Interprofessional Practice & Education

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Participants will be able to:

• Discuss the necessary knowledge and skills to build and oversee effective interprofessional educational and/or clinical teams and lessons learned from UNE’s experiences
210,000 – 440,000
Top Causes of Death U.S. Numbers of Death, 2010

Heart Disease: 600,000
Cancer: 575,000
Medical Errors in Hospitals: 210,000
Strokes: 130,000
Accidents: 120,000
Alzheimer’s Disease: 84,000
Diabetes: 70,000
A Team of Experts is not An Expert Team
“It is clear that *HOW* care is delivered is as important as *WHAT* care is delivered”. IOM 2001
Interprofessional Collaborative Practice (IPCP)

“When multiple health workers from different professional backgrounds work together with patients, families, caregivers, and communities to deliver the highest quality of care”

(WHO, 2010)
Video games integrate "having each other’s backs", i.e., support other team members, into the formula of how winning is determined.

"Rage doesn't win games."

Each negative player on a team decreases your chances of winning, from a 54% average win rate with "zero ragers", down to a 46% win rate with three.

"And it keeps getting worse from there," Riot said. Riot said its early findings suggest there's a direct correlation between a team's behavior and the gold they're capable of earning in a match.

• Video: https://www.youtube.com/watch?v=ugXC7g3p0JU
Health Care Reform Necessitates Interprofessional Practice

- Payment reform – value based payment
- Integrated care – primary care, behavioral health, and/or oral health
- Major Health Challenges – tobacco, opioids, obesity
Accreditation & Other Standards Require IP Competencies


• Entrustable Professional Activities for Physician Residency https://members.aamc.org/eweb/upload/Core%20EPA%20Curriculum%20Dev%20Guide.pdf

• LCME Standard 7.9 The faculty of a medical school ensure that the core curriculum of the medical education program prepares medical students to function collaboratively on health care teams that include health professionals from other disciplines as they provide coordinated services to patients. These curricular experiences include practitioners and/or students from the other health professions.
4 Interprofessional Competencies

• Values/Ethics
• Roles/Responsibilities
• Communication
• Teamwork

2011 by associations of schools of nursing, MD, DO, pharmacy, dental, & public health (AACN, AAMC, AACOM, AACP, ADEA, and ASPPH) and updated in 2016:

2010 Canadian Interprofessional Health Collaborative (CIHC)

Adds: Collaborative Leadership and Conflict Resolution

https://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf
Does It Work?

So far, yes.

7 studies indicate positive outcomes in diabetes care, medical errors, OR care, patient satisfaction, behavioral health care.


Implementing **IP Practice** tools such as TeamSTEPPS works to reduce errors and improve outcomes and care

http://www.teamsteppsportal.org/evidence-base
UNE’s Approaches:
On Campus IPE at UNE
Clinical IPE “Leaning In” - Ghana
Clinical IPE

Vaccine Clinics:
• Homeless shelters
• VA clinics

With Students From:
• Medical
• Pharmacy
• Dental
• Nursing
• PA
Rural Immersions
Public Health Emergency Exercises
TeamSTEPPS

- U.S. DHHS AHRQ curriculum for health professionals that teach team skills
- Curriculum and materials are free or low cost [http://teamstepps.ahrq.gov/](http://teamstepps.ahrq.gov/)
3rd, 4th Year Clinical IP Rotations/Clerkships

- 2012 piloted with one hospital in a family practice setting
- 2014 and 2015 expanded after summits to 5 other sites
- 2015 developed website with Clinical IPE Curriculum toolkits
- 2016 hired a Clinical IPE Outreach Coordinator

Most common models:
- Post discharge home visits
- Seeing complex patients
- Population health/QI activities
- PCMH Standards
Cross-Cutting Learning Activities: Briefings and Debriefings

• Students practice briefings and debriefings with each other, then learn to conduct them with the practice team


• PCMH Standard 2, Element D
Evaluating Teamness

• Using IPEC Competencies
• ACE-15 (Assessment for Collaborative Environments) OHSU

• Other Assessment Tools:
  https://nexusipe.org/advancing/assessment-evaluation-start
• Recruitment system for students and clinicians from dental medicine, medicine, nursing, pharmacy, physician assistant, and social work;

• Clinical preceptor trainings including learning collaborative strategies;

• Tracking system following the numbers and types of UNE health professions students participating in clinical IPE/IPC clerkships as well as the numbers and types of clinical sites participating;

• IPE/IPC Curriculum of clinical interprofessional student learning activities;

• Standardized evaluation tools for use with students and preceptors; and

• Communication system for on-campus, clinical site, and other stakeholders.
Care for the Underserved Pathway (CUP) Scholars

• Soon to be AHEC Scholars
• Smaller groups of students for specialized clinical settings
• Creates a “sandbox” for piloting innovations
• Overview of new AHEC https://nhsc.hrsa.gov/corpsexperience/aboutus/nationaladvisorycouncil/meetingsummaries/03-17-overview.pdf
• FMI http://www.nationalahec.org/
UNE Resources

- Clinical Interprofessional Curriculum
  http://www.une.edu/clinical-interprofessional-curriculum

- Planning Guide for Clinicians

- On Campus IPE through the IPE Collaborative (IPEC):
  http://www.une.edu/wchp/ipec

- Cross-Cutting Student Activities
  http://www.une.edu/academics/centers-institutes/center-excellence-health-innovation/clinical-interprofessional-curriculum/cross-cutting-learning-activities

- UNE - Eastern Maine Medical Center IPE Video
  https://vimeo.com/211361920

- UNE - MaineGeneral Hospital IPE Video
  https://www.youtube.com/watch?v=2zkQ0f3sluk&feature=youtu.be
Lessons Learned

• Find champions, early adopters
• Survey employees to identify areas needing more teamness
• Identify sweet spots
• Determine how IP can add value to clinical sites
• Lean in
• Be creative
• Cultivate broader support
• Don’t let ideal be your enemy
• Scheduling snafus can be a bottleneck – be flexible and creative
• Create the roadmap before and during driving
• PDSA – Plan Do Study Act
• Build the systems needed to scale
• Large scale vs high touch
• Grant funds = catalysts
• Integrate into institution’s vision, strategic plans
• Have fun!!
12 Question Readiness Assessment Checklist

• Overall Categories:
  • Define the need
  • Readiness for change in culture
  • Time, resources, personnel
  • How to sustain change

• https://www.ahraq.gov/teamsteps/readiness/index.html
Next Steps

• What sweet spot does your institution have – a unit with possible champions, that are open to new ideas, where you can lean in, and take a next step?
Changing Care Delivery in a Large Health System

1. CREATE Sense of Urgency
2. BUILD Guiding Coalition
3. FORM Strategic Vision & Initiatives
4. ENLIST Volunteer Army
5. ENABLE Action by Removing Barriers
6. GENERATE Short Term Wins
7. SUSTAIN Acceleration
8. INSTITUTE Change

The Big Opportunity

The 8-step process for leading change

http://www.kotterinternational.com/the-8-step-process-for-leading-change/
SARS
What You Need to Know
The New Age of Epidemics

Health Care Reform

EBOLA VIRUS

ZIKA VIRUS
Volatile
Uncertain
Complex
Ambiguous

"the new normal"
Engaging Students: Unstoppable Innovation

http://www.npr.org/2016/04/01/472451687/how-can-text-messaging-save-lives
One Team

The Lewiston Maine high school boys soccer team is comprised of players from 6 different countries, mostly African immigrants who fled refugee camps. Against many odds, they won the 2015 state championship, the first ever for this high school and for the 30-year veteran coach.

The 2-minute movie trailer points out some of the key ingredients to any team – vision, preparation for the unexpected, and having each others’ backs.

https://vimeo.com/145582582?from=outro-embed