Using Technology to Overcome Interprofessional Education Barriers

Joanne M Miller PhD, APN, GNP-BC
Janice A Odiaga DNP, CPNP-PC
Rush University College of Nursing
Elana A. Min, PhD, PA-C
Rush University College of Health Sciences
Lei Zhao M.Ed.
McCormick Educational Technology Center
Purpose & Goals

• Describe how to use technology to overcome barriers to interprofessional education (IPE)

• Participants will
  – Identify three barriers/challenges to IPE and collaborative practice
  – Describe why online learning activities are an effective strategy to overcome barriers to IPE
“A team of experts does not make an expert team”

Why Interprofessional Education?

INTERPROFESSIONAL EDUCATION (IPE)

- A necessary step in preparing a “collaborative practice-ready” workforce
- Improves health outcomes and promotes a culture of safety
- Develops health system leaders who champion interprofessional and collaborative practice
- Strengthens health systems and optimizes health services
- Improves health outcomes and promotes a culture of safety
What is Interprofessional Education and Collaborative Practice?

- **Definition of Interprofessional education** occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes (WHO, 2010)

- **Definition of Interprofessional collaborative practice** occurs 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)

Approved by University Curriculum Committee, 2015
Barriers to IPE and Collaborative Practice

- Siloed education and training
- Lack of common vocabulary across professions
- Disconnect between changes in healthcare delivery and education
- Challenges in garnering, training, and supporting innovative faculty/preceptors
Organization Barriers/Challenges to IPE and Collaborative Practice

- Space to meet
- Scheduling of events
- Different calendars
- Other disciplines outside of the organization
- Lack of resources
Faculty: Barriers/Challenges to IPE

• Motivation to change, buy-in?
• Knowledge and skills to teach IPE and collaborative practice (CP)
• Time required to implement and change practice
• Content laden program/course
• Lack of preceptors trained to facilitate IPE students
• Lack of resources
Building Blocks of Interprofessional Education

**Acquire**
competencies in interprofessional behaviors

- Building foundational knowledge (team identity concurrent with professional identity)
- Interprofessional curricular integration in the beginning of their educational experiences

**Develop**
Team learning Environments curricular and extra curricular activities

- Formal workshops
- Clinical and community-based experiences
- Team Simulation exercises

**Strengthen**
interprofessional experiences to prepare students for the health care delivery system

Reinforced through program and college specific competencies to include leadership skills in interprofessional collaborative practice

Preparing collaborative practice-ready Rush graduates who champion interprofessional practice that optimizes health services, improves health outcomes and strengthens health systems.
• Engage diverse professionals to complement one’s own professional experience in investigating, developing and implementing strategies focused on improving health and healthcare outcomes.

• Work in an ethical and respectful manner with all members of the healthcare team responsible for investigating, developing and delivering patient-centered care.

• Communicate with clarity, confidence and respect in encouraging ideas and opinions of other team members to ensure a common understanding of information, treatment and health/healthcare decisions.

• Apply leadership practices that support collaborative practice, team effectiveness, and patient-centered care.

Adapted from Interprofessional Education Collaborative Expert Panel (2011)
First year = IPE year

- Health Mentor
  - HM offer 8x/yr.
  - Groups of 100

- Learning Activities
  - LA #1-5
  - Completed yr. 1

- Review workshop
  - 8x/year
  - Groups of 100

- TOSCE
  - 5 days
  - 180 students/day

Student time = (HM 6 hrs. + LA 10 hrs. + Workshop 2hrs + TOSCE 2hrs.) = 20 hrs. over a 1 yr.
Overcoming barriers

Technology On-line learning platforms

"Now that I have you all in the same room."
Build It and They Will Come

- Requires an interprofessional team
- Brief, manageable interprofessional learning activities
- Build foundational knowledge on IPEC domains
- Virtual teams are intentional and experiential
Quality Matters

• Quality Matters Higher Education Rubric for higher education (online teaching and learning)

• Concept of alignment.
  – Learning Objectives
  – Assessment and Measurement
  – Instructional Materials
  – Course Activities and Learner Interaction
  – Course Technology works
  – Students achieve desired learning outcomes
Integration into Curriculum

• Learning Activities (LA) inserted into selected courses
  – Link within a course
  – LA as an assignment within the course

• Timed but asynchronous

• Interprofessional students pre assigned to teams
Learning Activities for IPEC Domains

• **Learning Activities (LA):**
  • LA 01: IP Teams and Collaborative Practice
  • LA 02: Roles and Responsibilities
  • LA 03: Communication
  • LA 04: Patient-centered care and values and ethics
  • LA 05: Teamwork

• Supported by Blackboard and Registrar’s Office
• Students complete all 5 activities
• Students work within IP teams of 4-6
• Activities require 1-2 hours each
• Multiple touchpoints for evaluation in each activity
• Completion of LAs reflected in student transcripts
Team Engagement

- Viewing videos and/or short narrated PP
- Completion of quizzes
- Case studies
- Team discussions
- Team assignments
- Self-reflection
- Certificates of completion
- LA recorded on transcripts
Welcome Letter

As a health professional student, you have the opportunity during your educational experience to learn about, from, and with other professions to improve health outcomes. You will gain the knowledge, practical experience, and skills you need to work in effective teams. You will learn how professions complement and integrate their knowledge and skills with your own. By interacting and gaining knowledge of other disciplines, you help Rush achieve the goal of interprofessional collaboration provide quality and person-centered healthcare. Your interprofessional experiences at Rush will prepare you to meet the health care challenges of the future and the knowledge and confidence to succeed as a team member. Rush University’s mission is to prepare new health professionals with the knowledge and skills to be practice ready to work in teams, lead, and improve healthcare in the future.

View Dr. Goodman's introduction to Interprofessionalism at Rush welcome video (2 mins) here.

In case of having problem with the link, browse to https://rush.adobeconnect.com/jpepa-welcome/.

Rush Interprofessional Competencies for Collaborative Practice

Overall Description:

This series of five interactive team online learning activities are designed to promote interprofessional education (IPE) across all Rush Colleges. This is an opportunity to work in interprofessional teams to learn and discuss the four domains of Interprofessionalism (values/ethics, roles and responsibilities, communication, teamwork) and the importance of teamwork in person-centered care to improve health outcomes. The overall goals for this series of learning activities are:

1. Students will apply the Rush core competencies for Interprofessional Collaborative Practice (IPCP) to the student’s practice and role.
2. Students will practice as a team to learn from, with, and about other disciplines to improve health outcomes.

The five learning activities address:
Wednesday folder

"To Do" List

1. Watch the "Sue Sheridan" video
2. Reflect and share "Sue Sheridan" video
3. View the narrated PowerPoint "Meeting at the Crossroads of Care"
4. Reflect and share by posting to your group forum (Meeting at the Crossroads of Care)
5. Read Summary and Next Steps

W1 - Watch the Sue Sheridan video (9m 50s)
Enabled: Review, Statistics Tracking

W2 - Reflect and Share Sue Sheridan Video questions
Enabled: Statistics Tracking

Click this link or the My Groups panel under the course menu and access your team. Click Group Discussion Board and the forum called "Sue Sheridan Video"
**IPE Facilitators Monitor Teams**

- Facilitators previewed and reviewed LA
  - “Just in time training”
  - Form of faculty development
- Rubrics for assessment
- Pre-designed time released of announcements
- Check marks of completion
- Student self-evaluation
- 6 teams/facilitator
- 4-6 hours of facilitator time
Demographic Results

• Students piloting LA 1  (N=187)
• Response rate to survey  (N=132) 71.66%
• Professions (N=6)
• Courses (N=9)
• Teams (N=32)
• Facilitators  (N=6)
Survey questions

- Activities, objectives and goals were clearly defined.
- Assignments, readings, and videos were clearly matched to the objectives.
- Activities and assignments were easy to navigate on Blackboard.
- Participation in the course encouraged collaboration between different healthcare professions.
- Participation in this course increased my interest in interprofessional education and practice.
- Participation in this course increased my knowledge about interprofessional education and practice.

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70% of the students **Agreed or Strongly Agreed**

- Participation in course increased interest
  \[ M = 2.79/4.0 \]
- Participation in course increased knowledge
  \[ M = 2.78/4.0 \]

*28 students noted strengths of the online format*
Conclusion

• Online learning activities
  – Designed to fit the WHO definition of IPE and collaborative practice
  – Provide foundational knowledge of the IPEC domains
  – Practice IPEC domain skills in virtual environment

*NOVEL approach utilizing established resources
* Solution to overcoming barriers
Interprofessional Education and Collaborative Practice is What We Have to Do!