MULTI-DISCIPLINARY VS. INTERPROFESSIONAL EDUCATION:

John JD Juchniewicz, MCIS, CCMEP
jjuchniewicz@academycme.org
Tweet Me @jjuch

Karen J Thomas, MEd, CCMEP
cmecoach@gmail.com
Tweet Me @cme_coach

DISCLOSURE

- John JD Juchniewicz, MCIS, CCMEP
- Karen J Thomas, MEd, CCMEP

*Do not have an interest in selling a technology, program, product, and/or service to CME professionals.*
4/30/2013

LET’S GET STARTED!

Competency
- 4.2 -- Consider a multi-disciplinary focus for needs assessment, educational design, and evaluation...

LET’S GET STARTED!

Learning Objectives:
- Assess the difference between multi-disciplinary education and interprofessional education/team-based learning
- Predict barriers to both educational concepts encountered when developing and implementing a continuing education activity
- Implement strategies which move multi-disciplinary CE activities toward an interprofessional model
- Prepare faculty for the unique challenges of simultaneously educating multiple types of healthcare professionals using either concept design
HOW MANY OF YOU ARE INVOLVED IN MULTI-DISCIPLINARY EDUCATION?

HOW MANY OF YOU ARE INVOLVED IN INTERPROFESSIONAL EDUCATION?
HOW MANY OF YOU THINK I JUST ASKED THE SAME QUESTION TWICE?

TERMINOLOGY CAN BE TRICKY!

DEFINITIONS

**Multi-disciplinary Education**: Combining or involving several academic disciplines or professional specializations in an approach to a topic or problem; within an educational format.
**TERMINOLOGY CAN BE TRICKY!**

**DEFINITIONS**

**Interprofessional Education**: occurs when two or more professions learn with, *from and about each other* to improve collaboration and the quality of care (*as defined by the Center for the Advancement of Interprofessional Education (CAIPE)*)

**WHERE DOES TEAM-BASED LEARNING FIT?**

**Team-based Learning or Cooperative Learning**: student-centered teaching strategy in which heterogeneous groups of students work to achieve a common academic goal (*McGraw-Hill Concise Dictionary of Modern Medicine. © 2002 by The McGraw-Hill Companies, Inc.*).
WHERE DOES TEAM-BASED LEARNING FIT?

- **Instructional strategy** that is designed to
  - (a) support the development of high-performance in targeted teams
  - (b) provide opportunities for these teams to engage in significant learning tasks
  - (c) link system functions to role-specific support

WHERE DOES TEAM-BASED LEARNING FIT?

- Team activities must be the overarching strategy throughout the entire activity
- Educational formats can support teams constructed for long-term interactions so that individual members feel committed or baseline functions that can be remedied in learning through role-play focused activities
MULTI-DISCIPLINARY EDUCATION

**What it is:**
- Multiple targets/disciplines
- Knowledge for the sake of knowledge
- Could be performance/procedural based if all members are authorized

**What it is not:**
- Adding multiple certifications on an activity
- Randomized education
- Interprofessional education
- Not usually team-based education

*Multi: Latin mulus; root word meaning many*

INTERPROFESSIONAL EDUCATION

**What it is:**
- Multiple targets/disciplines: **Team-Based**
- Knowledge for the sake of knowledge, performance, procedural, systems based
- Takes into account all roles and the dependency on each role to be performed/linked to the next
- May require customized objectives, based on role, that are specific to each learner population

**What it is not:**
- Adding multiple certifications on an activity
- Randomized disjointed education
- Multi-Disciplinary education

*Inter: Latin root word; in between, showing relationship*
## Methodologies

<table>
<thead>
<tr>
<th>Multi-Disciplinary</th>
<th>Interprofessional</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Didactic</td>
<td>- Didactic</td>
</tr>
<tr>
<td>- Group activity</td>
<td>- Group activity</td>
</tr>
<tr>
<td>- ...but it depends</td>
<td>- Team-based</td>
</tr>
<tr>
<td>- Outcomes self reported for the team that the learner is a part of</td>
<td>- Systems focused</td>
</tr>
<tr>
<td>- Applicable across institutions</td>
<td>- Outcomes measurement more realistic...but....</td>
</tr>
<tr>
<td>- Formats</td>
<td>- Formats</td>
</tr>
<tr>
<td>- Live...YES</td>
<td>- Live...YES...</td>
</tr>
<tr>
<td>- Enduring ... YES</td>
<td>- Enduring ... NO...</td>
</tr>
</tbody>
</table>

**BARRIERS**

- Will be biased to the group
- Formats
  - Live...YES...
  - Enduring ... NO... *follow-up reinforcement*
Barriers

- Competing professional identities, values and professional/institutional cultures (including language and jargon)
  - Faculty/Planners: Don’t give committee titles...
  - Learners/Activity: Define your roles and concerns (white board)...

- Differences in schedules and professional routines
  - Faculty/Planners: Recognize the differences up-front; one size doesn’t fit all...
  - Learners/Activity: Rethink how it will work in their setting...

Sources: Ginsburg 2005; Carpenter 2008; Reeves 2009; Sargeant 2009; Barr 2009; Headrick 2000; Ho 2008; Steinert 2005

---

Barriers

- Stereotyping other professions
  - Faculty/Planners: Dispel/Challenge old thinking patterns early...
  - Learners/Activity: Acknowledge the advancement of the roles...

- Profession protecting its territory
  - Faculty/Planners: Reality check/Working together does mean giving up something...
  - Learners/Activity: Educational design considerations; promote comfort in learning...

Sources: Ginsburg 2005; Carpenter 2008; Reeves 2009; Sargeant 2009; Barr 2009; Headrick 2000; Ho 2008; Steinert 2005
CONSIDERATIONS TO KEEP IN MIND

- Differences in accountability, payment, and rewards

- Mistakes in educational design
  - Interprofessional objectives cannot be incorporated into multi-disciplinary CE without modifying structure, content and learning methods
  - Disregarding evidence that interprofessional CE needs additional investment in interactive learning in small groups

Sources: Ginsburg 2005; Carpenter 2008; Reeves 2009; Sargeant 2009; Barr 2009; Headrick 2000; Ho 2008; Steinert 2005

WHAT OTHER BARRIERS HAVE YOU ENCOUNTERED?
NEED TO ASK OURSELVES:

What are we trying to accomplish with the activity we are planning?

*Our answer will determine the design of our intervention*

UNI-PROFESSIONAL (LEARNING ALONE)

- **May fit when:**
  - Objectives address profession-specific scope of practice
  - Curricula are tightly constrained by a regulatory body
  - Learning leads to a profession-specific awards

*Source: Barr 2009*
MULTI-PROFESSIONAL (LEARNING TOGETHER)

- **May fit when:**
  - Objectives are organizationally rather than professionally determined
  - Economies of scale may result from including more than one profession
  - Specialist teaching expertise needs to be deployed optimally

INTERPROFESSIONAL (LEARNING WITH, FROM, AND ABOUT EACH OTHER)

- **May fit when:**
  - Learning is within an interprofessional team
  - Effective implementation demands improved or different types of collaboration between professions
  - Effective practice depends upon mobilizing resources across professions
  - Problematic relationships between professions need remedy
  - Policy implementation destabilizes pre-existing roles and relationships between professions

*Source: Barr 2009*
**Elephant in the Room**

- Many healthcare professionals don’t know how to be interprofessional
  - Not trained in interprofessional environments
  - Contact is not enough to build collaboration among group members

*Sources: Sargeant 2009, Interprofessional Education Collaborative Expert Panel 2011*

---

**Interprofessional Learning Requires**

- Understanding how professional roles and responsibilities complement each other
- Recognize the limits of professional expertise
- Buy into the need for cooperation, coordination, and collaboration across professions to promote health and treat illness

*Source: Interprofessional Education Collaborative Expert Panel 2011*
FOR THIS TO HAPPEN...

EACH PROFESSION NEEDS TO KNOW AND USE THE OTHERS’ EXPERTISE AND CAPABILITIES IN A PATIENT-CENTERED WAY

Source: Interprofessional Education Collaborative Expert Panel 2011

CHARGE TO EDUCATORS

- Use learning methods that encourage knowledge-sharing and counteract preconceived ideas among healthcare professionals

Source: Interprofessional Education Collaborative Expert Panel 2011
WHAT’S IN IT FOR ME?

- HCPs have more favorable reactions to interprofessional education when they see a direct relevance to current or future practice
- Resistance occurs when short-term learning needs are not met

Source: Reeves 2007

CHARGE TO EDUCATORS

- Develop interprofessional activities that have a direct relevance to current or future practice

Source: Interprofessional Education Collaborative Expert Panel 2011; Reeves 2007
HOW DO WE DO THIS?

PLANNING PROCESS

- Review the literature from multiple professions
- Survey learners from all the professions you intend to include about practice gaps and educational needs
- Re-assess scope of practice
  - Are we prehistoric in our thinking of scope of practice?
  - Do our learners need education about the current scope of practice of other professions?
PLANNING PROCESS (CONTINUED)

- Educational objectives that are Profession/Role specific
  - Need to be careful not to reinforce silos

- Change the look of the planning committee
  - Go for true (and not token) representation

TEAM DYNAMIC EDUCATIONAL DESIGN

- Have one member from each profession/role as part of a learning group

- Have the actual team work together as a learning group

- Have each member of the team state their responsibilities/role

Source: Reeves 2007
INTERACTIVE LEARNING METHODS

<table>
<thead>
<tr>
<th>Learning Method</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exchange based</td>
<td>Seminar based discussions</td>
</tr>
<tr>
<td>Observational based</td>
<td>Joint visits to patients/clients</td>
</tr>
<tr>
<td>Problem focused</td>
<td>Problem based learning</td>
</tr>
<tr>
<td>Simulation based</td>
<td>Role playing, simulated clinical learning environments</td>
</tr>
<tr>
<td>Practice based</td>
<td>Interprofessional clinical placements</td>
</tr>
</tbody>
</table>

Source: Reeves 2007

CAUTIONS

- Need to be careful about too many of one profession in a group
- Need to ensure group stability for duration of educational intervention

Source: Reeves 2007
**NOW A WORD ABOUT...**

**SILO LEARNING DESIGN**

**HORIZONTAL LEARNING DESIGN**

**VERTICAL LEARNING DESIGN**

---

**HORIZONTAL VS. VERTICAL LEARNING: LEARNING COMMUNITIES**

- **Horizontal Learning**
  - Interaction/Networking
  - Collaboration/Connection
  - Generalized Process Steps

- **Vertical Learning**
  - Systems Strategy
  - Team Functions as a Whole
  - Detailed Process Steps

---

**MD**
- PAs

**PharmD**
- Techs

**RN/NP**
- LVN
- LPN

**Allied healthcare/Tech**

**Residents**

**Med Students**

**MD, PharmD, RN, NP**
Faculty Development is Key!

The Activity Level: Faculty Training

- Putting the Right faculty together
  - Managing the level of participation
  - Establish a rapport with the faculty chair early
  - By therapeutic area (comorbid conditions)
  - Activity educational design/format
    - Design by learner sections
    - Design by team [large planning faculty]
    - YOU are part of the team!
THE ACTIVITY LEVEL: FACULTY TRAINING

- **Prepare** faculty for the unique challenges of simultaneously educating multiple types of healthcare professionals
  - Educational *Goals* vs. Educational *Objectives*

THE ACTIVITY LEVEL: FACULTY TRAINING

- **Training** faculty
  - Keeping control
  - Keeping the vision
  - Intimidation factor
  - Define multi-disciplinary vs. interprofessional
    - *Stop assuming they know*...
THE ACTIVITY LEVEL: LEARNER PREPARATION

- Putting the **Right** learners together
  - Multi-disciplinary: Knowledge for the sake of knowledge
  - Interprofessional:
    - Individual design – simulation *or*
    - Team-based design – actual team based training
  - Managing participation

THE ACTIVITY LEVEL: LEARNER PREPARATION

- Activity educational design/format
  - **YOU are part of the team too!**
    - Clear instructions
    - Fostering participation
      - Debate
      - Clarity of the understanding on both sides
      - Recognizing the system, when appropriate
DEFINING YOUR ROLE

Question: So what is YOUR role?

- Referee?
- Moderator?
- Coach?
- Teacher/Trainer?
- Educational architect?
- Organizer?
- Planner?
- Facilitator?

THANK YOU!

WITH

SPECIAL THANKS TO:

CATHY PAGANO, CCMEP
DON MOORE, PHD
SCOTT KOBER, CCMEP
SONDRA MOYLAN, MS, RN
WENDY GLOFFKE, PHD
WHO STILL THINKS THAT MULTI-DISCIPLINARY EDUCATION AND INTERPROFESSIONAL EDUCATION ARE STILL THE SAME THING?

Q&A

BIBLIOGRAPHY

BIBLIOGRAPHY