INTER-PROFESSIONAL EDUCATION: CROSSING PROFESSIONAL BORDERS
Inter-Professional Education

- Any type of educational training, teaching or learning session in which two or more health and social care professions are learning interactively.
Inter-Professional Education

- Increasing Complexity of Health Care
  - Aging Population
  - Shift of burden of illness from acute to chronic care
Inter-Professional Education

- As a result, the need for good inter-professional communication and collaboration is necessary
Inter-Professional Education

- Encourage professionals to meet and interact
- To improve collaborative practice and the healthcare of patients/clients
- More potential for enhancing collaborative practice than if no interaction occurs. (e.g. uni-professional education)
Inter-Professional Education

- Undermined by:
  - Boundary infringements
  - Lack of understanding of one another’s roles
  - Limited Communication
  - Poorly Coordinated Teamwork
Inter-Professional Education

- Standard 2-19
  - Graduates must be competent in communicating and collaborating with other members of the health care team to facilitate the provision of health care.
Inter-Professional Education

- Standard 2-25
  - Dental education programs **must** make available opportunities and encourage students to engage in service learning experiences and/or community-based learning experiences.
Interprofessional Education: Crossing Professional Borders

Elizabeth Andrews DDS MS
Timothy Martinez DMD
March 14th 2010
Learning Objectives

- Compare two different approaches to interprofessional education.
- Develop a plan for interprofessional education.
- Identify possible sources of interprofessional collaboration.
- Develop a plan for curricular changes at home institutions.
About WesternU

- Founded 1977
- 2800 students
- 9 Colleges
- 3 Research Centers
- Patient Care Center
- CDM Inaugural class 2009
2010 IP PATIENT CARE CENTER

- **Eye Care Center**: Primary eye care, Low vision rehabilitation, Neuro-optometric rehab
- **WesternU Pharmacy**: Flu shots, travel medicine counseling, osteoporosis and diabetes screenings.
- **Medical Center**: Family Medicine, Internal Medicine, Physical Medicine and Rehab, and Osteopathic Manipulative Medicine.
- **Foot & Ankle Center**: Foot screenings, electronic foot pressure sensing, and general foot health.
- **Western Diabetes Institute**: Educational information on diabetes and hypertension; post-screening educational services, including arranging proper follow-up.
- **Dental Center**: Comprehensive Oral Health Care Services
WU Curriculum
BASIC SCIENCE CURRICULUM

- 4 Core basic science courses with DO & DPM students
- Human Systems Course (10 systems)
  - Case-based small/large group discussions
- Benefits
  - Shared resources
  - IP Collaborative learning
IPE Embedded in our curriculum
History of Formal IPE Course

- July 2007 formal planning process began
- Fall 2007 - IPE Planning Oversight Committee
- Test Case based Curriculum
  - Pilot study which determined the format and length of the IPE case based course
- Faculty on 8 working committees
- Provost’s office, IPE implementation Committee & support from College Deans
  - Common spring break period
  - Dedicated IPE session (Wednesdays 3-5 PM)
IPE Initiative Mission

- Craft, implement and assess a distinctive learning model of interprofessional health education leading to improvement of patient care.
Interprofessional Education
Enhanced Patient-Centered Care

9 PERSPECTIVES
1 FOCUS
Development of IPE Curriculum

IPE Team:
- IPE Faculty Work Stream Groups (n=9)
- College Faculty Liaisons

Facilitator Training
- Online and face to face training for new faculty and facilitators

Faculty Workshops
WU IPE Model

Nine Health Care Disciplines
- Osteopathic Medicine
- Physician Assistant
- Physical Therapy
- Pharmacy
- Graduate Nursing
- Veterinary Medicine
- Optometry
- Dental Medicine
- Podiatric Medicine

Phase 1
- Case-based small group course

Phase 2
- Team work courses & activities
- T-OSCE

Phase 3
- Patient Care Center Diagnostic Suite
- Off Campus Rotations (IP portfolio)

Evaluation of all Activities

Collaborative Patient Centered Focus

Western University College of Dental Medicine
What has been implemented?

- **Phase 1 (1st Yr Health professions students)**
  - January 2010 - Class 2013
  - August 2010 - Class 2014

- **Phase 2 (2nd year students)**
  - August 2010 Class 2013

- **Phase 3 (3rd & 4th Yr students)**
  - Clinical Experiences
  - IP Portfolio
  - IP Selectives
What does it look like?

- **Phase 1** = all entry level health professional students
  - 2 semesters - 5 clinical cases beginning in different settings

N=846
94 Small groups of 9 health professional students + 1 faculty facilitator

- Obesity and Asthma
- Rheumatoid Arthritis
- Tuberculosis
- Diabetes
- Cardiovascular/HT
“Patient Centered Cases - An Interprofessional Approach”

- Core competencies 1st semester
  - Communication and Collaboration
  - Knowledge of health professions
  - Interprofessional awareness

- Core competencies 2nd semester
  - Quality of life, culture of safety
  - One health
  - Ethical & legal environment of healthcare
Phase 2

Online Independent Activities

- Team Steps (1st semester)
- Group Wiki Assignments followed in person activity
  - Patient Care Scenario
  - Disaster preparedness event
Phase 2 Competencies

- Define and describe situation monitoring, cross monitoring, and situation awareness.
- Discuss the components of the Team STEP process.
- Discuss the importance of a shared mental model.
- Define mutual support.
- Describe advocacy, assertion, and the Two-Challenge rule.
- Understand common approaches to conflict resolution.
- Recognize the connection between communication and medical error.
- Understand the standards of effective communication and strategies for information exchange.
- Demonstrate how to appropriately apply the tools and strategies of a shared mental model and effective communication to real-life situations.
- Understand the basic principles and strategies necessary to effectively respond to and manage an interprofessional disaster scenario.
Module Five - Disaster Management

Future Health Care Professionals Guide To Team Building in Emergency Management

Enabled: Statistics Tracking

PowerPoint Presentation - Future Health Care Professionals Guide to Team Building in Emergency Management

Enabled: Statistics Tracking

Attached Files:
- A1 WU Health Care Professionals PPT.pdf (9.538 MB)

You may view the PowerPoint slides from the February 23rd presentation at the following link:
Five Issues From Hurricane Katrina's Center for Disease Control (CDC) Report regarding situation and response:
Below you will find each issue discussed in the report followed by contributing factors which slowed the response during the catastrophe. We then took into consideration how these contributing factors were intensified by not utilizing the STEPS method. The STEPS method is comprised of components for situational monitoring. When contributing factors were very similar we grouped them. These components include monitoring Status of the patient, Team members, Environment, and Progress toward your goal. After discussing how not utilizing the STEP method intensified the situation we discussed additional corrections that could be made to the correction plan by using the STEP method.

Issue 1: Mission Objectives and Deployment Assignments

Contributing Factor:
The CDC mission objectives were not clearly identified, defines and communicated to their CDC responders.

How not using STEP intensified the situation:
S: When not using the Incident Action Plan (IPA), miscommunication resulted between the organizations involved patient treatment.
T: The lack of having a shared mental model ("everyone is on the same page") in addition to the lack of having a leader resulted in inefficient and delayed communication.
E: The environment became more stressful and distrustful. Team players need to be on the same page to enable cross monitoring ("having each others back").
TEAM OSCE

- 2011 Pilot
- Future 2nd Yr Rotation
PHASE 3

- IP rotations
- PCC IPE Suites
- Diabetic Health Care Teams
- IP Portfolio
Other IPE Activities

- **Pipeline to Health Careers** PHC@westernu.edu
  To give the youth of today the tools essential to attain their full academic potential. To strengthen and develop a passion for science so students so that they will be inspired to seek careers in the health professions, and to help them see their promise as successful and effective professionals of tomorrow.

- **Pomona Community Health Action Team** PCHAT@westernu.edu
  The purpose of this team is to provide and serve the medical needs of the Pomona community.

- **Pomona Homeless Outreach Program** PHOP@westernu.edu
  Pomona Homeless Outreach Program is dedicated to providing health care, food, clothing, and education to the homeless population in both Pomona and Ontario. We do clinics monthly and education nights every 2 weeks.
Pomona Community Health Action Team
IP HEALTH FAIRS

Western University
College of Dental Medicine
Community Outreach Rotations

- VA Hospitals
- FQHC’s
- Indian Health Centers
- Other IP Health Delivery Settings
Website & Email Contact Information

http://www.westernu.edu/xp/edu/interprofessional/interprofessional-about.xml

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Interprofessional Education: Crossing Professional Borders

ADEA Annual Session
March 14, 2011

Michael McCunniff DDS, MS
University of Missouri Kansas City
School of Dentistry
The Western Dental College is founded in Kansas City, Missouri in 1890.
Goals of Interprofessional Education (IPE)

- Bring multiple healthcare professionals together and learn interactively
  - Higher levels of knowledge of oral–systemic connections
  - Access to care issues
  - Growing elderly population
Faculty Development Objectives

- To compare two different approaches to interprofessional education
- To develop a plan for interprofessional education
- To identify possible sources of interprofessional collaboration
- To plan curricular changes at their home institution
Interprofessional Education
Commission on Dental Accreditation (CODA)

- At its August 6, 2010 meeting, the Commission on Dental Accreditation adopted a resolution to approve the new Accreditation Standards for Dental Education Programs. The required implementation date is July 2, 2013, however, programs may elect to implement the new standards beginning January 2012 through June 30, 2013.
2–19 Graduates must be competent in communicating and collaborating with other members of the health care team to facilitate the provision of health care.

Intent:

- Students should understand the roles of members of the health care team and have educational experiences, particularly clinical experiences, that involve working with other healthcare professional students and practitioners. Students should have educational experiences in which they coordinate patient care within the health care system relevant to dentistry.
2–25 Dental education programs must make available opportunities and encourage students to engage in service learning experiences and/or community–based learning experiences.

Intent:

- Service learning experiences and/or community–based learning experiences are essential to the development of a culturally competent oral health care workforce. The interaction and treatment of diverse populations in a community–based clinical environment adds a special dimension to clinical learning experience and engenders a life–long appreciation for the value of community service.
Problem Based Learning (PBL)

Summer Scholars Program

SEARCH Program
- Student/Resident Experiences and Rotations in Community Health (NHSC)
- A state-based program that enables students and residents to serve clinical rotations on multidisciplinary health care teams in underserved communities across the United States and its territories.
Working as a team is very important when caring for these patients. Problem solving and brainstorming about the various issues takes many providers with many experiences and education. I try to put myself in these patients' world – with their health issues, problems financially and emotionally – it was an eye-opener.

*Nurse Practitioner and SEARCH participant*

Wymore, Nebraska
NEW!
Read about our impact in the Score 1 Community Report

To impact the health of Kansas City’s most vulnerable citizens – our urban-core children
- SCORE 1 FOR HEALTH MISSION

QUICK LINKS

► Health Screenings
Find out more about Score 1 for Health screenings: vision, dental, hearing, blood pressure, height/weight and more.

► Maps & Schools
Directions for volunteers and health professionals

► 5 Ways to Give
Ensure a healthier future for Kansas City children

About Score 1
Score 1 for Health is a non-profit organization that administers free, comprehensive health screenings to elementary-aged children living in Kansas City’s urban core.

See Score 1 in action! Watch a quick video about our program

Find out more about us

SCORE 1 FOR HEALTH IS SPONSORED BY KANSAS CITY UNIVERSITY OF MEDICINE AND BIOSCIENCES AND THE DERON CHERRY FOUNDATION

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Score 1 for Health

Health Screenings

Screening day is fast-paced, taking relatively little time away from classroom learning. Every child receives a personalized screening folder, which includes previous screening results. Health professionals and volunteers are assigned to each of the six screening stations. Each classroom starts at a different station and rotates every several minutes. After identifying health issues, we provide referrals to low- or no-cost resources that will best meet the child’s needs.

What tests do we do?

Blood Pressure  Dental  Hearing  Height/weight  Vision  Physical Assessments

Dental

A dental screening can build a positive attitude in children towards dental care. The screening does not replace a thorough dental exam and cleaning that should be done every six months. The dental screening consists of:

- Brief visual inspection of teeth and gum health;
- Questions about brushing habits and any areas of mouth pain;
- Looking for evidence of decay and gum disease.

The screening letter will inform parents about any problems with the child’s teeth. Recommendations for visiting a dentist will be based on the dental condition of the child.

Resources for you

- Reduced Fee Health Clinics
  - English (pdf)  - Spanish (pdf)
- Weight/Nutrition Programs
  - English (pdf)  - Spanish (pdf)
- Vision clinics in Mo. and Kan.
  - English (pdf)  - Spanish (pdf)
- Dental care in Mo. and Kan.
  - English (pdf)  - Spanish (pdf)
- Proper brushing techniques
  - English (pdf)

Nursing School Partners:
RSVP ONLINE NOW
for the 2010-11 School Year
UMKC Health Sciences Wellness Fair

Available Free Services:
- Immunizations
- Sexual health
- Rapid HIV test
- Cholesterol screening *
- Blood pressure screening
- Weight management screening
- Osteoporosis screening & calcium intake counseling
- Diabetes counseling **
- Blood sugar screening *
- Skin cancer & sun exposure awareness
- Self breast exam **
- Lung disease & smoking cessation
- Alzheimer’s awareness **
- Organ donor awareness **
- Hearing screening
- Vision screening
- Heartburn awareness **
- Adult & child dental screening with dental care instruction
- Medication Health Information **
- Vial of life **
- Medication safety & storage
- Prostate screening
- Dental screening
- Sports physicals for those younger than 18 yrs.
- Kidney Health **
Truman Medical Center

Oncology Clinic

It’s news no one wants to hear. But if cancer should touch you or a loved one, you’ll want to fight it by having the latest treatment options and most compassionate, highly trained professionals caring for you. Truman Medical Centers has these, and offers the following oncology services:

The Oncology Clinic at Truman Medical Center provides patients with knowledgeable, personalized, compassionate care throughout their cancer experience. The patients are seen by Registered Nurses who are specially trained in caring for oncology patients. Two of these RN's are Oncology Certified Nurses.

Services include: Staff physician and Fellow clinics throughout each week, chemotherapy, biotherapy and immunotherapy, blood and blood product transfusions, phlebotomy and bone marrow biopsies.

The clinic RN's and clerical staff provides patients and families with emotional support as well as assisting them to get access to greatly needed resources. One to one education and educational materials are continually provided from diagnosis through treatment and follow up.
Interprofessional Education Challenges!

- Existing curriculum is full so where do you fit it in...separate department or merge into existing courses
- New CODA standards
- Community Based Dental Education
- What other professional groups are we missing?
- Access to Care