



SAINT LOUIS UNIVERSITY

CENTER FOR INTERPROFESSIONAL
EDUCATION AND RESEARCH

Creating Clinical Partnerships to Advance Interprofessional Education Beyond the Classroom

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NATIONAL CENTER for INTERPROFESSIONAL PRACTICE and EDUCATION



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INTERPROFESSIONAL CONTINUING EDUCATION

This activity has been planned and implemented by the National Center for Interprofessional Practice and Education. *In support of improving patient care, the National Center for Interprofessional Practice and Education is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.*

Physicians: The National Center for Interprofessional Practice and Education designates this live activity for a maximum of **1.5 AMA PRA Category 1 Credits™**.

Physician Assistants: The American Academy of Physician Assistants (AAPA) accepts credit from organizations accredited by the ACCME.

Nurses: Participants will be awarded up to **1.5** contact hours of credit for attendance at this workshop.

Nurse Practitioners: The American Academy of Nurse Practitioners Certification Program (AANPCP) accepts credit from organizations accredited by the ACCME and ANCC.

Pharmacists: This activity is approved for **1.5** contact hours (.15 CEU) UAN: JA4008105-0000-18-059-L04-P



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Katie Sniffen and Leslie Hinyard

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All workshop participants:

- Scan your badge barcode or sign in to each workshop
- Complete workshop evaluations (paper) and end-of-Summit evaluation (electronic)

Those who purchase CE credit:

- MUST sign in to receive credit
- Will be sent a certificate after the Summit

****If you would like CE credit but have not purchased it, see Registration



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No conflicts of interest to disclose

Learning Objectives

By the end of this course, attendees will be able to:

- Describe the design of an interprofessional clinical practicum course
- Discuss student learning outcomes related to the ability to identify, describe, and demonstrate principles of effective team-based care
- Identify strategies to develop clinical partnerships and structured activities for students that enhance learning outcomes and support continuous improvement of team-based care in clinical practice

Workshop Agenda

- Share the makeup of an existing interprofessional clinical practicum course
 - Activity 1: Peer-to-peer interview to simulate student experience in class discussions
- Share current practices for identifying, engaging and maintaining clinical partnerships
 - Activity 2: Strategic planning to begin formation of interprofessional clinical practicum and clinical partnerships
- Resources Shared
 - Course Syllabus
 - Clinical Partner Infographic
 - Clinical Partner Site Profile
 - Clinical Site Agreement
 - Student Observation Report
 - Google Site

<https://sites.google.com/slu.edu/nexus2018/home>



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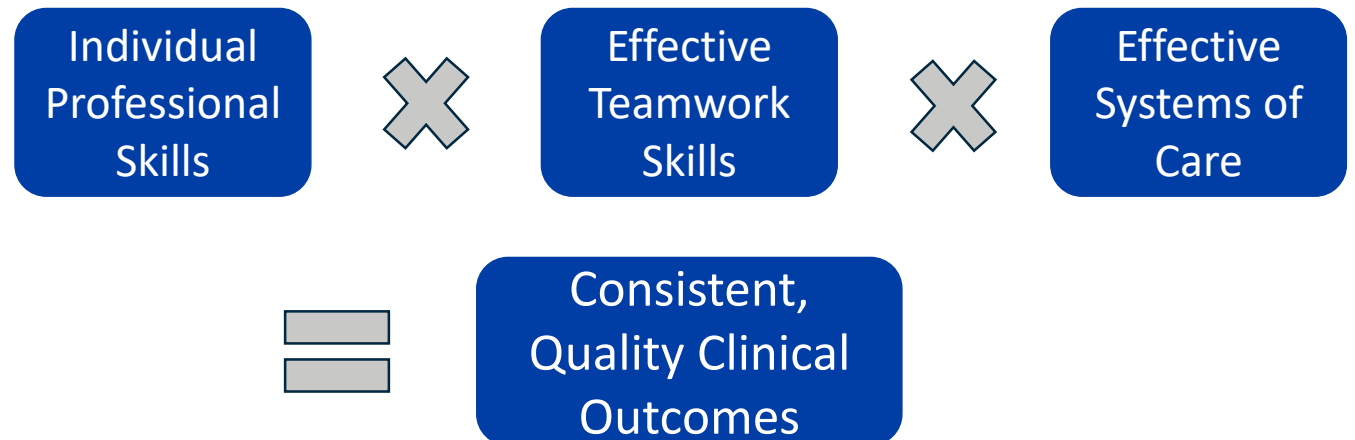


Quadruple Aim

To accomplish our mission, the **SLU Center for Interprofessional Education & Research (CIER)** collaborates across the health professions schools, residency programs, and clinical practices to:

- Prepare health professions graduates, faculty, and care providers for interprofessional patient-centered, collaborative practice.
- Advance the practice of effective and efficient interprofessional team-based care to improve individual patient and population health outcomes.
- Advance research and scholarly activity of interprofessional education and collaborative practice.

Utilizing best practices and evidence in the literature, the CIER focuses on three components to improve consistent quality outcomes:





**CENTER FOR
INTERPROFESSIONAL
EDUCATION AND RESEARCH**

The CIER works to
Advance the Integration
of IPE, IP Practice, and
Improved Teamwork to
Enhance the Quality and
Safety of Patient Care...

- Concentration in IPP
 - Minor in IPP
- IPE Core Curriculum

Undergrad
Curriculum

Graduate
Curriculum

- Fundamentals of Patient Safety & QI
- IP Team Seminars

Clinical
Practice
Partnership

- SLUCare Physician Group Collaborations
- SSM SLU Hospital Collaborations
- Quality Improvement Database across GME

School of
Medicine
Strategic
Plan

- Quadruple Aim
- Strengthen Teamwork & Collaboration
- Healthy Climate



**SAINT LOUIS
UNIVERSITY™**

— EST. 1818 —

Conceptual Framework of SLU Minor in Interprofessional Practice (IPP)

(Concentration in IPP:4 courses/9 credits. Minor in IP Practice 7 courses/16 credits)

IPE 1100*: Introduction to IP Practice, Roles and Responsibilities of Health Professions; Collaboration Skills, Teams and Teamwork, and the SLU IPE Domains**

1 Cr./ Conc

The IPE and IPCP principles and skills introduced in IPE 1100 are then applied in the various contexts where health professions work together to accomplish the Triple Aim...

IPE 3500*: IPCP in the context of the health care system and health promotion

3 Cr./ Conc

HCE 2010: Foundations of Clinical Health Care Ethics

3 Cr./ Minor

IPE 4200*: IPCP in the context of individual patient care (caring response) decision making

3 Cr./ Conc

IPE 4900*: IPCP in the context of community/population health, HP/DP , Comm Practicum

2 Cr./ Conc

IPE 4905: IPCP in the context of the clinical care team, Clinical Practicum

2 Cr./ Minor

ORES 2320: IPCP in the context research, IP care team and impact on patient care/outcomes

2 Cr./ Minor

David Pole/Irma Ruebling 5/23/14 *Concentration in IP Practice

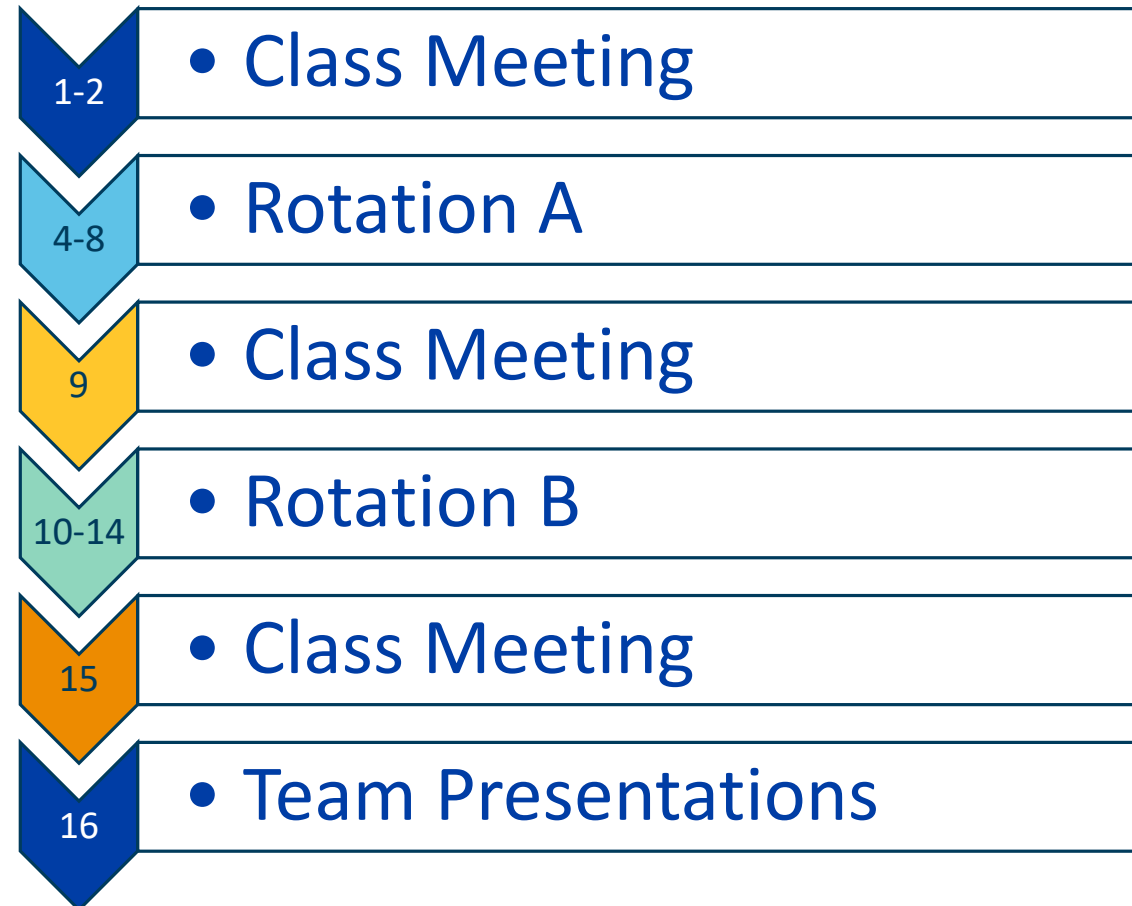
** Five SLU IPE Domains include: Interprofessional Practice, Patient-Centered Care, Wellness, Patient Safety & Quality, and Social Justice

Setting the Scene

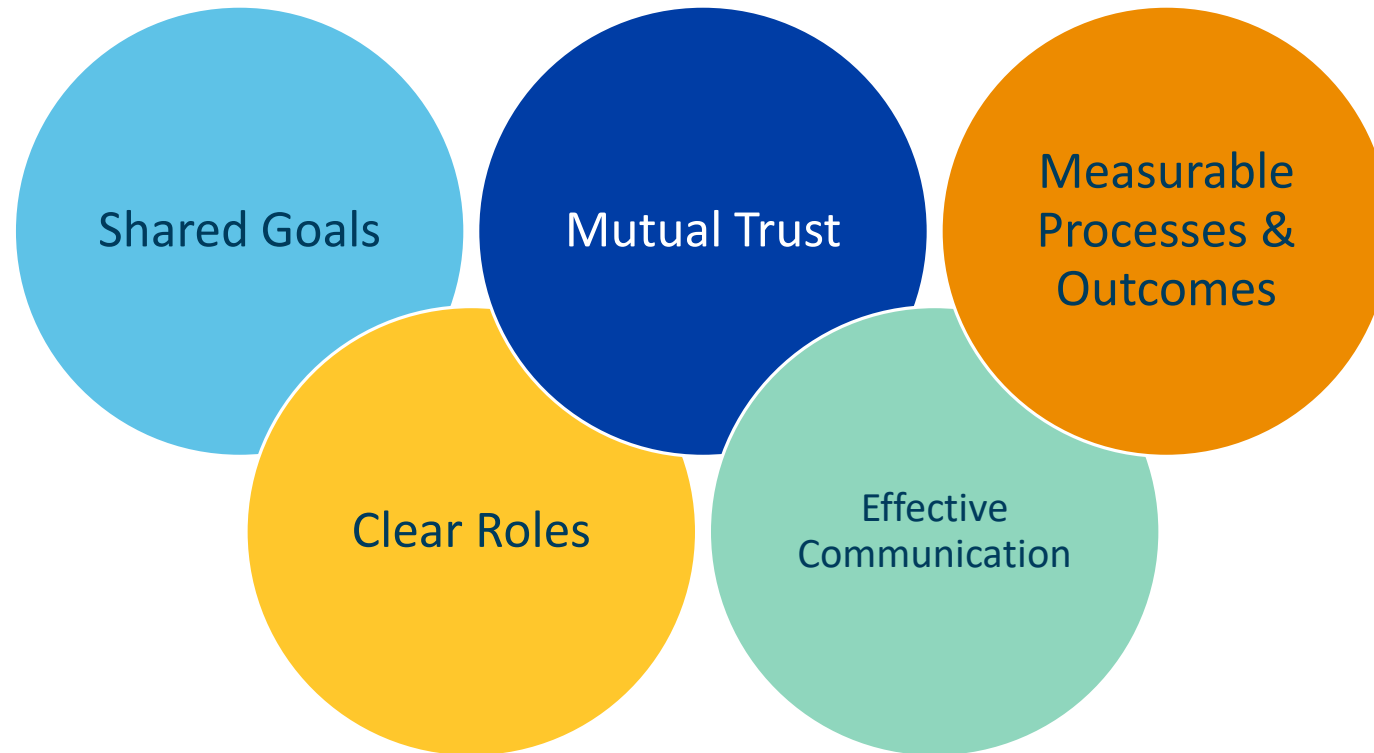
STUDENTS
**COME
FROM
SIX**
DIFFERENT
HEALTH
PROFESSIONS.



Semester Outlook



Principles of Effective Team-Based Health Care



Mitchell, P., M. Wynia, R. Golden, B. McNellis, S. Okun, C.E. Webb, V. Rohrbach, and I. Von Kohorn. 2012. *Core principles & values of effective team-based health care*. Discussion Paper, Institute of Medicine, Washington, DC. www.iom.edu/tbc

IPEC Core Competencies for IPCP

Values/Ethics for IP Practice

- VE1, VE4, VE5, VE6

Roles/Responsibilities

- RR1, RR3, RR5, RR6

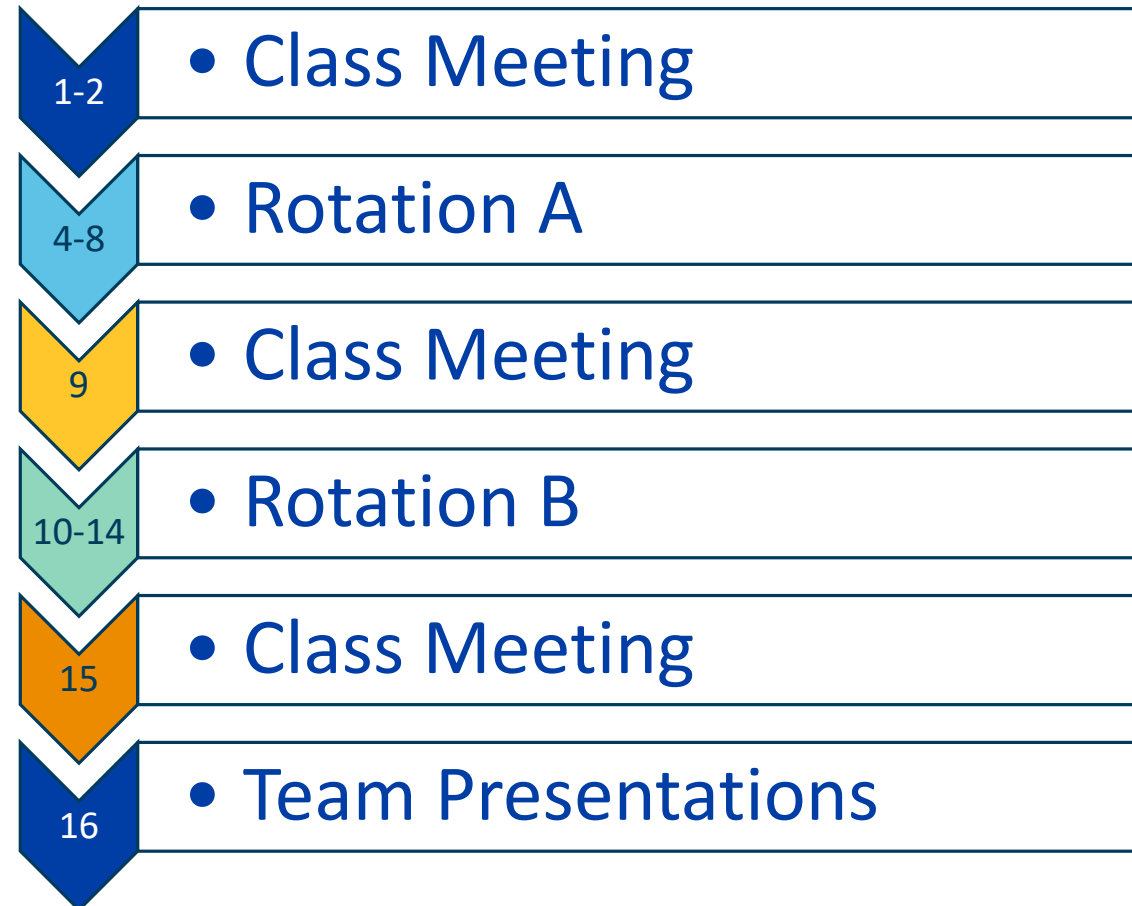
Interprofessional Communication

- CC2, CC3, CC6, CC8

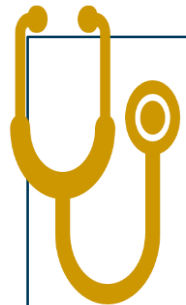
Teams and Teamwork

- TT3, TT4, TT7, TT9

Semester Outlook



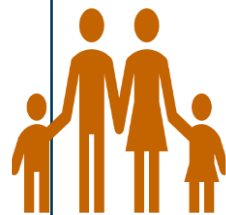
Structured Activities



Shadow/Interview
Provider

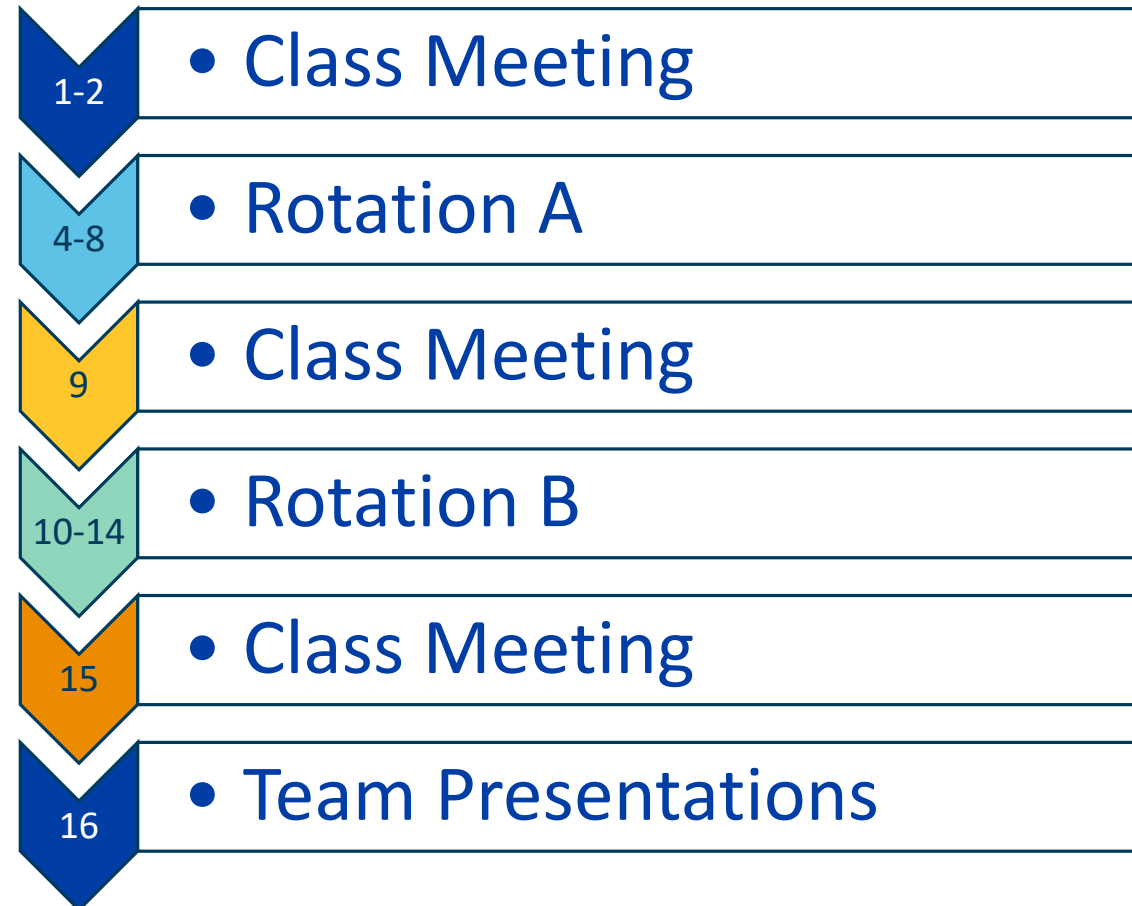


Observe Team
Meeting



Interview
Patient/Caregiver

Semester Outlook



Activity 1: Peer-to-Peer Interview

Partner 1

- Think about an individual you have worked with, or perhaps been a patient of, in the past that you consider an exceptional health care provider and care team member
- Describe this person to your partner

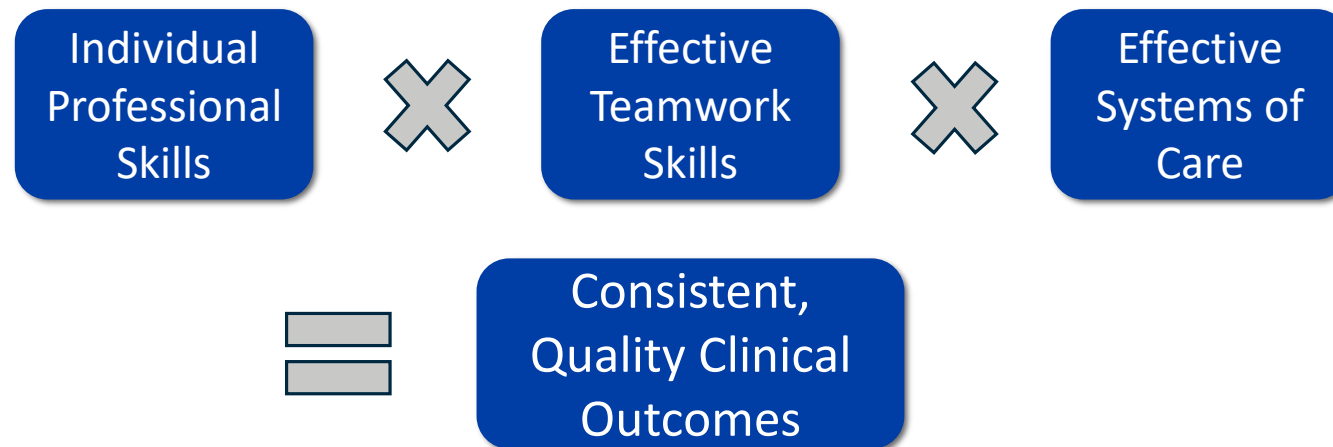
Partner 2

- Document the behaviors, characteristics, and attributes that your partner describes to you

Switch Roles

Activity 1: Peer-to-Peer Interview

Share with your table and create a list of common attributes.
What do you notice about the list you've created?



- ADVOCATE
- DIRECT
- LEADER
- PERSONABLE
- CONFIDENT
- EFFICIENT
- ORGANIZED
- EASY GOING
- PATIENT
- ASSERTIVE
- GOOD LISTENER
- CARING
- ENCOURAGING
- ADAPTIVE
- FAMILY ORIENTED
- RESOURCEFUL
- KNOWLEDGABLE

- 2) NURSE: supportive + there for everyone, accountable, funny, personable, knew a lot about patient and their family
- Establish mutual trust
 - Get to know patient on individual level and acknowledge care plan to them
 - Be straight forward, talk to them like a friend
 - Have welcoming body language
 - Demonstrate compassion and general interest

1) Social Worker: patient centered, knew family relationship & home life

Key Attributes

- Professional
- Good Listener (looking at patient, head nodding, repeating questions)
- Organized
- Communicator (explaining thoroughly w/out using jargon) (gets the point across) → patient
- Friendly
- Knowledgeable
- Understanding + Empathetic
- Positive attitude
- Willing to ask other professionals questions
- Assertive
- High Energy

~GR8 SKILLZ~

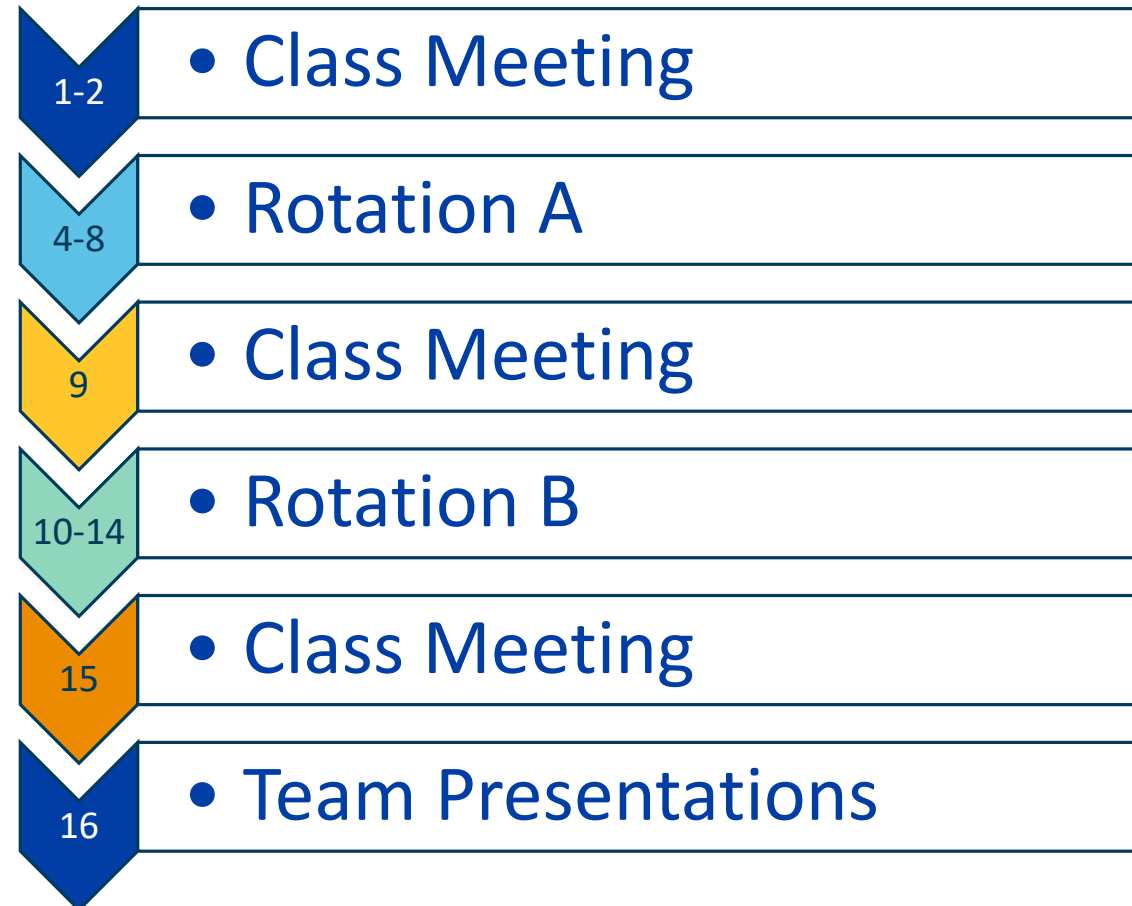
- Active Listening / invested
- Sympathetic
- Honest Communication that everyone is involved with
- Goal oriented
- Mutual trust between all care team members
- determined & diligent
- Patience between care team members and patients



- Patient focused
- goal oriented
- assertive
- Client awareness
- helpful
- organized
- good listener (nodding, responding)
- inclusive
- understanding
- planning / time management
- patient with clients & coworkers

- patient centered
- open minded
- active listening
- seek other opinions
- speak in patient terms
- patience
- holistic approach
- compassionate
- organized
- repeat all parties
- confident all parties

Semester Outlook





Clinical Partnerships



IT IS A MUTUALLY
BENEFICIAL RELATIONSHIP
BETWEEN A HEALTHCARE
CLINIC THAT READILY PRACTICES
TEAM-BASED
CARE AND THE CENTER FOR
INTERPROFESSIONAL
EDUCATION AND RESEARCH.

Clinical Partnerships


Criteria

- At least two health care professions
- Structured team communication regarding patient care (i.e. team meetings, huddles, handoffs)
- No more than 20 miles from campus




Initial Site Visit

CLINICAL PARTNERSHIPS



WHAT IS A CLINICAL PARTNERSHIP?

IT IS A MUTUALLY BENEFICIAL RELATIONSHIP BETWEEN A HEALTHCARE CLINIC THAT READILY PRACTICES TEAM-BASED CARE AND THE CENTER FOR INTERPROFESSIONAL EDUCATION AND RESEARCH.




STUDENTS COMPLETE THREE ACTIVITIES

- 1. SHADOW AND INTERVIEW A PROVIDER
- 2. ATTEND AN INTERPROFESSIONAL TEAM MEETING
- 3. INTERVIEW A PATIENT OR CAREGIVER


> The clinic provides an experience for healthcare professions students to observe interprofessional collaborative practice.
> The CIER will support the clinic in its efforts to evaluate and improve teamwork and patient/quality outcomes.

STUDENTS COME FROM SIX DIFFERENT HEALTH PROFESSIONS.

- PT PHYSICAL THERAPY
- AT ATHLETIC TRAINING
- ND NUTRITION & DIETETICS
- NR NURSING
- RT RADIATION THERAPY
- OT OCCUPATIONAL THERAPY




15+
ACTIVE CLINICAL SITES
IN THE ST. LOUIS
REGION




SAINT LOUIS UNIVERSITY
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HOW IT WORKS


[SITES.GOOGLE.COM/SLU.EDU/IPE-4905](https://sites.google.com/slu.edu/ipe-4905)




STEP 1
IPE Staff and Clinical Partners meet to foment a mutually beneficial relationship.




STEP 2
IPE Staff commit to help Clinical partners meet interprofessional organizational goals. Clinical Partners agree to host students for two, 4-week rotations.



STEP 3
1-2 students attend Rotation A with a Clinical Partner, complete 3 activities, and reflect on their experiences.



STEP 4
Same 1-2 students attend Rotation B with a different Clinical Partner, complete 3 activities, and reflect on their experiences.



STEP 5
Students synthesize reflections into a final paper and presentation. Clinical Partners have the option to receive Student Feedback.

Clinical Partner Agreements

THE CLINICAL PARTNER SITE WILL:

- Identify a key contact to function as the Site Coordinator for the Center and the students.
- Provide an experience for students to observe interprofessional collaborative practice through three structured activities
- Provide effective and timely communication regarding shadowing/observation scheduling to students.
- Communicate with CIER staff regarding any barriers, conflicts, or concerns throughout the duration of the course
- Agree to meet with CIER staff annually to review and discuss both student and clinical site experience for continued quality improvement

Clinical Partner Agreements

THE CENTER FOR INTERPROFESSIONAL EDUCATION AND RESEARCH WILL:

- Communicate effectively and frequently regarding course expectations, providing timely information regarding student placement and scheduling
- Ensure that student's complete clinical compliance requirements prior to starting rotations
- Provide students with tools and resources to be effective, considerate observers through structured, guided activities and critical reflections
- Share student feedback developed from student's critical reflections and course projects with the clinical site regarding observed IPCP
- Support the clinic in its efforts to evaluate and improve team-based care and patient safety/quality outcomes through services such as:
 - Consultation, evaluation, workshops
- Agree to meet with clinical partner site annually to review and discuss both student and clinical site experience for continued quality improvement

Maintaining Clinical Partnerships

VALUED RELATIONSHIPS

- Accessibility
- Timely communication
- Conflict resolution
- Student preparation
- Partner Recognition Event

ANNUAL SITE VISITS

- Student Observation Report
- Clinical Partner Feedback
- Support for Team Development Initiatives

<https://sites.google.com/slu.edu/ipe-4905>



Activity 2: Strategic Planning

Individually or within your organization's cohort, ask yourselves the following questions regarding structured learning activities:

1. Will students be placed in rotations individually or in groups?
2. Will students be shadowing/observing or engaging in patient care? How will this impact their ability to focus their learning intent on IPCP?
3. What perspectives do you want students to experience or engage with?
 - Patients? Providers? Team? Support Staff? Caregivers?
4. Are students shadowing their own professions or others?

SHARE

What structured learning activities could you create with this information and intent?

Activity 2: Strategic Planning

Individually or within your organization's cohort, ask yourselves the following questions regarding expectations in a clinical partnership:

IPE Center Expectations

1. What resources could you offer to a potential partner?
2. What initiatives are ongoing that you could offer support?
3. What outcomes could you share that would be valuable to a potential partner?
4. What will you do to ensure student readiness for these experiences?
5. How often will you communicate and/or visit with a potential partner?

Clinical Partner Expectations

1. What level of engagement would you expect from a site coordinator?
2. What would be an expected response time to communication from IPE staff? From students?
3. What responsibilities would a potential site coordinator have in arranging structured learning activities?

Activity 2: Strategic Planning

Individually or within your organization's cohort, ask yourselves the following questions regarding potential clinical partners:

1. What criteria are important to you and your program?
 - How many professions? Which professions? Team meetings? Proximity to campus? Practice Setting? Patient Population?
2. Identify 3-5 potential partners that meet these criteria
 1. Identify a point of contact or other mutual connection that you can reach out to
3. Write a commitment to action that indicates your intended accountability to pursuing future clinical partnerships

SHARE!



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Thank you!



Questions?