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Use these hashtags throughout today’s webinar.

#interprofessional
#IPE
Dr. Judith Buchanan
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Department of Restorative Sciences
University of Minnesota School of Dentistry

Dr. Eugene Anderson
Chief Policy Officer and Managing Vice President
American Dental Education Association
Interprofessional Education (IPE)

- Why Does Dental Education Need to Incorporate IPE?
- What Are Some of the Best Practices?
- What Can You Get Started At Your Home Institution?
Interprofessional education occurs when “students” from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.

Interprofessional education is a necessary step in preparing a “collaborative practice-ready” health workforce that is better prepared to respond to local health needs.

Collaborative practice happens when multiple health workers from different professional backgrounds work together with patients, families, carers, and communities to deliver the highest quality of care.
Part 1

Why does dental education need to incorporate IPE?
Things for Dental Schools to Consider…

**Reasons**
- Health Care Reform
- Changes in the profession/Responsibility to students
- Accreditation Standards
- Secure Position in your University
- Competitiveness among Dental schools.

**Challenges**
- Culture
- Schedules
- Uncertainty
- Faculty reluctance to change
- Lack of leadership
- Politics
- State dental acts

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Affordable Care Act and state legislation has both explicit and implicit demands for interprofessional care

Establishment of accountable care organizations

Increased need for dental services

Consumerism – public demands better collaboration

Financial incentives will reward care coordination and team managed care
Responsibility to our Students

- Will our graduates be practicing the same way as their parents?
- Will the scope of practice change?
- We need to monitor changes in health care and health care delivery
- We need to understand how team based care/health care reform may impact their careers.
Accreditation Changes

Accreditation Standards for Dental Education Programs

Commission on Dental Accreditation
American Dental Association
211 East Chicago Avenue
Chicago, Illinois 60611-2678
(312) 440-4653
www.ada.org

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.*
Collaboration with other Health Care Professionals

“Dental Curricula can change to develop a new type of dentist”
Collaboration with other Health Care Professionals

“Enhancing the public’s access to oral health care and the connection of oral health to general forms a nexus that links oral health care providers to colleagues in other health professions”

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Collaboration with other Health Care Professionals

“Dental education programs are to seek and take advantage of opportunities to educate dental school graduates who will assume new roles in safeguarding, promoting and caring for the health care needs of the public”
More Accreditation Changes Coming

The Interprofessional Education Collaborative (IPEC) consists of the:

- American Association of Colleges of Nursing
- American Association of Colleges of Osteopathic Medicine
- American Association of Colleges of Pharmacy
- American Dental Education Association
- Association of American Medical Colleges
- Association of Schools of Public Health

Core Competencies for Interprofessional Collaborative Practice

Sponsored by the Interprofessional Education Collaborative*

Core Competencies for Interprofessional Collaborative Practice
- Competency Domain 1: Values/Ethics for Interprofessional Practice
- Competency Domain 2: Roles/Responsibilities
- Competency Domain 3: Interprofessional Communication
- Competency Domain 4: Teams and Teamwork
Secure Position in Your University

• Dental schools must be seen as valued members of institution to survive and thrive.

• Significant national pressure for IPE at academic health centers coupled with significant opportunities for funding.

• Dental schools must be part of this initiative in order to obtain respect, resources and opportunities.
Competitiveness Among Dental Schools

• Applicants are looking for characteristics that separate dental schools.

• Savvy applicants may be aware of national efforts for interprofessional collaborative care.

• Applicants appreciate a school’s efforts to educate collaboratively with other health professional students.
Poll Question #1

True-False-Not Sure

IPE is a “fad” that dental schools can opt out of.
Part 2:

Dental School Best Practices

WHAT CAN WE LEARN FROM OTHERS?
Interprofessional Education in US and Canadian Dental School: An ADEA Team Study Group Report

Western University of Health Sciences
Medical University of South Carolina
Columbia University

University of Florida
University of Minnesota
University of Colorado

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Best practices

• UNIVERSITY OF MINNESOTA

• WESTERN UNIVERSITY HEALTH SCIENCES

• UNIVERSITY OF COLORADO

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Three Phase Structure

New Initiative

1 HEALTH

Phase I
- All students together
  - Day 1
  - Small groups for blended module

Phase II
- Current IPE Experiences/Courses
  - Development of new IPE

Phase III
- Authentic Experiences
  - Most complex
  - Use of outreach/AHEC sites

AHC Support
- Office of Education/Center for Interprofessional Education

Establishes Toolbox

Orientation to IPE

University of Minnesota

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2010-Present: Phase I

Course: Foundations of Interprofessional Collaboration and Communication (FIPCC)
- 60-85 small interprofessional groups of 12
- Mandated for 6-11 health professional schools
- 6 half days reserved only for IPE
- 70-90 facilitators needed – negative turned into positive
- Professionalism, ethics, learning about other professions
- One credit course, P/F
IPE CLINICAL SITES
Diversity of IP Clinical Site Experience

Initiated in 2010 - constant improvements

Veterinary Medicine
Dentistry
Public Health
Allied Health

Work Groups
Situational Teams
High Performance Teams

Launched in Fall 2012

First step: Orientation

Second step: Necessary Skills

Third step: Expertise in Practice
Lessons Learned

- Dentistry can be leader
- Need support from all levels
- Right kind of leadership
- Don’t stop because of failure
- Learn from mistakes
- Listen to students
- Engage employers of health providers
- Understand this is a long process, a culture change
- Faculty development essential
- Study your outcomes
• Formal planning started 2007
• 1st Phase initiated 2009-2010
• 2nd Phase initiated 2010-2011
• Portion of 3rd phase initiated 2011-2012
Currently:
All students take IPE 5000 and IPE 5100 courses their 1st year (Patient-centered Cases-An Interprofessional Approach I & II)
Currently:
- All students take IPE 6000 and IPE 6100 courses their 2nd year (Interprofessional Education)
  - Course is divided into modules which include topics of:
    » Expectations of team members
    » Leadership and Collaboration
    » Communication
    » Ethical and Moral dilemmas in healthcare
    » Follow-up and communication in teams
    » Patient advocacy
    » Professional responsibilities
- In later years, Team-OSCE’s and standardized patient experiences
• The Anschutz Medical Campus of the University of Colorado intentionally designed to facilitate collaborative interprofessional education

• Longitudinal IPE integrated into preclinical and clinical education

• Goal is to create curricular thread that is shared across all schools and programs from beginning to end of education
• Fully Implemented Mandatory IPE coursework 2010-2011
• Four Components: Fundamentals of Collaborative Care, Ethics, The Clinical Transformation, Interprofessional Clinical Rotations Programs
• Interprofessional Education and Development (IPED) Course assessment:
  – Individual Readiness Assurance Test (iRAT)
  – Team Readiness Assurance Tests (tRAT)
  – Team Performance assessments
  – Comprehensive Assessment of Team Member Effectiveness (CATME)
  – Final Exam
Important Note!

Dentists and Dental Faculty:

- Have played important roles in creating, developing, initiating, improving and sustaining IPE at several Academic Health Centers and Educational Institutions.

- Are respected for their clinical training and are perceived by others as working well in intraprofessional teams.

- Are considered neutral in relationship to Medical/Nursing/Pharmacy struggles.

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Poll Question #2

True-False-Not Sure

Dental educators need to be leaders in IPE even if the practice community has not yet adopted the collaborative model.
Part 3:

How Can You Help Move IPE Forward At Your Institution?

Getting Started
Getting Involved
Moving Forward

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Getting Started

- Where are your interests and expertise? Match with different phases of IPE programs.
- Find others with similar interest and expertise at other health professional schools, both on your campus and in your area and share with them the reasons why IPE is important.
- Take advantage of faculty development programs locally or nationally.
- Contact other academic health center schools to gain insight into their experience with getting started.
- Start something! Starting with something small is better than not doing anything!
Getting Involved

• Identify who is leading IPE efforts at your institution
  – Offer to participate
  – Offer to help organize
  – Ask them for advice on faculty development

• Become a champion for IPE at your school
  – Use resources available to present to faculty and students
  – Give lunch and learn about IPE opportunities

• Attend IPE sessions at ADEA meetings and other professional meetings.

• Learn everything you can about IPE and interprofessional collaborative practice.
Moving IPE Forward

- Participate in a large way in IPE courses/clinics at your institution.
- Design a research project using data from IPE offerings.
- Collaborate with others from different schools to implement research project and analyze data.
- Present at local and international meetings your experience with IPE and results from research projects.
IPE Meetings & Professional Development

• IPEC Institutes
  – Oct. 1-3, 2014 Herndon VA

• Collaborating Across Borders
  – Sept. 29-Oct. 2, 2015 Roanoke, VA

• All Together Better Health
  – 2016 Oxford England
Polling Question #3

True-False-Not Sure

My dental school is ready for IPE.
Inteprofessional Education Collaborative (IPEC)

https://ipecollaborative.org

California Dental Association (CDA) Journal, January 2014:

http://www.cda.org/SearchResults.aspx?sb-search=CDA+journal&sb-inst=0_dnn_avtSearch&sb-logid=264779-tsxazi4avyyur1d4

National Center for Interprofessional Practice and Education

https://nexsusipe.org/
THANK YOU!

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