Interprofessional Collaboration (IPC)

Dean’s Honors Colloquium
Spring 2015
Definitions
(WHO 2010)

- **Interprofessional collaboration (IPC):** When multiple healthcare workers from different professional backgrounds work together with patients, families, carers, and communities to deliver the highest quality of care.

- **Interprofessional education (IPE):** Students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.

- **Interprofessional competencies:** Integrated enactment of knowledge, skills, and values/attitudes that define working together across the professions, with other healthcare workers, patients, families, and communities as appropriate to improve health outcomes in specific care contexts.
Interprofessional Practice

• A philosophy of patient care
Principles of IPC

• Patient & family centered
• Community & population oriented
• Relationship focused
• Process-oriented but outcomes-driven
• Integrated across the learning continuum
• Applicable across professions
• Sensitive to systems context
Goals of IPC/IPE

- Prepare all healthcare professions students for deliberately working together with the common goal of building a safer and better healthcare system.
- Improved *team-based* training (knowledge, skills, attitude) that leads to improved quality and safety in *team-based* patient care (behaviors, competence).
- *How* care is delivered is as important is *what* care is delivered.
Other definitions

• **Multidisciplinary**: A multidisciplinary team is one in which members use their individual expertise to first develop their own answers to a given problem, and then come together -- bringing their individually developed ideas -- to formulate a solution.
  – Little interactions across disciplines

• **Interdisciplinary**: The process of combining two or more disciplines, fields of study or professions, but is also attempting to synthesis them into something new.
  – Using the methods of one discipline with another

• **Transdisciplinary**: A transdisciplinary team is one in which members come together from the beginning to jointly communicate, exchange ideas and work together to come up with solutions to problems.
  – Holistic approach, collective decision-making
Core Competencies for Interprofessional Collaborative Practice

Sponsored by the Interprofessional Education Collaborative*

Report of an Expert Panel
May 2011

*IEC sponsors:
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
IPE Core Competencies

• Competency Domain 1: Values/Ethics: mutual respect and shared values
Specific Values/Ethics Competencies:

VE1. Place the interests of patients and populations at the center of interprofessional health care delivery.

VE2. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care.

VE3. Embrace the cultural diversity and individual differences that characterize patients, populations, and the health care team.

VE4. Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions.

VE5. 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.

VE6. Develop a trusting relationship with patients, families, and other team members (CIHC, 2010).

VE7. Demonstrate high standards of ethical conduct and quality of care in one's contributions to team-based care.

VE8. Manage ethical dilemmas specific to interprofessional patient/population centered care situations.

VE9. Act with honesty and integrity in relationships with patients, families, and other team members.

VE10. Maintain competence in one's own profession appropriate to scope of practice.
IPE Core Competencies

• Competency Domain 2: Roles/Responsibilities: understand roles and responsibilities of other professions
Specific Roles/Responsibilities Competencies:

RR1. Communicate one’s roles and responsibilities clearly to patients, families, and other professionals.

RR2. Recognize one’s limitations in skills, knowledge, and abilities.

RR3. Engage diverse healthcare professionals who complement one’s own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs.

RR4. Explain the roles and responsibilities of other care providers and how the team works together to provide care.

RR5. Use the full scope of knowledge, skills, and abilities of available health professionals and healthcare workers to provide care that is safe, timely, efficient, effective, and equitable.

RR6. Communicate with team members to clarify each member’s responsibility in executing components of a treatment plan or public health intervention.

RR7. Forge interdependent relationships with other professions to improve care and advance learning.

RR8. Engage in continuous professional and interprofessional development to enhance team performance.

RR9. Use unique and complementary abilities of all members of the team to optimize patient care.
IPE Core Competencies

• Competency Domain 3: Interprofessional Communication: communicate in a manner that supports team approach
Specific Interprofessional Communication Competencies:

CC1. Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.

CC2. Organize and communicate information with patients, families, and healthcare team members in a form that is understandable, avoiding discipline-specific terminology when possible.

CC3. Express one’s knowledge and opinions to team members involved in patient care with confidence, clarity, and respect, working to ensure common understanding of information and treatment and care decisions.

CC4. Listen actively, and encourage ideas and opinions of other team members.

CC5. Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.

CC6. Use respectful language appropriate for a given difficult situation, crucial conversation, or interprofessional conflict.

CC7. Recognize how one’s own uniqueness, including experience level, expertise, culture, power, and hierarchy within the healthcare team, contributes to effective communication, conflict resolution, and positive interprofessional working relationships (University of Toronto, 2008).

CC8. Communicate consistently the importance of teamwork in patient-centered and community-focused care.
IPE Core Competencies

• Competency Domain 4: Teams and Teamwork: relationship building, values and principles
Specific Team and Teamwork Competencies:

TT1. Describe the process of team development and the roles and practices of effective teams.

TT2. Develop consensus on the ethical principles to guide all aspects of patient care and team work.

TT3. Engage other health professionals—appropriate to the specific care situation—in shared patient-centered problem-solving.

TT4. Integrate the knowledge and experience of other professions—appropriate to the specific care situation—to inform care decisions, while respecting patient and community values and priorities/preferences for care.

TT5. Apply leadership practices that support collaborative practice and team effectiveness.

TT6. Engage self and others to constructively manage disagreements about values, roles, goals, and actions that arise among healthcare professionals and with patients and families.

TT7. Share accountability with other professions, patients, and communities for outcomes relevant to prevention and health care.

TT8. Reflect on individual and team performance for individual, as well as team, performance improvement.

TT9. Use process improvement strategies to increase the effectiveness of interprofessional teamwork and team-based care.

TT10. Use available evidence to inform effective teamwork and team-based practices.

TT11. Perform effectively on teams and in different team roles in a variety of settings.
IPE at UTHealth

- Is IPE new to UTHealth?
  - *The Brewsters: An Exercise in Interprofessional Ethics*
  - John P. McGovern Center for Humanities and Ethics
  - Neuroscience Research Center
  - Informatics for Clinicians and Clinical Investigators
  - Houston Geriatric Education Center
  - Ethics: Historical Lessons: Medicine After the Holocaust
  - MD/MPH Program, dual-degree programs
  - Blue Book electives
  - Faculty development workshops
  - Health Educators’ Fellowship program
The Center for Interprofessional Collaboration

An educational program focused on teamwork and collaboration across our six schools.

Welcome

Welcome to the Center for Interprofessional Collaboration, which hosts the Deans’ Honors Colloquium in Interprofessional Education. Participants will learn about interprofessional education by collaborating with students from all schools of the University of Texas Health Science Center at Houston.

Upcoming Events

Spring 2015 – Deans' Honors Colloquium III
TeamsTAPE training, simulation, case presentations
6 classes on Thursdays from 4-6 pm. Dates TBA.
Center for IPC (CIPC) at UTHealth

Leadership

Dean Patricia L. Starck, Ph.D., RN, FAAN
Senior Vice President for Interprofessional Education
Khalid Almoosa, M.D., M.S., FCCP
Director, CIPC

Support

Diana Tisdale
Administrative Coordinator

Bilal Trufant
Web Developer for Interprofessional Collaboration

http://www.uth.edu/ipc/

UCT Suite 1690
UTHealth Schools

• Graduate School of Biomedical Sciences
• Medical School
• School of Biomedical Informatics
• School of Dentistry
• School of Nursing
• School of Public Health
CIPC Structure

• **Steering Committee**
  – UTHealth Center for Interprofessional Collaboration in Education, Practice and Research
    • Mission and Vision Statements
    • Strategic Plan
    • Recommend IPE programs/activities at UTHealth
    • Establishment of advisory and oversight committees
UTHealth IPC Steering Committee

Represents all UTHealth Schools

• Dr. Patricia Starck, Senior Vice President for Interprofessional Education (Chair)
• Dr. Juliana Brixey, School of Nursing & School of Biomedical Informatics
• Dr. Arch Carson, School of Public Health
• Dr. Thomas Cole, Director for The McGovern Center for Humanities and Ethics
• Dr. Stacy Cradall, School of Nursing
• Dr. Yang Gong, School of Biomedical Informatics
• Dr. Ashley Hood, Graduate School of Biomedical Sciences
• Dr. Karen Novak, School of Dentistry
• Dr. Bela Patel, School of Medicine
• Dr. Khalid Almoosa, School of Medicine
• Dr. Laura Rooney, School of Nursing
• Dr. Luba Yammine, School of Nursing
• Dr. Deborah Jones, School of Nursing
CIPC structure

• **Advisory Council**
  – Faculty champion from each school
  – SIC representative
  – Community members
  – Public Relations Officer
  – Representative from UTHealth President’s office

• **Faculty Council**
  – Three faculty champions from each school

• **Faculty Champions**
CIPC objectives

• Train faculty & students in IPC
• Develop better IPC-based models for education & clinical practice
• Resource for UTHealth faculty & students to promote collaboration
• Support IPC Projects & initiatives including research & grant applications
Long-range goals

• Embed IPE in all UTHealth professions student curricula to prepare future healthcare workforce
• Train trainees, faculty, staff in IPC concepts applicable to clinical situations
• Foster collaboration locally, regionally, nationally
• Contribute to knowledge acquisition (research) in IPC
IPC at UTHealth

What IPC means to our students:

• Educational opportunities
• Interactive activities
• Available to all students
• Offered from the beginning of educational pathway
• Supported & role-modeled by faculty
• Increased role clarification & awareness
• Increased communication
• Valued as part of workforce readiness
• Prepare students for a team-based future in healthcare.
2014 Deans’ Honors Colloquium
2014 Deans’ Honors Colloquium

By School

Graduate School of Biomedical Sciences (GSBS), (n=3)

Medical School (MS), (n=6)

School of Public Health (SPH), (n=7)

School of Nursing (SON), (n=4)

School of Dentistry (SOD), (n=6)

School of Biomedical Informatics (SBMI), (n=5)
Future Possibilities

• Regional campus for expansion and IPC training
Benefits of IPC

- Improved communication
- Increased efficiency
- Improve employee morale, increases inter-staff support, less turnover
- Fosters creativity, ideas
- Reduced competition & conflict, better conflict resolution
- Better problem-solving
- Enhanced learning
- Networking
- Better clinical outcomes, cost-effectiveness, safety
- Strengthened professional identity
- Facilitated collaborative projects
Questions