of other professions

Common set of professional values
- Professional identity
- Scientific approach and critical thinking
- Holistic view
- Health-perspective
- Problem-based learning approach
Leicester Model
(Anderson & Lennox, 2009, p. 559)

- Immersion into patient, carer and professional experiences
- Become change agents through feedback
- Consider solutions to problems identified
- Analysis relating professional perspectives, theories and policies
LAU’s IPE Educational Objectives

- Value IP collaboration for high quality care
- Understand knowledge and skills of various health and social care professionals
- Employ effective communication, collaboration, and teamwork
- Use evidence-based practice to improve patient/client care
- Participate in IP quality improvement
- Integrate the ethical perspectives of professionals and patient/client
Our Content Continues to Emerge

Moves from foundational knowledge to application of the knowledge; 5 steps so far

1. Introduction to IPE, collaborative practice and our 5 health disciplines
3. Interprofessional Teams and Conflict Management
4. Improving Quality of Care through Teamwork
5. Ethics – under development
# What Students, Which Sessions?

<table>
<thead>
<tr>
<th>Amount of Clinical Experience</th>
<th>Content and Progression</th>
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<tbody>
<tr>
<td>• Pre-clinical students</td>
<td>• Step 1 - Intro to IPE and roles</td>
</tr>
<tr>
<td>• Students in earliest clinical experiences</td>
<td>• Step 2 - IP Communication</td>
</tr>
<tr>
<td>• Students in mid-clinical experiences</td>
<td>• Step 3 - Teamwork &amp; Conflict Management</td>
</tr>
<tr>
<td>• Students in final clinical experiences</td>
<td>• Steps 4 &amp; 5 - Quality and Ethics</td>
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</tbody>
</table>
Instructional Models

What teaching methods will be used?
How will learning be assessed?
## Wide Array of IPE Teaching Strategies

<table>
<thead>
<tr>
<th>Where</th>
<th>How</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>Courses</td>
</tr>
<tr>
<td>Clinical</td>
<td>Classes/Sessions</td>
</tr>
<tr>
<td>- In-patient</td>
<td>- Modules</td>
</tr>
<tr>
<td>- Community</td>
<td>- Problem-based</td>
</tr>
<tr>
<td>Web-based</td>
<td>- Case-based</td>
</tr>
<tr>
<td>Service-learning</td>
<td>- Gaming</td>
</tr>
<tr>
<td>Co-curricular</td>
<td>- Simulation</td>
</tr>
<tr>
<td></td>
<td>- Required</td>
</tr>
<tr>
<td></td>
<td>- Optional</td>
</tr>
<tr>
<td></td>
<td>- Pilot projects</td>
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</tbody>
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LAU: IPE Days Each Semester

• 3 hour programs
• Each offers one “Step”
• Each session includes
  • Ice breaker for a mixed group of students
  • Short content presentation through lecture, videos, panels...
  • Application to case study in faculty-facilitated small group (facilitator’s guide)
• Evaluation of the experience
Application to Practice

• Clinical IPE
  • Community clinical site providing care to underserved
  • Medication rounds in hospital
  • Anticipate more experiences

• IPE Simulation – formative stage

• Serendipitous extracurricular
  • Student clubs have co-sponsored health awareness campaigns on campus
Evaluation & Assessment

- Least developed aspect of IPE
- Recent reviews:
  - Thannhauser et al. (2010)
    - Theoretical base for IPE is weak
    - Lack of psychometrically sound instruments
  - Gillan et al. (2011)
    - Recognized need for outcomes assessment
    - Lack of psychometrically sound instruments
    - Assessing only lower level outcomes
Kirkpatrick/Barr Hierarchy of Learner Outcomes (Gillan et al., 2010)

1. Reaction of the learner to IPE
2a. Modification of attitudes and perceptions
2b. Acquisition of knowledge and skills
3. Behavioral change – transfer of IP learning to the practice setting
4a. Change in organizational practice and care delivery
4b. Benefits to patients/clients
Summary

• Huge body of literature, websites, conferences to draw from for developing prelicensure IPE
• Work being reported is largely anecdotal
• Creativity and passion are evident
• Will that sustain the work?

At LAU

• Since 2010 we have involved over 600 students and 40 faculty in our IPE initiative
• Enthusiastic response
• The challenge now is to demonstrate the efficacy of the work
Thank You
Bibliography


Websites

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- National Center for Interprofessional Education and Practice [http://nexusipeblog.com/](http://nexusipeblog.com/)