Interprofessional Education: Key to Transforming Healthcare

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What is 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

“The concept of medicine as a single discipline concerned with only the restoration of individual health from the diseased state should be replaced by the concept of ‘health professions’ working in concert to maintain and increase the health of society as well as the individual.”

Coggeshall Report 1965, AAMC
Why Interprofessional Education Now?

Patient-centered care that is
- Current
- Competent
- Compassionate
- Safe
We cannot meet this target with the current health care delivery system.

The care we dream for people is a team sport.

Transformation is already underway.
## Shifting Paradigm of Competence

<table>
<thead>
<tr>
<th>Physician centered practice</th>
<th>Patient centered practice</th>
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<tbody>
<tr>
<td>Individual physician autonomy</td>
<td>Collaboration as a team in a system</td>
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<tr>
<td>Anecdotal practice</td>
<td>Evidence-based standards</td>
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<td>Focus on illness and cure</td>
<td>Focus on health promotion and wellness</td>
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<tr>
<td>Passive patient role</td>
<td>Involved patients and families</td>
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### Competency-based education

- **Curriculum**
- **Educational objectives**
- **Assessment**
- **Health needs**
- **Health systems**
- **Competencies outcomes**
- **Curriculum**
- **Assessment**
**Competency-based Medical Education**

Conceptual framework that is learner-centered
Desired behavioral outcomes drive design, implementation, assessment and evaluation
Mastery is the unit of progression, not time
Direct observation is cornerstone of criterion-referenced evaluation
Emphasis on formative assessment

**Culture Change for Faculty and Learners**

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**How can we prepare the healthcare workforce for team-based care?**
IPE Collaborative
Agreement January 2009 to work together to:

• Foster a common vision for team-based care
• Promote efforts to reform health care delivery and financing consonant with that vision
• Contribute to development of leaders and resources for substantive interprofessional learning

Every medical, nursing, dental, pharmacy, and public health graduate is proficient in the core competencies for interprofessional, team-based care, including preventive, acute, chronic and catastrophic care.
IPE Collaborative Action Plan
Help our member institutions advance the field by:

- Promoting a common language and shared competencies
- Promoting interprofessional collaboration with policy-makers
- Facilitating linkage with clinical and translational research
- Identifying effective organizational models
- Facilitating effective faculty development
- Fostering shared learning resources

Context for the Panel’s Work

A global context
A long history of recommendations to introduce IPE into U.S. health professions education
Compelling changes in practice re: teamwork and team-based care
Lack of guidance re: competencies for emerging IPE efforts
Building on Existing Efforts

IP competency work outside the U.S.
Education and practice literature, including prior IOM reports
Institutional canvassing through American Interprofessional Health Collaborative network
Six individual professions’ work to address the topic
Quickly identified potential core competency domains

Why competencies?

• Create coordinated effort across professions
• Guide curriculum development for learning continuum
• Stimulate evaluation and research
• Spur dialogue about fit with practice
• Inform regulatory bodies
Care delivered by intentionally created, usually relatively small work groups, having a collective identity and shared responsibility for a patient or group of patients.

When multiple health workers from different professional backgrounds work together with patients, families, carers and communities to deliver the highest quality of care. WHO

Interprofessionality

“the process by which professionals reflect on and develop ways of practicing that provides an integrated and cohesive answer to the needs of the client/family/population... [I]t involves continuous interaction and knowledge sharing between professionals, organized to solve or explore a variety of education and care issues all while seeking to optimize the patient’s participation...
Interprofessionality requires a paradigm shift, since interprofessional practice has unique characteristics in terms of values, codes of conduct, and ways of working. These characteristics must be elucidated”

D’Amour & Oandasan, J IP Care, 19 suppl
Values and ethics

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

- Work in cooperation with those who receive care, those who provide care and others who contribute to or support the delivery of prevention and health services.
- Demonstrate high standards of ethical conduct and quality of care in one’s contributions to team-based care.
- Manage ethical dilemmas specific to interprofessional patient/population centered care situations.
Roles and Responsibilities

Use the knowledge of one’s own role and those of other professions to appropriately assess and address the healthcare needs of the patients and populations served.

• Explain the roles and responsibilities of other care providers and how the team works together to provide care.
• Communicate with team members to clarify each member’s responsibility in executing components of a treatment plan or public health intervention.
• Use unique and complementary abilities of all members of the team to optimize patient care.

Interprofessional Communication

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

• Choose effective communication tools and techniques
• Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.
• Recognize how one’s own uniqueness contributes to effective communication, conflict resolution and positive interprofessional working relationships.
**Teams and Teamwork**

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

- Integrate the knowledge and experience of other professions appropriate to the specific care situation…
- Share accountability…for outcomes relevant to prevention and healthcare.
- Perform effectively on teams and in different team roles in a variety of settings.

**“Take Home” Messages**

There is a “gap” between health professions educational preparation and changing practice needs.

Clinical practice and education must partner to drive transformational change.

Clear *core teamwork* competencies are key.

Institutional leaders must demand and support meaningful IP curriculum change.

IPE should be competency-based, with effective pedagogies and appropriate metrics.
How can we advance integration of IPE based on the competencies?
IPE Collaborative Action Plan
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- Promoting interprofessional collaboration with policy-makers
- Facilitating effective faculty development
- Facilitating linkage with clinical and translational research
- Fostering shared learning resources
- Identifying effective organizational models

IPEC Repository Grant Initiative

- AAMC, in collaboration with IPEC, awarded funding by the Josiah Macy, Jr. Foundation to customize MedEdPORTAL for interprofessional education resources.
- MedEdPORTAL received 56 responses to initial call for educational and assessment resources linked to the IPEC competencies.
- Selected applicants will receive $2000 resource development awards to accelerate content refinement.
- All resources will undergo formal MedEdPORTAL peer-review and will be available online, free-of-charge to all.
Domains of Competency

- PT Care
- Com
- KFP
- PROF
- PBLI
- IPC
- SBP
- PPD

IPEC

Interprofessional Education Collaborative
IPEC Repository Grant Initiative

- MedEdPORTAL recently added iCollaborative, a new section of the website, to share innovations in health education.
- iCollaborative resources do not undergo peer-review and have a 3yr expiration date.
- iCollaborative resources feature 5-star rating functionality and threaded commentary.
- Users may post innovations to iCollaborative or submit materials to Publications for peer review at no charge.

iCollaborative Homepage

www.mededportal.org/icollaborative
iCollaborative Submissions

The iCollaborative accepts a wide variety of format types including tutorials, case studies, lab manuals, simulations, faculty development materials, poster presentations, and web resources.

The submission form is grouped into sections. Currently all sections of the submission form must be completed in the same session, you will not be able to save your work and return at a later time. The sections are as follows:

Authors & Contributors
Resource Title & Description
Attributes
Details & Comments
Upload Associated Files

Please review the following checklist before submitting a resource or as a guide during the submission process, iCollaborative Submission Checklist.
Principles for Effective IPE

• Begin early, before professional identity is set
• Center experience on the patient, real or simulated
• Give learners a meaningful role
• Integrate multiple learning experiences in a developmental progression over the course of education and training

“The goal of this interprofessional learning is to prepare all health professions students for **deliberatively working together** with the common goal of building a safer and better patient-centered and community/population oriented U.S. health care system.”  

IPEC report
We are making progress

Responses from 2011 GQ

67% of 12,323 Medical Students responding reported required learning experience with other HP students.

Most common learning partners were nursing, pharmacy, physician assistant and physical therapy students, all >50%.

80% said the learning experiences included active engagement with patients, 40% patient-centered cases, 27% lecture only.
Responses from 2011 GQ

77% of respondents (8077) agreed or strongly agreed that “the learning experience with other health professions students helped me gain better understanding of the role of other professions in the care of patients.”

IPE a Global Interest