From “Uni-professional” to “Inter-professional”

Strategies for Remodeling Curricula

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Inter Profesional Education

Learning Together

to

Work Together
Multi professional team

- Doctor
- Nurse
- Radiographer
- Physiotherapist
- Nutritionist
- OT
- Paramedics
- Social worker
- Traditional healer
- Clerical
- Lay health worker

Patient
To help PA and BS/MD students learn about how to:

• Work in a team

• Manage a patient with chronic disease: diabetes & cardiac problems

• Counsel a diabetic about prevention

• Establish a “Patient-Centered Medical Home”
# Team Care for a Patient with Diabetes

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**Assessment**

**Intervention**
Small Group Sessions

- **F** = BS/MD
- **S** = PA

Assessment

Intervention
## What Worked Well? (Sample Student Comments)

<table>
<thead>
<tr>
<th>PA</th>
<th>BS/MD</th>
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<tr>
<td>• Working as a team &amp; sharing ideas</td>
<td>• To interact with PA students &amp; learn about their roles</td>
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<td>• The ability to work in a team in which all views are acknowledged</td>
<td>• Open-mindedness of group</td>
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<td>• The huddle &amp; debriefing</td>
<td>• The meeting of all the minds from all our backgrounds was phenomenal</td>
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<td>• Students were motivated &amp; excited to participate</td>
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<td>• Both student groups learned about each other</td>
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<td>• Overlap of knowledge complemented collaboration</td>
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Preparring Nurse Practitioners and Medical Residents for Interprofessional Primary Care of Older Adults

Lisa Altshuler, PhD
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1Hartford Institute for Geriatric Nursing, NYU College of Nursing
2NYU School of Medicine

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Purpose

- Enhance **quality of primary care delivered to older adults with multiple chronic conditions**
- **Increase** the number of NPs & physicians with **gerontological and interprofessional competencies** to enhance primary care to underserved older adults
Interprofessional Learners and Faculty

• Began 2014 – now in 3rd year
• Learners (6-10 per year)
  – 2nd Year Primary Care Residents
  – Practicing Nurse Practitioners - training to sit for Adult-Gerontology Primary Care NP certification
• Faculty
  – NP and MD Geriatricians
  – Medical Educator
  – Psychologist
  – Instructional Design
  – Dentist, Pharmacologist, Social Work, Psychiatrist, Health Policy experts,
1 Week Intensive

- Joint Story Telling
- Seminar Series
- Web-based IPEP Training Modules
- Virtual Patients
- Geriatric OSCE
• NP and Resident pairs
• Each partner tells the other a story about a healthcare experience (as provider or patient) that affected them
• The listener then tells the story from the first person’s perspective (takes on the other’s persona) to the whole group

http://www.narrative4.com/
Geriatric Seminar Series

- Geriatric Assessment
- Neuropsychiatric Issues: Dementia, Delirium, Depression
- Polypharmacy
- Oral Health
- End of Life and Palliative Care
- Social Work Perspective
- Dementia and Home Care
- Skilled Nursing and Rehabilitation Care
- Health Policy Issues
IPEP 1: Roles and Responsibilities in Health Care Team Settings
Why IPE?

Often, health providers are not truly familiar with their team members. We may work with people of various disciplines every day, but still not have a good understanding of their educational base, practice roles and skills, or their range of functions.

In part, this is because each professional group is educated with their own terminology, problem-solving methods, and professional behaviors.

This can cause problems, like underutilization of skills and capabilities of all team members and disputes about areas of overlapping practice.

For the best care of our patients, we need to understand the unique expertise contributed by each profession represented in an interdisciplinary team, as well as the areas of role overlap among different professions.

IPEP 2: Effective Health Care Teams
IPEP 3: Teamwork Skills
IPEP 4: Effective Communication Skills
IPEP 5: Conflict Resolution
IPEP 6: Interprofessional Care Planning

* Adapted from NYU3T Undergraduate Interprofessional Curriculum
Virtual Patients

Lisa Jacobs

George Rodriguez

Mia Vang

Tess Wilson
Geriatric OSCE Cases

- Cancer Pain
- Advanced Directives
- Urinary Incontinence
- Transition of Care: Phone Call Hand-Off
Shared Clinical Experience

Resident Continuity Setting:
Urban, Safety Net Outpatient Site

Free standing clinic

270,000 clinic visits/year
Lessons Learned

- Need to be pragmatic & creative in dealing with logistics
- Interprofessional faculty is a must!
- Assess baseline differences in experience, attitudes and knowledge when planning curriculum
- Different cultures of learning
- Building bridges before beginning work
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