

*The heart and science of medicine.*

UVMHealth.org/MedCenter

# Interprofessional Education and Collaborative Practice in Health Professions: The Why, The How, and The What's Next?

Naomi Hodde, MD, FHM, FACP  
Kathleen Monforte, DNP, RN, PCCN



The University of Vermont  
LARNER COLLEGE OF MEDICINE



THE UNIVERSITY OF VERMONT  
COLLEGE OF NURSING  
AND HEALTH SCIENCES

THE  
University of Vermont  
MEDICAL CENTER

# Financial Disclosures:

NONE

# Introductions



Naomi Hodde, MD, FHM, FACP  
Hospitalist  
Assistant Professor in the LCOM



Kathleen Monforte, DNP, RN, PCCN  
Clinical Assistant Professor  
UVM Department of Nursing

- Introductions at tables
- Where do you work?
  - What is your specialty?
  - What is your favorite food?

OHHHHHH-YEAH!



What comes to mind when you think about IPE?



# Learning Objectives

- 1) List the definition and core competencies of Interprofessional Education (IPE) for health professions students
- 2) Examine the benefits and barriers to IPE implementation
- 3) Describe the key components that make interprofessional collaborative practice successful
- 4) Begin designing an IPE session within a current practice, course, or clinical setting

# Outline for Session

- Define IPE and review history
- Review how IPE is being implemented currently
- Breakout and plan an IPE session

# WHY IPE AND IPCP?

- IOM: To Err is Human. Building a Safer Health System
  - 1999– Call to Action:
  - Medical errors responsible for 44k-98k patient deaths/year
  - Majority were communication errors
  - Lofty Goals for improvement...

Institute of Medicine (US) Committee on Quality of Health Care in America. To Err is Human: Building a Safer Health System. Kohn LT, Corrigan JM, Donaldson MS, editors. Washington (DC): National Academies Press (US); 2000.



# WHY IPE AND IPCP?

- IOM 2001: Crossing the Quality Chasm. A New Health System for the 21<sup>st</sup> Century
  - 6 Aims for Improvement:
    - Safe
    - Effective
    - Patient Centered
    - Timely
    - Efficient
    - Equitable

Institute of Medicine (US) Committee on Quality of Health Care in America. Washington (DC): 2001.

# WHY IPE AND IPCP?

- IOM 2003: Health Professions Education: A Bridge to Quality
- Reform of Health Professions Education Should Include
  - Patient Centered Care
  - Interprofessional Teams
  - Evidence Based Approach
  - Quality Improvement
  - Informatics

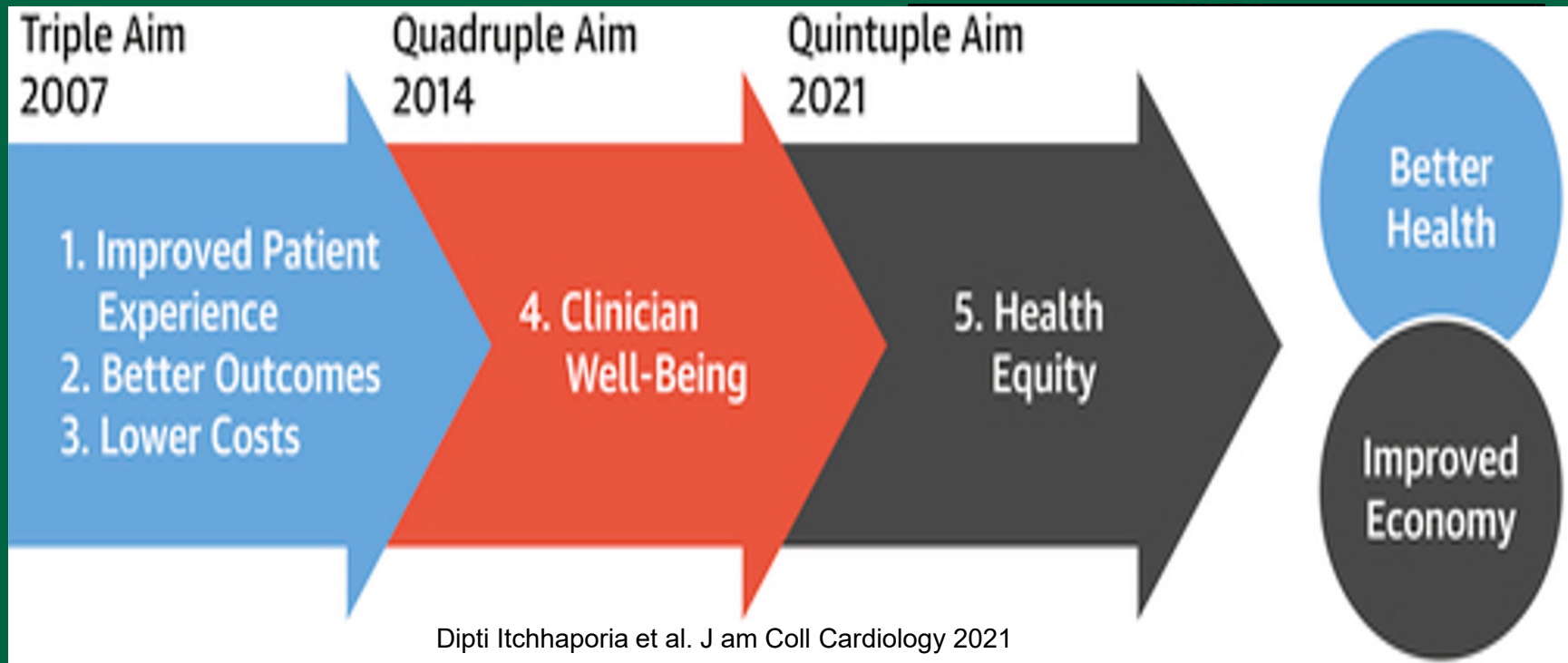
Institute of Medicine. Greiner AC, Knebel E, eds. Health Professions Education: A Bridge to Quality. Washington, DC: National Academies Pr; 2003.

# WHO

- CALL FOR IPE
- Interdependence of Health Professions Education and subsequent Health Care Delivery
- Patient Safety and Outcomes linked to “Collaborative Practice Ready Workforce”

World Health Organization. Framework for Action on Interprofessional education and Collaborative Practice. 2010.

# IHI TRIPLE-->QUINTUPLE AIM



# Interprofessional Education

WHEN MEMBERS OF TWO OR MORE PROFESSIONS COME TOGETHER TO LEARN WITH, FROM, AND ABOUT EACH OTHER TO IMPROVE COLLABORATION SKILLS AND PATIENT OUTCOMES

World Health Organization. **Framework for Action on Interprofessional education and Collaborative Practice**. 2010.

# Definitions

- IPE: Interprofessional Education
- IPCP: INTERPROFESSIONAL COLLABORATIVE PRACTICE:
  - Multiple health workers from different professional backgrounds working together with patients and families to deliver highest quality of care across settings
- INTERPROFESSIONAL TEAM-BASED CARE:
  - Intentionally created work groups with collective identity, culture, shared responsibility for small group of patients



“...to prepare all health professions students for deliberately working together with the common goal of building a safer and better patient-centered and community/population-oriented U.S. healthcare system.”

Interprofessional Education Collaborative. *Core Competencies for Interprofessional Collaborative Practice: 2016*

# IPEC Members



## Webinar Slides

### Introducing the 2023 Core Competencies for Interprofessional Collaborative Practice

*Aired on Friday, December 1, 2023 from 2:00 PM - 3:00 PM Eastern*





# IPEC Core Competencies

## VALUES/ETHICS:

Work with individuals of other professions to maintain a climate of mutual respect and shared values.

## ROLES/RESPONSIBILITIES:

Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.

## COMMUNICATION:

Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health.

## TEAMS AND TEAMWORK:

Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population centered care and policies that are safe, timely, efficient, effective, and equitable.

# IPE Benefits

Mimics clinical environment (collective team-based care model)

Patient/person centered

Curricula should reflect the community needs-  
more equitable

Appreciate colleagues' roles and perspectives

Helps develop professional and interprofessional identities

Professional accreditation

# IPE Barriers

Definition of IPE is not universal

Logistics: timing, schedules

Professions have their own languages and culture

Hierarchy, power differential, professional identity

Lack of validated instruments for skills and implementation

Lack of patient related outcomes

# Questions



# Brain Break!



# Ongoing IPE AT UVM/LCOM

## INTRO TO ROLES

IPE	Other Health Professions Students (S) or Practitioners (P)	Assessment Method(s)
Introduction to Interprofessional Education Conference  Foundations of Clinical Sciences	Athletic Training(S), Communication Sciences and Disorders (S), Counseling (S), Dietetics and Nutrition (S), Exercise Science(S), Health Sciences(S), Medical Radiation Sciences (S), Medical Laboratory Sciences (S), Nursing (S), Pharmacy (S), Physical Therapy(S), Medicine (S), Social work (S)  340 total students	On-line module on IPE Collaborative Practice Facilitator team assessment
Cultural Awareness IPE Conference During NMGI	Advanced Practice nursing (S), undergraduate nursing(S), pharmacy(S), counseling(S), communication disorders(S), nutrition(S), social work (S), medicine(S)  220 total students	IPE Group leader team assessment
PCR: Doctors and Nurses	Nursing (S,P)	Graded Reflection—this session is associated with a nurse shadowing experience so reflects on their in the care of patients
NMGI: Pharmacotherapy of type 2 Diabetes (Pharmacy)	Pharmacy students (S)	Traditional TBL with integrated teams including of both MS1 and Pharm students  Individual and Group Readiness quiz
CRR: Palliative Care	Nursing(S), social work(S), communication science(S), nutrition (S), and physical therapy students (S)	Readiness quiz  Participation in simulation  Written reflections
PCR: Medical Interpreters and Refugee Health	Medical Interpreters (P)	Written Reflection
HDRH: Pharmacy in special populations	Pharmacy Students (S)	Health Profession Facilitator Team Assessment Form

(Lounsbury & Marroquin, 2023)



# Ongoing IPE AT UVM/LCOM

## INTRO TO ROLES

8:55 - 9:00	Arrive in Zoom Main Room: Location Zoom link: <a href="https://uvmcom.zoom.us/j/97897620912">https://uvmcom.zoom.us/j/97897620912</a>
9:00 - 9:10	Welcome - Event Overview, Zoom Etiquette, Brian's story
9:10 - 9:15	Instructions for Breakout Zoom Rooms
9:15 - 9:40	Breakout Rooms: Introductions, Case Discussion
9:40 - 9:50	Stretch Break
9:50 - 10:15	"Health Professionals Shuffle" in Zoom Breakout Rooms with health professions faculty/practitioners (3 discussions with health professions faculty/practitioners for 7 mins. each)
10:15 - 10:18	Return to Main Session
10:18 - 10:21	Take home points regarding your interprofessional education and colleagues
10:21 - 10:25	AHEC Interprofessional Team Summer Projects and other opportunities
10:25 - 10:30	Wrap-up and Student Evaluation <a href="https://qualtrics.uvm.edu/jfe/form/SV_8lxstft2JvPmgRM">https://qualtrics.uvm.edu/jfe/form/SV_8lxstft2JvPmgRM</a>

### Benefits/Strengths

- Meeting fellow students and providers
- Nice overview of different healthcare professionals
- Encourages communication
- Meets IPEC Core Competencies

### Challenges

- Scheduling
- What class/course will it fall under
- More time with healthcare professionals
- Smaller groups
- Some students didn't see the value in it

# ONGOING IPE AT UVM/LCOM

## Palliative Care

### Benefits/Strengths

- Interprofessional discussion
- Productive
- Collaborative
- Case-based learning
- Meets IPEC Core Competencies

### Challenges

- Scheduling
- Too early in education...need more clinical first
- Some students felt didn't pertain to their field

### STUDENT Participants

University of Vermont

- ▶ College of Agriculture and Life Sciences
- ▶ College of Education and Social Services
- ▶ Larner College of Medicine
- ▶ College of Nursing and Health Sciences

### Today's Activities:

- Introduction of simulation and case (8 minutes)
- View Scenes One and Two (18 minutes)
- Join your discussion group - introductions and choose meeting roles (3 minutes)
- Discuss your thoughts about your role in Palliative Care and observations from the simulation (10 minutes)
- Play Scenes Three, Four, Five and Six. (20 minutes)
- Discuss communication skills and roles. (10 minutes)
- Return to Main Room at for case update and discussion of End-of-Life care and your responsibilities and feelings (12 minutes)
- Faculty Panel discussion (10 minutes)
- Complete Student Evaluation - (3 minutes)



# Ongoing IPE at UVM/LCOM TalkVermont

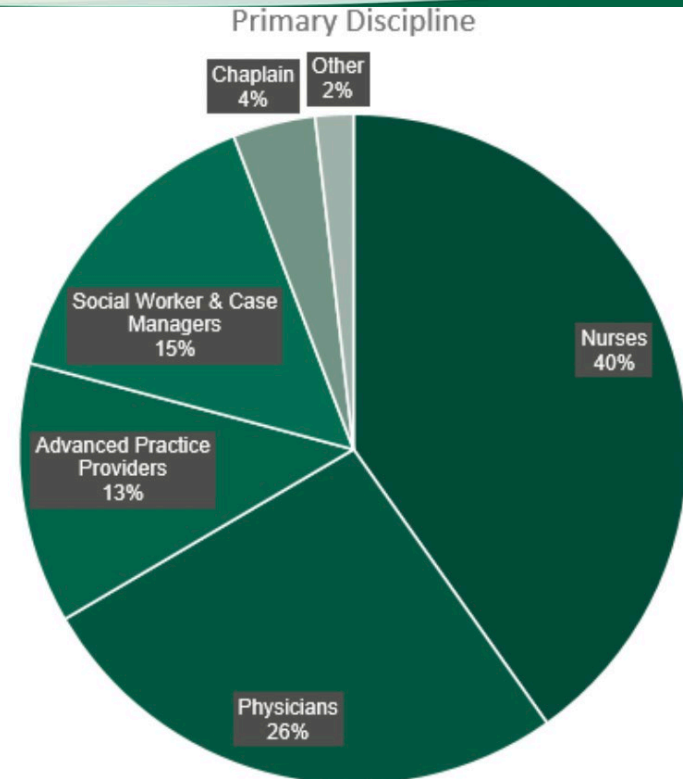
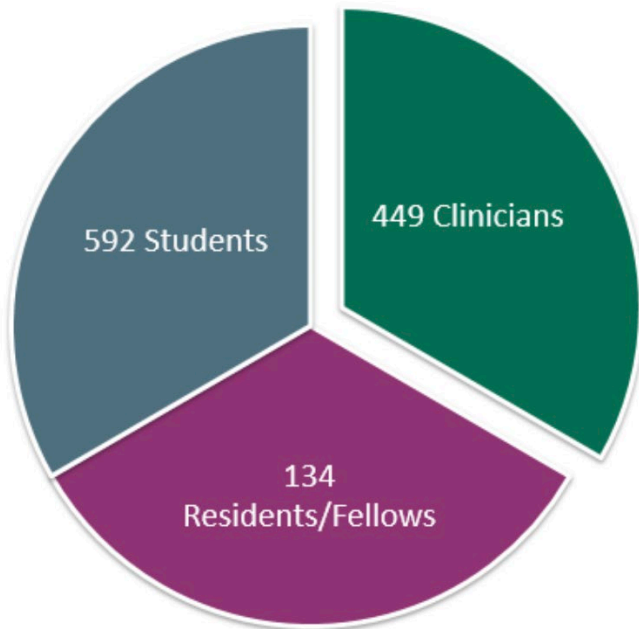
## Evidence Based Interprofessional Serious Illness Communication Training

- Small Group Learning
- Deliberate Practice
- Simulated Patients
- Just-in-time Feedback

"Every seriously ill patient will  
be surrounded by clinicians who can speak  
about what matters most and match care to  
values"

# Ongoing IPE AT UVM/LCOM TalkVermont

## TOTAL PARTICIPANTS TO DATE



## OUTCOMES:

- ✓ Increased serious illness conversations by 33%
- ✓ Increased the frequency of patient-centered skills
- ✓ Improved job satisfaction

# Ongoing IPE at UVM/LCOM TalkVermont

## Benefits/Strengths--IPEC Core Competencies

- **Roles/Responsibilities**
  - Interprofessional groups/coaches
  - Empowered in own role
  - Understand others' roles
  - Developed expert skills in SIC
- **Interprofessional Communication**
  - Dialogue among professions in course leads to more communication in clinical realm
- **Teams/Teamwork**
  - Bonded using shared conversation framework with other TV graduates in clinical realm

## Challenges:

- Provider-Centric Case Descriptions
- Being "the only" in a group
- Vulnerability of role-play learning
- Lack of longitudinal continuity of coaching
- Scheduling/Coverage
- Funding



# Breakout Groups-Planning an IPE Session

## Directions:

- Think about your current practice, course, or clinical setting
  - Is there an opportunity for an IPE activity?
  - Could you collaborate with your partner?
- Begin designing an IPE session utilizing the worksheet provided at your table.

# Takeaways

# Reflection

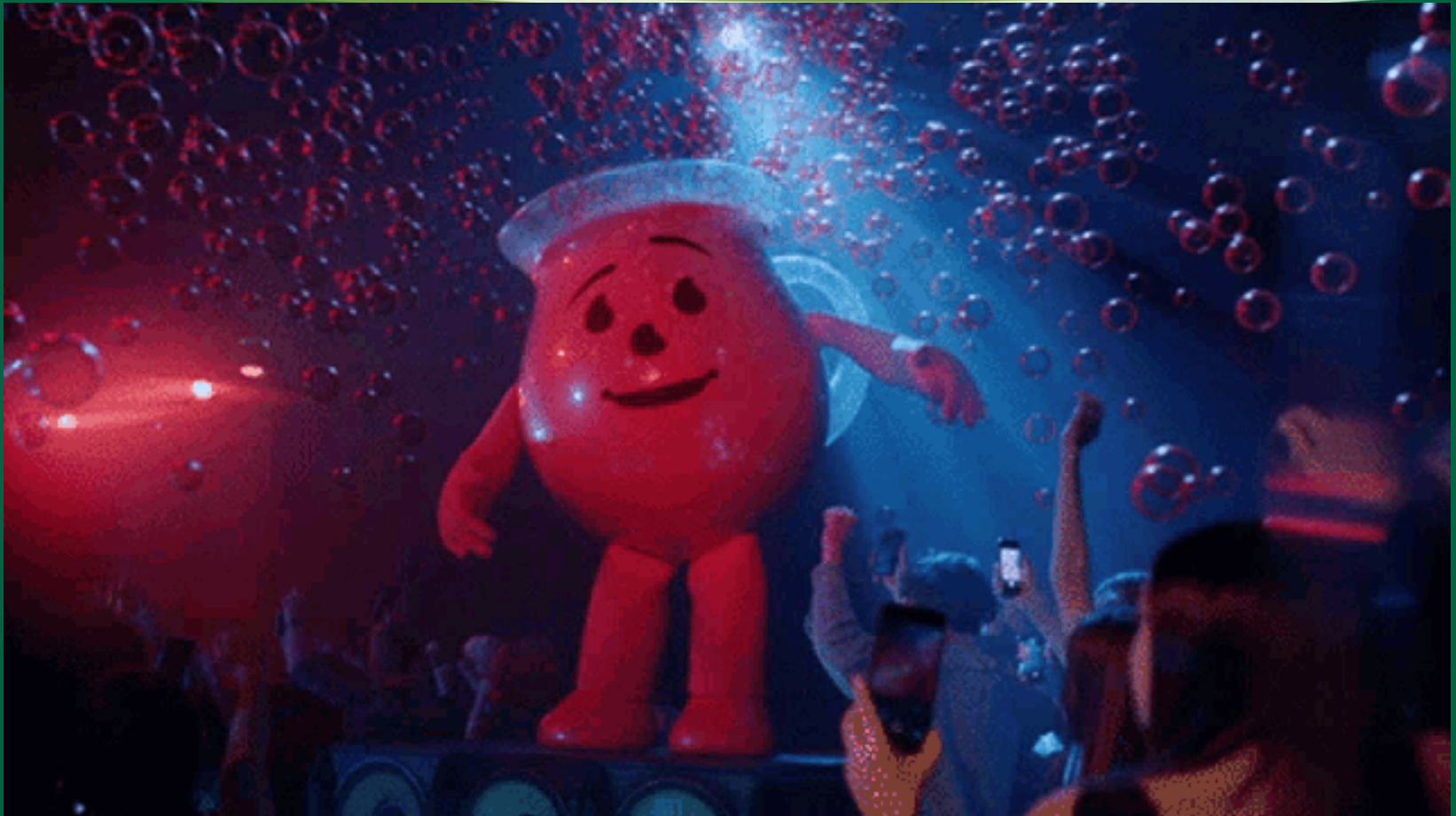
- What surprised you/what did you learn?
- What continues to be your muddiest point (s)?
- What is YOUR next step? (commit to it)
  - Write it down
  - Put it in your calendar!
  - Put it in your phone

# Contact Information

- [Naomi.hodde@uvmhealth.org](mailto:Naomi.hodde@uvmhealth.org)
- [Kathleen.Monforte@med.uvm.edu](mailto:Kathleen.Monforte@med.uvm.edu)



# OHHHHH-YEAH





# References

Donesky D, Anderson WG, Joseph RD, Sumser B, Reid TT. TeamTalk: Interprofessional Team Development and Communication Skills Training. *J Palliat Med.* 2020 Jan;23(1):40-47

Frenk J, Chen L, Bhutta ZA, et al. Health professionals for a new century: Transforming education to strengthen health systems in an interdependent world. *Lancet.* 2010;376:1923–1958

Interprofessional Education Collaborative. Core competencies for interprofessional collaborative practice: 2016 update. Washington, DC: Interprofessional Education Collaborative.

Interprofessional Education Committee (2023, October). Interprofessional palliative care movie discussion [PowerPoint slides].

Itchhaporia D. The Evolution of the Quintuple Aim: Health Equity, Health Outcomes, and the Economy. *J Am Coll Cardiol.* 2021 Nov 30;78(22):2262-2264

Lakin JR, Benotti E, Paladino J, Henrich N, Sanders J. Interprofessional Work in Serious Illness Communication in Primary Care: A Qualitative Study. *J Palliat Med.* 2019 Jul;22(7):751-763.

Lounsbury, K. & Marroquin, B. (2023, June). Clinical faculty development series 301: Interprofessional education/collaboration [PowerPoint slides].

Meleis AI. Interprofessional Education: A Summary of Reports and Barriers to Recommendations. *J Nurs Scholarsh.* 2016 Jan;48(1):106-12.

Reeves S, Pelone F, Harrison R, Goldman J, Zwarenstein M. Interprofessional collaboration to improve professional practice and healthcare outcomes. *Cochrane Database Syst Rev.* 2017 Jun 22;6(6)

Sicks S, Umland E, Koch A, Hass RW, Tenpa J. Measuring interprofessional education and collaborative practice competencies: a content validity study of the Jefferson Teamwork Observation Guide®. *J Interprof Care.* 2022 Sep-Oct;36(5):691-697

Spaulding EM, Marvel FA, Jacob E, Rahman A, Hansen BR, Hanyok LA, Martin SS, Han HR. Interprofessional education and collaboration among healthcare students and professionals: a systematic review and call for action. *J Interprof Care.* 2021 Jul-Aug;35(4):612-621.

Thistlethwaite JE, Forman D, Matthews LR, Rogers GD, Steketee C, Yassine T. Competencies and frameworks in interprofessional education: a comparative analysis. *Acad Med.* 2014 Jun;89(6):869-75

World Health Organization. Framework for Action on Interprofessional education and Collaborative Practice. 2010.