TEXAS INTERPROFESSIONAL EDUCATION TASK FORCE EXECUTIVE SUMMARY – 2016

WEDNESDAY, JUNE 01, 2016

SUMMARY OF THE TEXAS INTERPROFESSIONAL EDUCATION TASK FORCE MEETING JUNE 2016
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SUMMARY OF THE TEXAS INTERPROFESSIONAL EDUCATION TASK FORCE MEETING - JUNE 2016

INTERPROFESSIONAL PRACTICE AND EDUCATION (IPE)

Interprofessional practice and education (IPE) is a powerful tool that can be used to establish linkages between the education system and the health care delivery system. Through IPE engagement opportunities, students learn to collaborate and communicate effectively, and, by doing so, they develop leadership qualities and mutual respect for one another's knowledge and skill sets (Interprofessional Education Collaborative [IPEC] Expert Panel, 2011). These methods and values are crucial to success in health care team settings where team functionality and patient safety are priorities. Additionally, accrediting bodies for multiple health care disciplines are requiring introduction of interprofessional practice and education competency frameworks.

Thus, health care professionals need preparation and support to work in these collaborative practice teams. To ensure that our Texas learners will be able to work effectively in teams, we need to educate them in classroom, simulation, and experiential practice environments where the model is interprofessional collaborative care. This transformation of health professions’ education with learners engaging with other learners, faculty, and staff outside of their own profession should become a routine expectation in health care education and is a primary mission of the Texas Interprofessional Education Task Force.

TEXAS INTERPROFESSIONAL EDUCATION TASK FORCE

Founded in 2015, the charge of the Texas Interprofessional Education Task Force was to share institutional IPE initiatives, experiences, and lessons learned across the state of Texas. The task force first met in the summer of 2015 to share information about IPE programming and initiatives for health professions education. The second task force meeting, which occurred in 2016, focused on the following two agenda items.

1. **Statewide Implementation of the Fundamentals of TeamSTEPPS® for Health Professions Education**: Developed by the Department of Defense (DoD) and the Agency for Healthcare Research and Quality (AHRQ), Team Strategies and Tools to Enhance Performance and Patient Safety (TeamSTEPPS®) is an evidence-based set of standardized curriculum to teach teamwork tools and strategies, aimed at optimizing patient outcomes by improving communication and teamwork skills among health care professionals. Research shows that quality and safety of patient care improve when members of the health care team use structured tools and strategies for effective communication and collaboration in shared patient-centered care responsibilities. Unless learners in health professional fields have the fundamentals of interprofessional communication and teamwork built into their curricula, these learners may enter into practice with insufficient skill sets, knowledge, and perceptions for interprofessional team-based care. To ensure practice-ready health professionals, educational programs must engender the knowledge, attitudes, and skills for collaborative healthcare across all health profession learners within an interprofessional practice and education context. Implementation of TeamSTEPPS® education across the state of Texas is a prime initiative of the Texas Interprofessional Education Task Force.

2. **Enhancing Interprofessional Practice and Education in Clinical and Advanced Practice Setting**: A major struggle for institutions across the state of Texas is integration of IPE into the clinical and advanced practice setting of our learners. Historically, health professions education and healthcare practice have developed and functioned separately, with little recognition that the two are intrinsically linked, especially for our learners on clinical/advanced practice rotations. Making this important linkage between interprofessional education and collaborative practice rotations will create a safe space for learners to practice and refine team-based skills prior to graduation. A second prime initiative of the task force is to share innovations, guidelines, assessment tools, learning objectives, preceptor-training materials, and other resources to combat the many barriers to IPE integration into clinical education.
MOVING FORWARD

Due to the commitment and efforts of the Texas Interprofessional Task Force, Texas is in a prime position to be a leader in interprofessional health care education. By collaborating and working together to improve the education of future health care professionals, Texas institutions are also essentially improving the health of the people of Texas. Moving forward over the coming year, the Texas Interprofessional Task Force set the following goals:

1. Define and outline a *set of core IPE concepts* that will be integrated into the curricula of health professions learners across the state of Texas.

2. Draft a *position paper* on the implementation of the *fundamentals of TeamSTEPPS®* into the curricula of health professions learners across the state of Texas.

3. Continue to collaborate and *share IPE resources* to better the educational experience of Texas learners, especially related to integration of IPE into clinical and advanced practice rotations.

4. Continue to *grow the membership* and invite additional private and public Texas institutions with educational programs/schools for health related professions.

QUESTIONS

During the 2016 task force meeting, the following executive questions were raised. The task force would like executive clarification for the purposes of moving forward with statewide IPE initiatives, task force goals, and future planning.

1. **VISION AND CHARGE?** The members of the Texas Interprofessional Education Task Force request articulation of the VISION of the university presidents for this group. Second, we request a statement of the CHARGE and ongoing structure for the group, with consideration of the goals and progress stated in this report. We also request comment on the following possible functions:
   
a. **Address** barriers to IPE integration into health care education.
   
b. **Recommend** educational/curricular resources, strategies, and guidelines.
   
c. **Synergize** standing and emerging IPE initiatives across the state of Texas.

2. **BUDGET?** Are there *INSTITUTIONAL SUPPORT AND RESOURCES* for this group? The group would like to meet twice per academic calendar to discuss emerging issues in interprofessional practice and education, as well as set and meet annual goals. Institutional resources could be allocated through a membership into the group or through special line item funding.

3. **GOAL ALIGNMENT?** Are the *GOALS OF THIS GROUP ALIGNED* with the executive vision for this task force? Although the task force was originally founded to share IPE initiatives and resources, the members would like to be productive with time and resources and generate recommendations for IPE guidelines that can be integrated into existing IPE curricula for health professions learners across the state of Texas.