

MULTI-DISCIPLINARY VS. INTERPROFESSIONAL EDUCATION:

DESIGN, DEVELOPMENT, AND EVALUATION

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DISCLOSURE

- John JD Juchniewicz, MCIS, CCMEP
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Do not have an interest in selling a technology, program, product, and/or service to CME professionals.

LET'S GET STARTED!

Competency

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

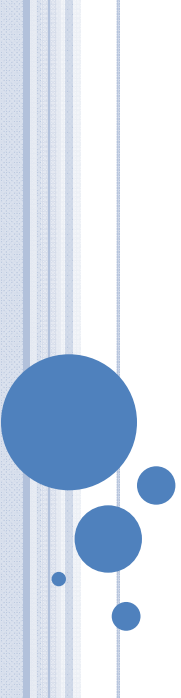


LET'S GET STARTED!

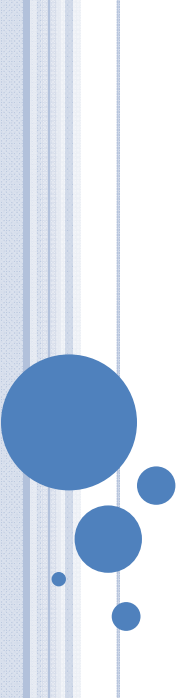
Learning Objectives:

- 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

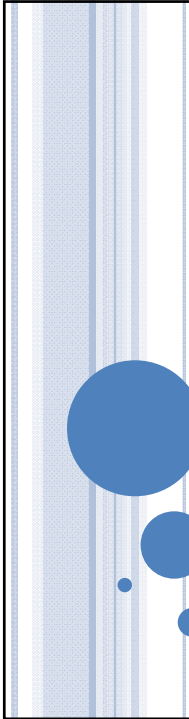




HOW MANY OF YOU ARE INVOLVED IN MULTI-DISCIPLINARY EDUCATION?



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

Multi-Disciplinary

- Didactic
- Group activity
 - ...*but it depends*
- Outcomes self reported *for the team that the learner is a part of*
- Applicable across institutions
- Formats
 - Live...YES
 - Enduring ... YES

Interprofessional

- Didactic
- Group activity
- Team-based
- Systems focused
- Outcomes measurement more realistic...*but....*
 - Will be biased to the group
- Formats
 - Live...YES...
 - Enduring ... NO...
follow-up reinforcement

BARRIERS



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 means 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)

o 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



Source: Barr 2009

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

o 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

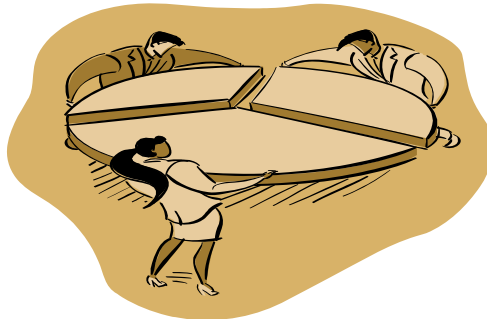
FOR THIS TO HAPPEN...

**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

Learning Method	Examples
Exchange based	Seminar based discussions
Observational based	Joint visits to patients/clients
Problem focused	Problem based learning
Simulation based	Role playing, simulated clinical learning environments
Practice based	Interprofessional clinical placements

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

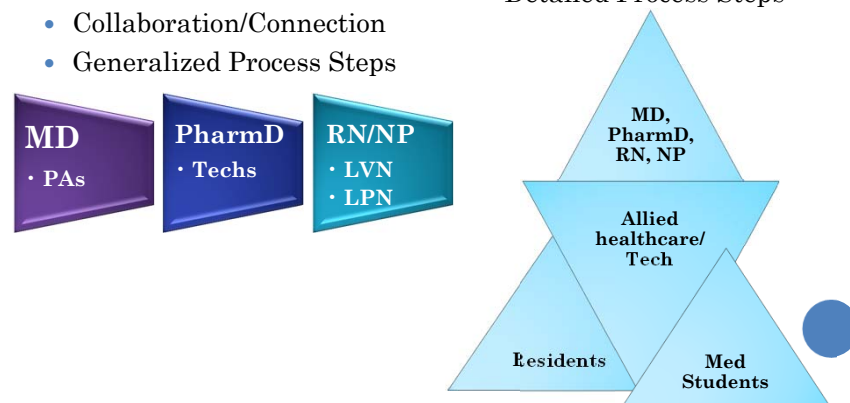
HORIZONTAL LEARNING DESIGN

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





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:

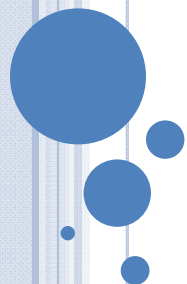
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WHO STILL THINKS THAT
MULTI-DISCIPLINARY EDUCATION
AND INTERPROFESSIONAL
EDUCATION ARE STILL THE SAME
THING?



Q&A

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