

# ‘The Healthcare Team’ – Interprofessional Learning and Team-Based Education

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## Learning Objectives

At the conclusion of this session, you will be better able to:

- ▶ Develop effective education for the interprofessional healthcare team
- ▶ Predict barriers which may be encountered when developing interprofessional continuing education (IPCE) and form strategies for avoiding or addressing them
- ▶ Discuss next steps to enable better communication among the members of the healthcare team

## Let's Talk Definitions

### Interprofessional Education (IPE):

– When students from two or more professions learn with, from and about each other to enable effective collaboration and improve health outcomes (WHO, 2010)

### InterProfessional Continuing Education (IPCE):

– When members from two or more professions learn with, from and about each other to enable effective collaboration and improve health outcomes (ACCME, ACPE, ANCC, 2015)

## Interprofessional Continuing Education (IPCE)

### What it is:

- ▶ Education designed for multiple professions
- ▶ Focuses on conceptual knowledge but is also procedural and systems based
- ▶ Takes into account roles of all team members and their interdependency
- ▶ Education planned by the team for the team

### What it is not:

- ▶ Adding multiple certifications on an activity
- ▶ Education planned by members of a single profession (eg physicians) even if it's intended for HCPs from multiple professions

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

## Why IPCE Is Important

“Interprofessional teamwork and collaborative practice are becoming key elements of efficient and productive efforts to promote health and treat patients.”

IOM 2015

## We Have a LONG Way to Go...

- ▶ HCPs are inadequately prepared to work together, especially as part of interprofessional teams
- ▶ Consequences:
  - Lower provider and patient satisfaction
  - Greater numbers of medical errors and other patient safety issues
  - Lower workforce retention
  - System inefficiencies resulting in higher costs
  - Suboptimal community engagement

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## Interprofessional Education Collaborative Competencies

- ▶ **Values/ethics in professional practice:**  
Work with individuals of other professions to maintain a climate of mutual respect and shared values.
- ▶ **Roles/ Responsibilities:**  
Use the knowledge of one's own role and those of other professions to appropriately assess and address the healthcare needs of the patients and populations served.

Interprofessional Education Collaborative  
Expert Panel. (2011).

## Interprofessional Education Collaborative Competencies

- ▶ **Interprofessional Communication:**  
Communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease.
- ▶ **Teams and Teamwork:**  
Apply relationship building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient-/population-centered care that is safe, timely, efficient, effective, and equitable.

Interprofessional Education Collaborative  
Expert Panel. (2011).

## Interprofessional Collaborative Practice Can Also Be Found in Other Competencies

### IOM Competencies

- ▶ Provide patient-centered care
- ▶ **Work in interdisciplinary teams**
- ▶ Employ evidence-based practice
- ▶ Apply quality improvement
- ▶ Utilize informatics

### ACGME Competencies

- ▶ Patient care
- ▶ Medical knowledge
- ▶ Practice-based learning and improvement
- ▶ **Interpersonal and communication skills**
- ▶ Professionalism
- ▶ Systems-based practice

## Accreditation and IPCE

### ▶ Collaboration Among Multiple Accredited Departments/Organizations

ACCME  
ANCC  
ACPE  
AAFP  
AAPA

AANP  
NASW  
AOTA  
CDR

### ▶ Joint Accreditation for Interprofessional Continuing Education

Currently includes ACCME, ACPE and ANCC

More to come?

For more information: <http://www.jointaccreditation.org/>

## Barriers

- ▶ Competing professional identities, values and professional/institutional cultures (including language and jargon)
- ▶ Identifying faculty who value IPE and can incorporate team perspectives
- ▶ Differences in schedules and professional routines
- ▶ Stereotyping other professions
- ▶ Profession protecting its territory

Sources: Ginsburg 2005; Carpenter 2008; Reeves 2009; Sargeant 2009; Barr 2009; Headrick 2000; Ho 2008; Steinert 2005, Altin 2014.

## Barriers (continued)

- ▶ Differences in accountability, payment, and rewards
- ▶ Learner perceptions of what IPCE is and its value to them
- ▶ Time
- ▶ System/organizational
- ▶ Funding for IPCE

Sources: Ginsburg 2005; Carpenter 2008; Reeves 2009; Sargeant 2009; Barr 2009; Headrick 2000; Ho 2008; Steinert 2005, Altin 2014.

## What Other Barriers Have You Encountered?

## Elephant in the Room

- ▶ Many healthcare professionals don't know how to be interprofessional
  - Not trained in interprofessional environments (though this is changing)
  - 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
- › **Recognition** of the limits of professional expertise
- › **Buy in** to 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



## Breakout

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