science
innovation
evidence

THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION’S 2012 ANNUAL CONFERENCE & EXPO APRIL 26–29 INDIANAPOLIS
Exploring Opportunities To Integrate Interprofessional Education/ Practice (IPEP) in Occupational Therapy Curriculum

Nancy E. Carson, PhD, OTR/L
Patty Coker-Bolt, PhD, OTR/L
Neil Harvison, PhD, OTR/L, FAOTA
E. Adel Herge, OTD, OTR/L
Angela N. Hissong, D.Ed, OTR/L, CMCP
Stephen B. Kern, PhD, OTR/L, FAOTA
Maralynne D. Mitcham, PhD, OTR/L, FAOTA
Today’s objectives.....

• A brief overview of the history on “Interprofessional Education and Practice”.
• A discussion on why we need to increase IPE in our academic programs.
• Practical examples from our colleagues on how to integrate IPEP into your curriculum and how to measure the outcomes.
History of Interprofessional Education and Practice
History.....

- **1970s:**
  - Global interest and concerns about delivery of health care, role of interprofessional teams, reducing errors; Britain and Canada lead the way.

- **1980’s:**
  - Center for the Advancement of Interprofessional Education established in Great Britain
  - Journal of Interprofessional Care (1986)
History.....

• 1990’s:
  – Canadian Interprofessional Health Collaborative (CIHC).
    http://www.cihc.ca/about/overview
  – IOM report To Err is Human (1999) evokes new interest in improving patient safety

• 2000’s:
  – Institutions undertake IPE initiatives, conferences proliferate, new organizations form
  – First Collaborating Across Borders conference held on the University of Minnesota-Twin Cities campus, Minneapolis, sponsored with the Canadian Collaborative
  – WHO Study Group on Interprofessional Education & Collaborative Practice in 2007
Interprofessional education occurs when two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes. (World Health Organization, 2010)
WHO (2010)
History.....2009

- Six Health Care Organizations:
  - AACN (Nursing)
  - AACP (Pharmacy)
  - AACOM (Osteopathic Medicine)
  - ADEA (Dental Medicine)
  - AAMC (Medicine)
  - ASPH (Public Health)
- Convened in 2009- OT/ PT/ SLP were not included.
- In 2011 generated a report on core competencies for all healthcare professions.
Core Competencies......

Four core competency domains

- Values/ethics for interprofessional practice
- Roles/responsibilities for collaborative practice
- Interprofessional communication
- Interprofessional teamwork and team-based care
Interprofessional Professionalism Collaborative- 2010

- Initiated by APTA this group was conceived as a collaboration of “Doctoring Professions in Healthcare.

- Occupational Therapy was NOT invited to participate.

- In 2010, the IPC refined the 43 interprofessional professionalism behaviors for health care professionals.

- American Association of Colleges of Nursing
- American Association of Colleges of Osteopathic Medicine
- American Association of Colleges of Pharmacy
- American Dental Education Association
- American Physical Therapy Association
- American Psychological Association
- American Speech-Language-Hearing Association
- Association of American Medical Colleges
- Association of American Veterinary Medical Colleges
- Association of Schools and Colleges of Optometry
- National Board of Medical Examiners
American Interprofessional Health Collaborative (AIHC)

An organization developed in the US by proponents of IPE to give national focus

http://www.aihc-us.org
History ....2011

- Conference sponsored by
  - Robert Wood Johnson Foundation
  - Josiah Macy Foundation
  - ABIM Foundation
  - HRSA

- IOM meeting on competencies
Where is OT??

Reconstruction aides supervise recovering servicemen in craft activities in the early years of World War I.
A number of OT/OTA programs have successfully initiated initiatives in IPEP.

However, a review of the presentations at the Collaborating Across Borders III (CAB III) (Canada—United States joint conference) focusing on an exploration of common issues around interprofessional education (IPE) and practice (IPP) held in Arizona last November clearly identifies the need to do a lot more!

The other healthcare professions were much more prominent as were our OT colleagues from Canada!
IPEP in Occupational Therapy

• IPEP is being adopted by policy makers in the USA and internationally as a key strategy in improving health care outcomes!
• To be eligible for funding and reimbursement models we need to increase our role in these initiatives and become a player at the table.
• What are the first steps to implementing IPEP in OT/OTA education?
• Jefferson Center for Interprofessional Education (JCIPE): To promote excellence in healthcare through interprofessional education and scholarship.
JCIPE Core Competencies

1. Respect the unique cultures, values, roles/responsibilities and expertise of other health professionals

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

3. Work to ensure common understanding of information, treatment and care decisions by listening actively, communicating effectively, encouraging ideas of other team members and expressing one’s knowledge and opinions with confidence and clarity

4. Reflect on the attributes of high functioning teams and demonstrate responsibilities and practice of effective team member(s).

(Adapted from the Interprofessional Education Collaborative Expert Panel, 2011)
Health Mentors Program

- University-Wide Longitudinal Program
- 5 Jefferson Schools
- 7 Departments (OT, PT, Nrs, C&FT, Pharm, Med, PH)
- 50+ Faculty
- 1 Full-time Coordinator
- Community dwelling adults with one or more chronic health conditions or disability
- 130 Teams/year with 3-4 professions represented & 1 mentor
Health Mentors Program

- IP Team Assignments/semester, embedded in existing curricula.
  - Obtaining a Comprehensive Life & Health History
  - Preparing a Wellness Plan
  - Assessing Patient Safety
  - Self Management Support & Healthy Behavior

- IP Faculty facilitated “debriefing”

- Outcome Measures
  - Jefferson Attitudes toward Chronic Illness Care survey
  - Readiness for Interprofessional Learning Scale (RIPLS)
  - Interdisciplinary Education Perception Scale (IEPS)
  - Perception of Health Scale
  - Qualitative evaluation of reflection papers and focus groups
  - Course Evaluations
Interdisciplinary Clinical Discharge Scenario

- Developed by Geriatric Education Center (2009)
- Interprofessional teams of students develop a discharge plan for patient case story
- Pilot tested in 2009; integrated into course work in spring 2010, 2011 and 2012
  - OT, PT, pharmacy, nursing & medicine
Methodology

- Prior to session:
  - Students view 20 minute videotape of professionals working with a patient; review chart; complete online discharge module

- Session:
  - Students review chart in a pre-meeting
  - Student team conducts a family meeting with patient and caregiver (both played by standardized patients)
  - Students debrief with faculty observers and standardized patients
Outcomes

• Outcome Measures
  – Pre/Post Attitude Survey (adapted from Heinemann, et al.)
  – Post Experiential Reflection
  – Student Satisfaction Survey
  – Team Checklist completed by faculty & S.P.s

• Students report
  – Increased knowledge of teamwork & collaborative skills in healthcare scenario
  – Increased recognition of the other team Members’ roles/responsibilities
  – Experience as rewarding & beneficial
Free standing academic health science center

Almost 2800 students from six colleges:

- Dental Medicine (280)
- Graduate Studies (318)

- Health Professions (743)
  - Department of Health Professions (517)
    - BS in CVP
    - MS in AFN, OT, PA
    - DPT
  - Department of Healthcare Leadership & Management
    - MHA, DHA
  - Department of Health Sciences and Research
    - PhD in Health and Rehabilitation Sciences

- Medicine (706)
- Nursing (422)
- Pharmacy (320)
IPE Initiatives

• Active in IPE since 1990’s – initially focused on elective experiences for students
• Consensus for IPE as theme for QEP for SACS reaffirmation occurred during 2006-2007
• Creating Collaborative Care (C3) initiative established
• Goals include:
  – Acquire teamwork competencies
  – Acquire knowledge, values and beliefs of health professions different from own profession
  – Apply teamwork competencies in a collaborative interprofessional learning context
  – Demonstrate teamwork competencies in a collaborative interprofessional health care delivery or translational research context.
Strategic Goals

- **MUSC** – Be a leader in interprofessional/interdisciplinary practices by building on existing activities and fostering an environment that rewards innovative and integrated education, research, and patient care.

- **College** – Achieve national and international distinction as leaders in interprofessional education and practice.

- **OT Division** - Increase engagement in interprofessional education and practice (IPEP) across the institution thereby strengthening graduates’ ability to function in current and new models of health care delivery teams.

Do NOT Copy without Permission
Curricular domain outcomes

IP Day (annual event since 2006)
- All day event with classes cancelled
- Introduce IPE to all 1st and 2nd year students through presentations and small group sessions

IP 710 Transforming Healthcare for the Future
- Required course for all entry level students

IP elective courses
- 17 currently offered

IP student fellowship program
- Recognized on graduation transcript
- 36 completed since 2009
- Occupational Therapy Division
  - 3 students completed fellowship in 2011
  - 5 students projected to finish in 2012
Extracurricular domain outcomes

- Presidential Scholars Program
- Student Interprofessional Society (SIPS)
- National CLARION Competition
- Overseas medical missions
Faculty development domain outcomes

- IPE Faculty Development Institute (2009)
- Interprofessional Faculty Fellowship (2012)
Some Examples of IPE for OT students

- **IP team training during college orientation**
  - OT, PA, and PT students watch a video and work in small groups to address a specific health issue for a defined population

- **IP team caregiver interview in Intro to OT**
  - OT, PA, and PT meet to prepare, collaborate, and implement a caregiver interview assignment and then they present their experience to the class

- **Discharge case conference in OT geriatric course**
  - OT, PA, PT, and NU students meet 2 times to review a case and collaborate regarding the best discharge disposition based on multiple factors
Addressing Oral Health Needs of Children with Special Needs

- MUSC Dental and Occupational Therapy students participated in on-site clinical experience at Pattison’s Academy, a school for children with special needs.

- Students’ time at Pattison’s focuses on:
  - Understanding daily oral hygiene needs of children with multiple disabilities
  - Building rapport and confidence working with children with special needs
  - Gaining an understanding of importance of IPE in professional/clinical setting
Student interprofessional education

- OT Considerations
  - Positioning
  - Oral sensitivity
  - Adaptive Equipment

- Dental Considerations
  - Caries Risk
  - Periodontal Factors
  - Xerostomia (dry mouth)
  - Prevention or oral cavities

- Other Considerations
  - Medications
  - Diet

Building rapport with children and learning about each other’s profession
Educational Opportunities

- Instruction from community pediatric dentists and therapists
- Case study instruction based on children at Pattison’s
- New documentation
  - Oral medical history and examination
  - Special needs exam checklist
- Caregiver Training
  - Students created brushing & flossing video
- Student presentation at national conference

Students created oral hygiene kits for each child at school and trained teachers and assistants.
Providing Care for the Uninsured

- Pro-bono clinic founded in 2005
  - Serving uninsured clients

- Inter-professional setting, including:
  - Medicine
  - Physician Assistant
  - Pharmacy
  - Physical Therapy
  - Occupational Therapy
Effects of CARES Initiative

- Serve the underfunded people of the greater Charleston area
- Instill the value of compassionate health care
- Help students gain valuable clinic experience and understanding the roles of other health professionals
Measuring Outcomes of CARES Experience

- Interprofessional Grant
- Student learning outcomes
  - Improve clinical reasoning (Clinical reasoning survey)
  - Increase perceptions and attitudes for working in interprofessional healthcare teams (IPE Surveys)
- Impact of CARES to the Charleston community
  - Determine the potential reimbursable care
  - Determine the number/cost of potential Emergency Room (ER) visits

Medical Clinic - Over a 5 month time period, patient care provided at CARES has prevented 81 ER visits
Other IP Student Experiences

**International Medical Missions**

- Medicine, nursing, pharmacy, dental, OT, PT teams in Uganda

**Camp Hand 2 Hands Pediatric CIMT program**

- Camp for children with hemiplegia cerebral palsy providing CIMT
- Teams of OT and PT students plan and implement daily treatment at camp
Cultivating Partnerships in the Garden: An Interprofessional Service Learning Experience

Quincy Gardening Club & Penn State Mont Alto Students

Susan Smith, Events Coordinator
Joe, Member Quincy Gardening Club
Ruthie, Member Quincy Gardening Club

Dr. Beth Brandtly & Craig Houghton, Forestry
Dr. Angela Hissong, Occupational Therapy
Dr. Renee Boremeo, Physical Therapy
Dr. Kevin Boom, English
MISSION OF COLLABORATION

• **Modifications** to gardening tools
• **Accessibility with** raised garden beds
• **Modifications** to garden terrain
• **Re-Structuring** of gardening tasks
• **Current Market** garden tools
• **Documentary of Collaborative Experience**
Quincy Gardening Club Experience
Gardening as a Physical & Social Occupation

OBJECTIVES FOR CLUB MEMBERS

• Social interaction
• Use of adapted gardening equipment
• Belonging to a group who grows, cooks, and gatherings around food “locally” produced
• Hands busy in garden
• Engaging with nature
• Sharing experiences of gardening & the seasons
• Positive benefits to mind, body, and spirit!
Adapted Gardening Tools

Morning Demo with OTA Students
Interprofessional Collaborative Education and Practice  

- Grant Writing  
- Building, Installing, and Planting: Raised Beds  
- Demonstration of Ergonomic Gardening tools & Proper Body Mechanics  
- Gathering together to plant 50 “Pizza Pots”  
- Documentary to present to other Gardening Club  
- Gathering of everyone to reflect on Interdisciplinary Collaboration via a Service Learning Experience
SNAPSHOT OF COLLABORATION

- Length of Collaboration
  - July 2011 to June 2012
- Cost = $3,500
- Total Individuals Involved
  - 33 Garden Club Members
  - 44 Students
  - 5 faculty members
  - 2 Public Relations Reps

Collaborative Expressions

Garden Club Member
“This has been the highlight of the club events during the past 10 years I have been here – hope you are coming back next year!”

OTA Student
“Hearing the stories while we were demonstrating the equipment of what they used in their gardens 50-60 years ago AND all they grew was just so heartwarming. I hope you do this service learning experience with future cohorts.”

Faculty
“Watching the interactions of multiple generations in the dirt is just incredible...now how do we get more funding to do this with all future cohorts of students?”
Call for submissions

The Association of American Medical Colleges (AAMC), as a partner in the Interprofessional Education Collaborative (IPEC), announces a call for submissions for competency-based learning and assessment resources, in support of the IPEC Core Competencies for Interprofessional Collaborative Practice report.

Funded in part by the Josiah Macy Jr. Foundation, this initiative is designed to create a national clearinghouse of competency-linked learning resources for interprofessional education and models of team-based or collaborative care.

The AAMC, with guidance from the IPEC-MedEd PORTAL Advisory Committee, will select up to fifteen (15) applicants for resource development awards of $2,000 to accelerate content refinement in preparation for formal submission and peer-review to MedEdPORTAL. Award application deadline is Friday, May 25, 2012 at 5p (EDT) with applicants notified of funding decisions by June 18, 2012.

To review the full call for submission proposals and apply online, please visit: www.mededportal.org/ipe.
We will be back..........