PIN6 NH Regional Meeting
Rhode Island Team
Presented by: Kathy Gremel, Judy Murphy, Suzanne Carr, and Jane Williams on behalf of the RI Team

Who we are...
Practice Partners
Public Institutions
Private Institution
Social Work  Nursing  Pharmacy  Medicine

RI PIN6 Collaborative: Approach
- Identify/Define Guiding Principles
- Evaluate IPE Competencies
- Consider Approaches to Curriculum Design
- Develop IPE Curriculum
- Evaluate Existing IPE Practices
Guiding Principles

• We seek to develop an IPE Curriculum that is:
  – Competency-driven
  – Patient-centered
  – Clinically Relevant
  – Flexible
  – Relationship Focused
  – Integrated into ALL Health Professional Programs
  – Required in ALL Health Professional Programs

Guiding Principles

• We seek to approach IPE Curriculum design:
  – As a collaborative effort of academia and practice
  – Including goals, objectives, content and methods
  – Employing various pedagogical approaches:
    • Occurs in practice environments/situations and classrooms
    • Incorporating best practices used in other IPE curricular models
Guiding Principles

• We seek to approach IPE Curriculum design:
  – Including faculty development
  – Building on existing professional practice to bring strengths of each discipline into an integrated model
  – That is developmental and integrated throughout the curriculum

EVALUATE IPE COMPETENCIES

IPE Domain: Inclusion in Overarching IPE Curriculum

• For first domain (Value/Ethics), we utilized a consensus approach and collectively agreed on the emphasis in an overarching IPE curriculum.

• For the other 3 domains, for efficiency, we conducted a survey to gather data on the collective emphasis of factors in the overarching IPE curriculum.

• In both approaches, we utilized the following ranking:
  – Introduce (I), Reinforce (R), or Emphasize (E)
### IPE Domain: Values/Ethics

<table>
<thead>
<tr>
<th>Competency</th>
<th>Introduce</th>
<th>Reinforce</th>
<th>Emphasize</th>
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<tbody>
<tr>
<td>VE1: Patients at Center</td>
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<tr>
<td>VE2: Respect Dignity/Privacy</td>
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<td>VE3: Cultural Diversity</td>
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<td>VE4: Respect Uniqueness</td>
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<td>VE5: Work in Cooperation</td>
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<td>VE6: Trusting Relationship</td>
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<td>VE7: High Ethical Standards</td>
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<td>VE8: Manage Ethical Differences</td>
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<tr>
<td>VE9: Honesty/Ethics</td>
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<td>VE10: Maintain Competence</td>
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</tbody>
</table>

### IPE Domain: Roles/Responsibilities

- RR0: Use Unique and Complimentary Abilities
- RR1: Engage Continuous PPIPE Development
- RR2: Forge Interdependent Relationships
- RR3: Communicate Regarding Team Responsibilities
- RR4: Use Knowledge of Professionals
- RR5: Examine Roles/Responsibilities
- RR6: Engage Diverse Professionals
- RR7: Recognize Limitations
- RR8: Communicate roles/responsibilities

### IPE Domain: Interprofessional Communication

- CC0: Communicate Considerately
- CC1: Recognize One’s Own Limitations
- CC2: Use Respectful Language
- CC3: Give Feedback
- CC4: Listen Actively
- CC5: Express one’s Knowledge
- CC6: Organize and Communicate Information
- CC7: Enhance team communication
IPE Domain: Teams/Teamwork

Evaluate Existing IPE Practices

Individual Program Evaluation

Through individual program evaluation, we were able to identify gaps in individual curricula.
Evaluation of Existing Programs Across IPE Partners

• The University of Rhode Island
  – Nursing
  – Pharmacy

• Rhode Island College
  – Nursing
  – Social Work

• Brown, Warren Alpert Medical School

Example 1: IPE Curriculum Brown/URI/RIC

• Workshop #1
  – 2 case based scenarios
    • Asthma
    • COPD
  – 1 standardized patient case
    • Pneumonia

• Workshop #2
  – Team building exercise ("Zoom")
  – Standardized patient case
  – Patient interview/examination component
  – Procedural component

Workshop #1: Casework
Workshop #1: OSCE

- Interprofessional Teams of 3 students
  - 2nd year medical student, 5th year pharmacy student and 4th year nursing student
  - Standardized patient with CAP
  - Faculty member observing

Workshop #1: OSCE

- Students work as a team to carry out
  - History and Physical
  - Interpretation of laboratory values and chest x-ray
  - Discussion of diagnosis
  - Discussion of plan

Workshop #1: Evaluation

- Workshop Evaluation
  - Pre and post workshop survey addressing student attitudes towards interprofessional education

- OSCE
  - Global rating scale by standardized patients
  - Also listed which health professional student carried out which task
  - Post OSCE survey by students
Workshop #1: Evaluation

Students’ Perceptions Survey Comparison Pre and Post Workshop

I think workshops like these promoting teamwork among different disciplines are important for my professional development.

<table>
<thead>
<tr>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>P value</th>
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<tbody>
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<td>PRE</td>
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<td>9.16%</td>
<td>2.39%</td>
<td>39.04%</td>
<td>24.70%</td>
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</table>

I think workshops like these should be required during my education.

<table>
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<tr>
<th>Neutral</th>
<th>Agree</th>
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<td>30.67%</td>
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We should continue to offer opportunities to health professional students to work together.

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<th>Neutral</th>
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<tr>
<td>PRE POST PRE POST PRE POST</td>
<td>9.16%</td>
<td>3.18%</td>
<td>40.23%</td>
<td>23.90%</td>
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The Results

- **73.94%** of the students had a positive perception regarding collaborating with other health care professionals in the future.

Example 2: RIC Social Work & Nursing Simulation Exercise

- 4 Interprofessional simulations involving NP students, SW students and undergraduate nursing students
- Simulations address IPE core competencies
- Students are oriented to principles of teamwork, collaboration, roles, responsibilities, simulation and effective communication prior to the simulation
- Research using RIPLS, and other self efficacy tools pre and post simulation
RIC Evaluation Results

Readiness for Interprofessional Learning Scale (RIPLS) Pre/Post:

Significant improvement on all 19 items pre to post

Subscale pretest:
- Social work students higher on teamwork
- Nursing students higher on professional identity subscale pretest

Subscale Post test:
- Social work students improved more on professional identity
- Nursing students improved more on teamwork

See poster for more information.

CONSIDER APPROACHES TO CURRICULAR DESIGN

Challenges

- Space
- Distance between Institutions
- Faculty/Staff Buy-in
- Financial Resources
Facilitators

- Proximity of Institutions
- Collegial Professional Relationships
- Support from Administrators
- Well-Developed (IPEC) Competencies
- Wiki Communications

Potential Approaches to Curricular Design

1. Create workgroups around IPE competency domains:
   - Value/Ethics for Interprofessional Practice
   - Roles/Responsibilities
   - Interprofessional Communication
   - Teams and Teamwork

2. Create workgroups around necessary curriculum components (examples to include):
   - Curriculum Elements
   - Resources
   - Faculty/Staff Development

3. Create workgroups around phases/levels of curriculum (examples to include):
   - Early IPE experiences
   - Mid-level IPE experiences
   - Advanced IPE experiences
Our Approach

1. Workshops focused on 4 domains
2. Design curriculum components*
3. Include all phases/levels

*Recognize need for resources and faculty development

Next Steps…

• We have formed working groups…
• Continue existing IPE programs and learn from the collective experience of the group
• IPE Curriculum designed by the end of the 12/13 Academic Year