



# INTERPROFESSIONAL EDUCATION

COLLABORATION


# OBJECTIVES FOR IPE

1. Why Interprofessional education (IPE)?
  - a. Define the need for interprofessional education (IPE)
2. Define interprofessional education
3. Learn developmental phases of IPE planning
4. Learn the importance of the pre- and post-briefing process
5. Understand student role expectations during IPE
6. Learn how team collaboration allows for better communication and patient outcome.

## DEFINITION OF INTERPROFESSIONAL EDUCATION

- “When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes”
  - World Health Organization (2010)

# INTERPROFESSIONAL EDUCATION COMPETENCIES

- Values/ethics for interprofessional practice
  - Roles/responsibilities
  - Interprofessional communication
  - Teams and teamwork
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## KEY ISSUES IN PLANNING AN IPE ACTIVITY

- Who are our potential collaborating partners?
  - It is imperative to plan with at least one other discipline
  - How will you involve them?
- What is the overall goal of the learning activity?
  - Changing attitudes towards IPE
  - Developing skills
  - Promoting team work

# COMMUNICATION SKILLS USING “AIDET”

- **Acknowledge**
  - Others in the room and the patient
- **Introduce**
  - Self, discipline, reason for being in the room, “Your role”
- **Duration**
  - Approx. time value of procedure or interview
- **Explanation**
  - Talk about process, procedure and conclusions
- **“Thank You”**

## KEY ISSUES IN PLANNING AN IPE ACTIVITY

- What is the learning context?
  - What are the opportunities for a learning/practice site?
  - Who are the learners in terms of disciplines and level of training/education
    - Meet the students where they are
    - Consider using a pre-evaluation tool
  - The timing (scheduling, length of program, etc.)
- Which IPEC competency or competencies will you address

# COMMUNICATION SKILLS USING “AIDET”

- Look for cross over roles
  - Trach Care
  - Oral Care
  - Pt transfers
- Look for collaborative/contrasting roles
  - Resuscitation, use of airways and intubation/  
placing IV's of fluids, monitoring fluid I/O



## KEY ISSUES IN PLANNING AN IPE ACTIVITY

- Who are the targeted learners in this activity?
  - How many learners will you have? (consider about 20 per group)
  - What will be their roles and responsibilities?
  - How will you build group trust and teamwork?
  - How will you resolve conflict?
- What are the content specific objectives of this activity?

## KEY ISSUES IN PLANNING AN IPE ACTIVITY

- What teaching methods and tools will you use for this learning activity?
  - Include an icebreaker in the activity
  - If using, allow time for the learners to familiarize with equipment, manikins, etc.
  - What barriers/difficulties do you anticipate and how can you overcome them?

## KEY ISSUES IN PLANNING AN IPE ACTIVITY

- How will you plan for reflection/debriefing?
  - Why debrief/reflect?
    - Evidence shows that debriefing/reflection may be the most important part of learning
    - As a result of the activity, what were the changes in the learners' perceptions of the role and value in Interprofessional care?
  - How much time should you allow for debriefing/reflection?
    - Debriefing time is often suggested to be twice the activity time

# Debriefing

Debriefing  
leads to  
new frames

Debriefing  
changes  
later  
actions

Frames


Actions

Results





# INTERPROFESSIONAL EDUCATION COMPETENCIES

- Exposure
  - Immersion
  - Competence
- 

# EXPOSURE

- Activities that offer primarily knowledge based information, focused on “describing roles and responsibilities” and “demonstrating awareness”.
  - E.g., An introductory level module on the IPEC competencies











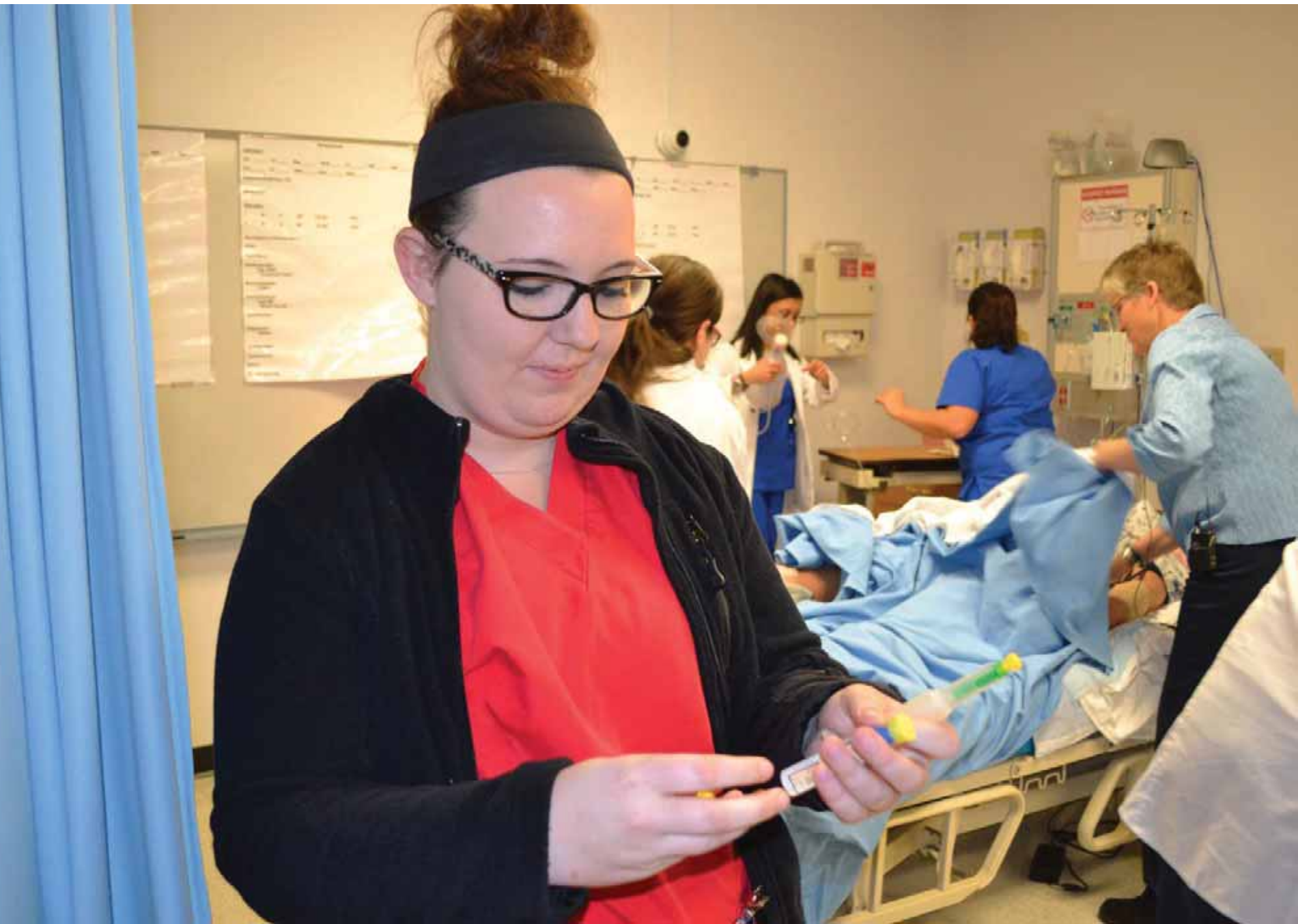
## IMMERSION

- Activities of longer duration requiring higher levels of interaction among students. Students will collaborate with other health professional students, make decisions, and solve problems.
  - E.g., Case simulation











# COMPETENCE

- Activities where students will integrate their IP knowledge skills in a team environment. These activities will have students actively engaged in team decision making around patient/client care.

Paramedic  
Dentistry  
Nursing  
Medicine  
Osteopathic medicine  
Pharmacy  
Public Health  
Dietary

Nursing  
Respiratory Therapy  
Physical Therapy Assistant  
Radiology Tech  
Pharmacy Tech  
Surgery Tech





# DEBRIEFING: ADVOCACY –INQUIRY METHOD (1)

- Prebrief

- Prepare students for activity
- Set the tone
- Provide information on format

- Debrief: React

- Clear the air and set the stage for discussion, of both feeling and facts
  - What was your “story” about what was going on?
  - What emotional responses did you have?

# DEBRIEFING: ADVOCACY –INQUIRY METHOD (2)

- Debrief: Understand

- Observation, concern, or appreciation
- Comment on the Observation
  - “I noticed that ...”
  - Explore learner’s thinking
    - “What do you think was happening...?”
    - “I’m wondering what was on your mind at the time of ...?”
- Discover—help new learners to move to new frames and skills
  - “I wonder how your team could approach...”

## KEY ISSUES IN PLANNING AN IPE ACTIVITY

- How will you evaluate the activity?
  - Reactions/satisfactions
  - Learning (knowledge-attitudes-skills)
  - Results (impact)
- Finally...always consider yourself as a learner

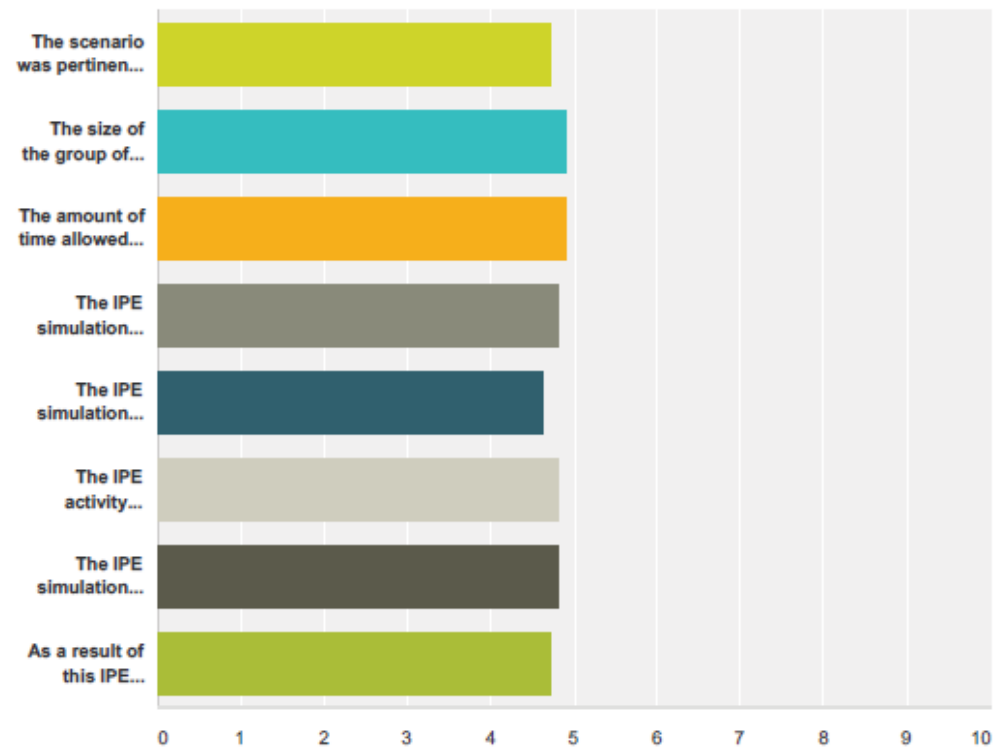
# DEBRIEFING: ADVOCACY –INQUIRY METHOD (3)

- Summary: Distill lessons learned.
  - What worked well?
  - What should be changed for next time?
  - What are your take-a-ways?

# QUESTIONNAIRE RESULTS FOR 2017 IPE

## Q1 Simulation statements:

Answered: 11 Skipped: 0



BARRIERS	TOOLS & STRATEGIES	OUTCOMES
<ul style="list-style-type: none"> <li>• Inconsistency in Team Membership</li> <li>• Lack of time</li> <li>• Lack of information sharing</li> <li>• Hierarchy</li> <li>• Defensiveness</li> <li>• Conventional Thinking</li> <li>• Complacency</li> <li>• Varying Communication Styles</li> <li>• Conflict</li> <li>• Lack of Coordination and follow-Up with Co-Workers</li> <li>• Distractions</li> <li>• Fatigue</li> <li>• Workload</li> <li>• Misinterpretation of Cues</li> <li>• Lack of Role Clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Brief</li> <li>• Huddled</li> <li>• Debrief</li> <li>• Step</li> <li>• Cross Monitoring</li> <li>• Feedback</li> <li>• Advocacy and Assertion</li> <li>• Two-Challenge Rule</li> <li>• CUS</li> <li>• DESC Script</li> <li>• Collaboration</li> <li>• SBAR</li> <li>• Call-Out</li> <li>• Check-Back</li> <li>• Handoff</li> </ul>	<ul style="list-style-type: none"> <li>• Shared Mental Model</li> <li>• Adaptability</li> <li>• Team Orientation</li> <li>• Mutual Trust</li> <li>• Team Performance</li> <li>• Patient Safety!!</li> </ul>

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