Interprofessional Education (IPE): Considering Teamwork, Collaboration and Beyond for Better Care of our Patients.

Eve R. Colson, MD
Associate Professor, Pediatrics
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- Strategic Planning Yale School of Medicine
- Longitudinal Clinical Experience Task Force
- Power Day
Goals

• Raise awareness of IPE
• Encourage reflection on your own IP experiences
• Consider IPE for our students
Objectives

• By the end of this hour you will be able to:
  – Give a working definition of IPE
  – List reasons why IPE is important
  – Describe a personal IPE experience
  – List some barriers to IPE
Timing

- 10 minute overview
- 10 minute buzz groups
- 20 minute discussion
- 10 minute summary
What is Interprofessional Education? (IPE)
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“Occasions when 2 or more professions learn with, from and about each other in order to improve collaborative practice and the quality of patient care”
(Center for Advancement of Interprofessional Education 2000)

“By definition, students participate interactively”
(Scott Reeves, 2012)
Why Interprofessional Education? (IPE)
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IPE → COLLABORATIVE PRACTICE → GOOD PATIENT CARE
“If we acknowledge the growing body of evidence that healthcare delivered by well-functioning teams produces better results, there is a serious disconnect with the educational system that is still structured in silos”

George Thibault, MD
President Macy Foundation
2012
All health professionals should be educated to deliver patient-centered care as members of an interprofessional team, emphasizing evidence-based practice, quality improvement approaches and informatics.

IOM Report
Why Interprofessional Education? (IPE)

LCME ED-19-A (to be finalize Feb 2013)

Standard

The core curriculum of a medical education program must prepare medical students to function collaboratively on healthcare teams that include other health professionals.
Why Interprofessional Education? (IPE)

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Rationale

Recent publications by various organizations representing the medical education and medical practice communities have focused on the importance of IPE and IP collaborative practice for ensuring improved patient outcomes and enhanced safety and quality of care.
“Buzz Groups”

1. Example of your own experience with interprofessional education (formal or informal)

2. Potential barriers to IPE for our students at Yale
“Buzz Groups”

1. Discuss an example of your own experience with interprofessional education (formal or informal)

2. Discuss potential barriers to IPE for our students at Yale
Study: Facilitators and Barriers to IPE: Views of Faculty at Yale and Penn

Objective: To identify faculty beliefs about barriers and facilitators to IPE as the initial step in developing IP curricula.
Study: Facilitators and Barriers to IPE: Views of Faculty at Yale and Penn

Methods: In-depth interviews of faculty with experience in education from Yale Schools of Medicine and Nursing and PA Program and University of Pennsylvania Schools of Nursing and Medicine.

Qualitative data analysis
Findings:

1. Culture

“I mean I think- I would like to believe- I’m probably a bit naïve about this though, that we can get over the captain of the ship mentality and agree we all have something to bring to patient care whether it’s primary care or critical care.”
Study: Facilitators and Barriers to IPE: Views of Faculty at Yale and Penn

Findings:
2. Forced affecting IPE
Belief that IPE leads to better patient care

“I am 100% convinced that the best care is team care and the only way you’re going to get people to practice in teams really collaboratively is to train them to do that. It’s really hard later.”
Study: Facilitators and Barriers to IPE: Views of Faculty at Yale and Penn

Findings:

3. Experiences with IPE

“......I was precepting medical students and nurse practitioner students and we had physicians and they were precepting both. So they were together and that was a great experience for everyone.”
Findings:
4. Curriculum related
Students (ages and stages)

“…..Then they go to medical school. Then really there are 2 years where they are protected from the full on contact of, oh my God, you’re so sick and you’re so needy and I’m responsible for you. And that means that these two trajectories results in very different behaviors and very different sorts of thoughts about who am I, what am I doing, how am I a professional.”
Goals

• Raise awareness of IPE
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Thank You