AN ANALYSIS OF INTERPROFESSIONAL EDUCATION IN ORDER TO ADVANCE SHARED DEFINITIONS, COMPETENCIES, AND RESOURCES FOR FACULTY AT A HEALTH PROFESSIONS UNIVERSITY

APTR Teaching Prevention 2016: Preparing students to address emerging issues
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Disclosure Statement

The presenters have no relevant financial relationships with any commercial interests to disclose.
Background: MCPHS University

- 1 of 14 academic institutions at APTR 2008 Institute
- Spring 2009: IPE Undergraduate Course
  - *Lifestyle Interventions to Prevent and Treat Cardiovascular Disease in Older Adults*
  - Residential Senior Facility Programs
    - Pre-med
    - Nursing
    - Health Psychology
    - Pharmacy
- Three additional MCPHS IPE initiatives at that time
Agenda For the Afternoon

- Introduction
- Survey
- Evening presentation
- Tapardy game
- Positive psychology conversations
- Food, wine tasting, and discussions
- Open floor for comments and suggestions
Course Assessment: IPE Results

- Isolated ‘professional identity’ decreased compared to controls ($p=.061$)

- Negative correlation decreased between ‘patient-centeredness’ & ‘professional identity’
  
  (Pre: $r= -.0771; p=.009$; Post: $r= -.051; p=.889$)

- Qualitative themes:
  - increased communication and respect among professions
  - increased confidence to function as a professional on an interprofessional healthcare team
  - a more positive attitude toward older adults
MCPHS University IPE Initiatives: 2009-2014

- Academic health programs in Pharmacy, Nursing, Dental Hygiene, Physical Therapy, Public Health and Medical Education require IPE as part of the curriculum

- Numerous interprofessional education initiatives have been developed at MCPHS since 2009

- In 2014, MCPHS developed its first Strategic IPE Plan to define core competencies to prepare student to be leaders in the health professions

- A symposium was held for all faculty in May, 2014 to outline a plan to guide development of an IPE curriculum for the University
The IPE “Plexus” - Strategic Plan for MCPHS University

• Key Decisions were made at the IPE Symposium
  
  • Plexus Mission Statement developed
  
  • Core Competency Domains adopted
  
  • Organization and Leadership unit established within the Provost’s Office
  
  • IPE working Group established
  
  • IPE Match-Grants offered
Overview of IPE Goals

- Engage Faculty
  - What is IPE?
  - Impact on MCPHS University?
  - Workshops/Scholarships

- Partnerships
  - Between Schools
  - Community Partners

- Prepare Students
  - Active learning
  - Classroom and Clinical/Experiential
  - Assessment

- IPE Core Competencies
  - Values/Ethics
  - Roles/Responsibilities
  - Interprofessional Communication
  - Teams and Teamwork

- Interprofessional Education (IPE) Goals
## Initial Objectives Planned for Each Goal

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<tr>
<th>Engage Faculty</th>
<th>Prepare Students</th>
<th>Build Partnerships</th>
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<tr>
<td><strong>2014-15</strong> Develop Learning Objectives Repository</td>
<td>Expand IPE pilot projects/initiatives</td>
<td>Consult with clinical and community partners</td>
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<td>Plan faculty development programs</td>
<td>Collaborate with student affairs and other academic support services</td>
<td>Determine best practices among clinical partners</td>
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<td>Host Plexus II Symposium</td>
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<td><strong>2015-16</strong> Offer assessment programs</td>
<td>Expand clinical/experiential learning sites for IPE</td>
<td>Develop and implement joint faculty/student IPE models for teamwork</td>
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<td>Promote faculty scholarship in IPE</td>
<td>Explore new technology tools for student learning</td>
<td>Establish an Advisory Board of community and clinical partners to guide and support collaborative learning experiences for students across multiple disciplines</td>
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<td>Establish faculty mentoring plan</td>
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<td><strong>2016-17</strong> Implement University-wide review of the IPE Plexus</td>
<td>Conduct student assessment of IPE activities</td>
<td>Develop and implement a semi-annual symposium series for educators and practitioners on IPE practices</td>
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Current Project

• 2015 APTR IPE Institute Evaluation Subgrant
• Interprofessional Education at MCPHS University: Review and Assessment
• Objective: Comprehensive assessment of MCPHS IPE projects developed since 2009
• MCPHS IRB approved
• Team Members:
  • Marie Dacey
  • Delia Anderson
  • Carly Levy
  • Kayleigh Grenon
Methods

• Fall 2015: Developed IPE Assessment tool
  • Qualtrics Survey launched in January 2016
• Research Questions:
  • How many faculty have participated in IPE since 2009?
  • What disciplines represented?
  • What was the extent of interprofessional collaboration?
  • What categories addressed in Population & Preventive Health? Topic areas? Length of programs?
  • What are reported barriers to participation?
  • What are intended plans for further IPE engagement?
Participants

- Survey disseminated to 600 faculty
- Respondents: 126 (21%)
- IPE Participants: 77 of 126 (61%)
- IPE initiative descriptions: 57
Fig. 1. Participants per school; non-significant difference in representation (p=0.062).
Fig. 2. Participants by faculty rank; significant difference in representation (p=0.002)
Fig. 3. Percentage of participants by number of IPE programs

- 29% for 1 program
- 23% for 2 programs
- 18% for 3 programs
- 22% for 4 programs
- 7% for 5 programs
- 1% for More Than 5 programs
Fig. 4. IPE Program Settings
Fig 5. IPE academic years
Fig. 6. Percent of IPE programs by semester length
Fig. 7. Percent of IPE programs by number of faculty involved in each program
Fig. 8. Percent of IPE programs that address professional accreditation requirements

- Yes: 58%
- No: 25%
- Unsure: 17%
Fig. 9. IPE program inclusion of clinical & population health topics
IPE Topics

**Definition of IPE lacks clarity and understanding**

- BaFa – Cultural Competency simulation activity
- Prescription Writing & Filling
- Oral Health
- Global Disease
- Veteran Centered Care Conference
- MRI Anxiety Strategies
- Interprofessional simulation lab
- Cardiovascular Disease in Older Adults
Fig. 10. Percentage of participants planning additional IPE initiatives
Fig. 11. Participant percent reporting reasons for limited continued IPE engagement

- Time Constraints: 36%
- Other: 26%
- Unsure How To Proceed: 15%
- Limited Options To Collaborate With Faculty From Other Professions: 13%
- Need More Faculty Development & Guidance: 10%
- Limited Personal Interest In IPE: 3%
Primary Limitations to IPE Initiatives

- Limited time available in faculty or student schedules
- Minimal administrative support or direction
- Too difficult to organize and collaborate with others, especially with varying locations/campuses
Next Steps

- Conduct in-depth interviews with participants from the survey
- Review self-study reports from schools/disciplines that require IPE in the accreditation criteria
- Develop a task force to develop shared definitions and competencies
- Assess MCPHS using the *Interprofessional Education Assessment and Planning Instrument for Academic Institutions* (Greer & Clay, 2010)
References:

