



Midwest Interprofessional
Practice, Education, and Research Center
Creating Teams for Patient Centered Care

Hitting and Assessing the IPE Accreditation Target from Multiple Directions

Presented by MIPERC members:

Jean Nagelkerk PhD, FNP, FNAP; Beth McGuire MA, AT, ATC;
Jyotsna Pandey MD, PhD; Lisa Gibbon MS, RN; Joy Doll OTD, OTR/L;
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- MUST sign in to receive credit
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Workshop Objectives

- Analyze IPE assessment tools using the NEXUS, core data set measures;
- Analyze how the Interprofessional Education Collaborative (IPEC) domain and core competencies/sub-competencies align with curricular activities and assessments within participants' programs;
- Document how each participant's program is meeting IPE accreditation requirements through assessments and other measurements; and
- Recommend practical methods for structuring and evaluating an IPE environment.





Midwest Interprofessional Practice, Education, and Research Center

Creating Teams for Patient Centered Care



By Jean Nagelkerk, PhD, FNP, FNAP
Vice Provost for Health
Grand Valley State University



Midwest Interprofessional
Practice, Education, and Research Center
Creating Teams for Patient Centered Care

- MIPERC is a regional inter-institutional infrastructure created to infuse interprofessional education, collaborative practice and research for the improvement of healthcare in our communities
- MIPERC was founded in 2007
- Founding Members
 - Grand Valley State University
 - Grand Rapids Medical Education Partners
 - Michigan State University-College of Human Medicine



MIPERC Membership

24 Organizational Members
across 6 states



Midwest Interprofessional
Practice, Education, and Research Center
Creating Teams for Patient Centered Care

MIPERC Mission & Goals

Mission: To identify ways that members can develop collaborative, innovative, and interprofessional initiatives across disciplines, learning institutions, and health care systems.

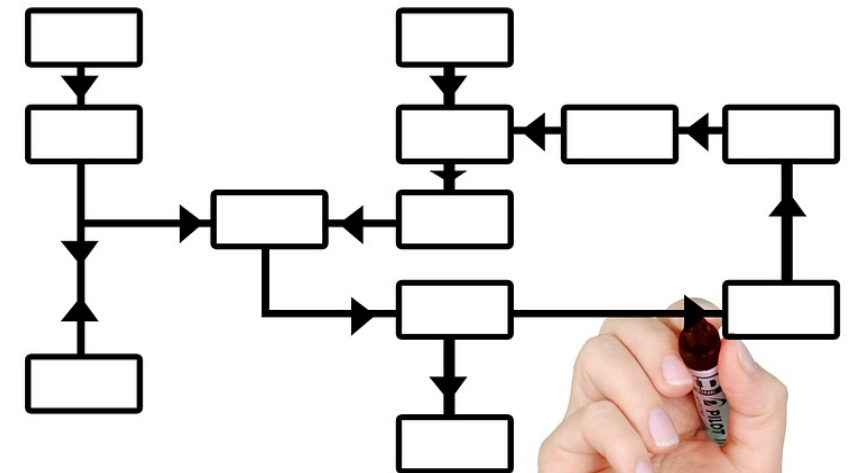
Goals

- Integrate interprofessional learning through curricula
- Identify, develop, implement, and assess interprofessional clinical experiences for teams of students to practice and learn about, from, and with each other
- Implement interprofessional scholarship across disciplines and institutions



Framework for Presentations

- Describe the accreditation standards for each discipline related to interprofessional education
- Provide a description of how each program is meeting the accreditation activities for IPE
- Discuss the assessment tools used to measure interprofessional outcomes

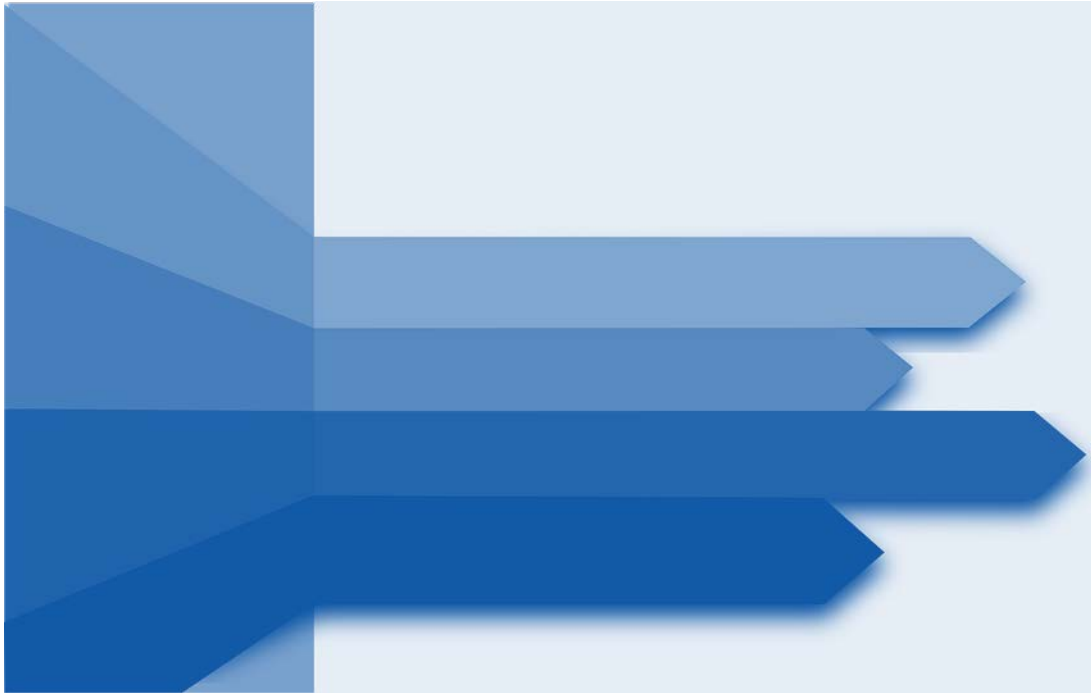


HPAC-Health Professions Accreditors Collaborative

- Overarching goals for accreditation
- Identify accreditation basic standards across programs
- Six founding members in 2014 + seventeen accreditor members joined in 2017



Summary



- Accreditation agencies are important in providing basic standards for IPE
- Each program determines the curriculum to provide the highest quality education to their students

Applying Accreditation Standards to Program

Profession=	Athletic training	Medicine	Nursing	Occupational Therapy	Pharmacy
Definition of IP in program accreditation standards	Yes (IPEC)	No	Yes (IOM +)	YES (WHO)	Yes (IPEC)
IP Key elements written in program accreditation requirements	IPE is incorporated in program Multiple exposures to IPE Practice in collaboration with other disciplines	IP team collaboration skills	Use IPCP and communication skills to deliver EB Patient centered care Contribute nursing perspective to IP teams Demonstrate team and collaborative strategies in IP teams Patient safety and quality care in IP teams	Effectively communicate and work IP with those who provide care for individuals and populations	IP team dynamics IP team education IP team practice
Presenter's use of IPE assessment tools in program	SPICE-R2 Attitudes towards IP teams and team approach to care	UME reflection essays evaluated by rubric GME competency milestones	IPEC competencies IPAS	ICCAS Passport survey	Written reflections Knowledge assessment Spice-R2 VCU-IPEC-v3 ICCAS-R iTOFT
Learner outcomes collected for core data set measures					



*The Herbert H. &
Grace A. Dow College of*
Health Professions

ATHLETIC TRAINING PROGRAM

chp.cmich.edu

Beth McGuire, MA, AT, ATC – Clinical Education Coordinator

Commission on Accreditation of Athletic Training Education (CAATE)

2020 Standards for Accreditation of Professional Athletic Training Master's Degree Programs*

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Adoption date: January 9, 2018

Effective date: July 1, 2020

➤ Standard 8

- Planned interprofessional education is incorporated within the professional program.
 - *Annotation: Varying methods can be used to incorporate interprofessional education. To meet this standard, each student in the program must have **multiple** exposures to interprofessional education.*

Core Competencies: Interprofessional Practice and Interprofessional Education

➤ Standard 6I

- Practice in collaboration with other health care and wellness professionals.

Curricular Map

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	<u>Year 1</u>					<u>Year 2</u>				
<u>Courses</u>	Summer 1	Fall 1		Spring 1		Summer 2	Fall 2		Spring 2	
	ATR 600 ATR 611	ATR 505WI ATR 680 ATR 683	ATR 610 ATR 681	ATR 620 ATR 684 ATR 687	ATR 682 ATR 685	ATR 730 ATR 786	ATR 775 ATR 794	ATR 740 ATR 721 ATR 792	ATR 751 ATR 791 ATR 750 ATR 795	
<u>Focus:</u> Standards										
<u>Focus:</u> Role Delineation Study	Prevention	Prevention Exam and Dx Immed Care Ther Intervention	Prevention Exam and Dx Immed Care Ther Intervention	Prevention Exam and Dx Immed Care Ther Intervention	Prevention Exam and Dx Immed Care Ther Intervention	Prevention Exam and Dx Immed Care Ther Intervention	Prevention Exam and Dx Immed Care Ther Intervention	Prevention Eval and Dx Immed Care Ther Intervention Administration	Prevention Eval and Dx Immed Care Ther Intervention Administration	
<u>Interprofessional Collaborative Practice</u>	<ul style="list-style-type: none">• Values and Ethics• Roles and Responsibilities• Interprofessional Communication		<ul style="list-style-type: none">• Interprofessional Communication• Teams and Teamwork		<ul style="list-style-type: none">• Values and Ethics• Roles and Responsibilities• Interprofessional Communication• Teams and Teamwork		<ul style="list-style-type: none">• Values and Ethics• Roles and Responsibilities• Interprofessional Communication• Teams and Teamwork		<ul style="list-style-type: none">• Values and Ethics• Roles and Responsibilities• Interprofessional Communication• Teams and Teamwork	
<u>Knowledge</u>	Introduction		Develop		Master		Synthesize			
<u>Skill</u>	Practice		Demonstrate		Apply					
	Peer Case Studies		Standardized Patients/Simulation				Immersive			

Assessment Tools

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➤ Previous

- RIPLES
- IPAS

➤ Current

- SPICE-R2*
 - Student Perceptions of Interprofessional Clinical Education – Revised
- Survey completed by Students at multiple time points
- Standard 8

➤ Future

- C-ICE
 - Creighton Interprofessional Collaborative Evaluation
- Evaluation completed by Faculty/Preceptor
- Standard 61

Accreditation Standards (Medicine)

Jyotsna Pandey, MD PhD



Competencies: LCME and ACGME

LCME: UME

- Medical Knowledge
- Practice-Based Learning and Improvement
- Patient Care and Procedural Skills
- Systems-Based Practice
- Interpersonal and Communication Skills
- Professionalism
- Population and community health

ACGME: GME

- Practice-Based Learning and Improvement
- Patient Care and Procedural Skills
- Systems-Based Practice
- Interpersonal and Communication Skills
- Professionalism
- Medical Knowledge

MD-UME: IPE Accreditation Standards

Standard	Title	Details or Narrative
6.6	Service Learning*	The faculty of a medical school ensure that the medical education program provides sufficient opportunities for, encourages, and supports medical student participation in service-learning and community service activities
6.7	Academic Environments	The faculty of a medical school ensure that medical students have opportunities to learn in academic environments that permit interaction with students enrolled in other health professions, graduate and professional degree programs and in clinical environments that provide opportunities for interaction with physicians in graduate medical education programs and in continuing medical education programs
7.8	Communication Skills	The faculty of a medical school ensure that the medical curriculum includes specific instruction in communication skills as they relate to communication with patients and their families, colleagues, and other health professionals
7.9	Interprofessional Collaborative skills	The faculty of a medical school ensure that the core curriculum of the medical education program prepares medical students to function collaboratively on health care teams that include health professionals from other disciplines as they provide coordinated services to patients. These curricular experiences include practitioners and/or students from the other health professions

MD-UME IPE Definitions

Accreditation Standards do not provide a definition of Interprofessional Education

■ IPEC Definition adopted by CMU

- **Service-learning:**
- Educational experiences that involve all of the following components: 1) medical students' service to the community in activities that respond to community-identified concerns; 2) student preparation; and 3) student reflection on the relationships among their participation in the activity, their medical school curriculum, and their roles as citizens and medical professionals. (Element 6.6)

CMU CMED IPE Curriculum

YEAR 1 COURSES									
MED 630: FOUNDATIONAL SCIENCES OF MEDICINE (8 wks)	CARS	MED 630: FOUNDATIONAL SCIENCES OF MEDICINE (8 wks)	CARS	WINTER BREAK (4 wks)	CARS	MED 640: REPRODUCTIVE/HUMAN DEVELOPMENT (8 wks)	CARS	MED 650: CARDIO/PULMONARY: WELLNESS & DISEASE (7 wks)	CARS
Orientation Week (1 Day), Plan, Formation of teams		# 1 Workshop IPE (1/2 Day) (Roles and Responsibilities)				Orientation, Formation of teams (1 Hour)		# 2 Workshop Case Study (1/2 Day) (Team Work, Value, Communication & Ethics)	
									Orientation and enrollment for IPE certificate

YEAR 2 COURSES									
SUMMER BREAK (LAST 7 Wks) (9 Weeks Total)	MED 740: NEUROSCIENCES/BEHAVIOR: WELLNESS & DISEASE (8 wks)	CARS	MED 750: GASTRO-INTESTINAL (6 wks)	CARS	WINTER BREAK (4 wks)	MED 750: MUSCULO/SKELETAL/DERMAL (4 wks)	CARS	MED 770: HEMATOLOGY (4 wks)	CARS
	IPE Certificate Course Work (Online)*		Community Service learning Home Visits**			Community Service learning Home Visits, IPE Certificate related activities*, **		MED 780: SYNAPSE (1st 3 of 4 wks)	
									SUMMER BREAK (10 Wks) ELECTIVES
									SYNAPSE (Wk 4 of 4)

YEAR 3												
MED 800: COMPREHENSIVE COMMUNITY CLERKSHIP (CC) (LONGITUDINAL CLERKSHIP) (24 Wks Total)						HOLIDAY BREAK AND/OR ELECTIVE (4 wks)	CLERKSHIP	CLERKSHIP	CLERKSHIP	CLERKSHIP	CLERKSHIP	ELECTIVE
CLERKSHIP	CLERKSHIP	CLERKSHIP	CLERKSHIP	CLERKSHIP	ELECTIVE							
IPE Certificate related activities* and Clerkship embedded activities							IPE Certificate related activities* and Clerkship embedded activities					

YEAR 4										
Electives					HOLIDAY BREAK AND/OR ELECTIVE (4 wks)	Electives				
During a pre-selected elective and a preselected week, maintain a reflection journal based on M4 reflective practice learning objectives, submit report										

IPE Certificate is an optional program that will be offered starting August 2018 to the M2s

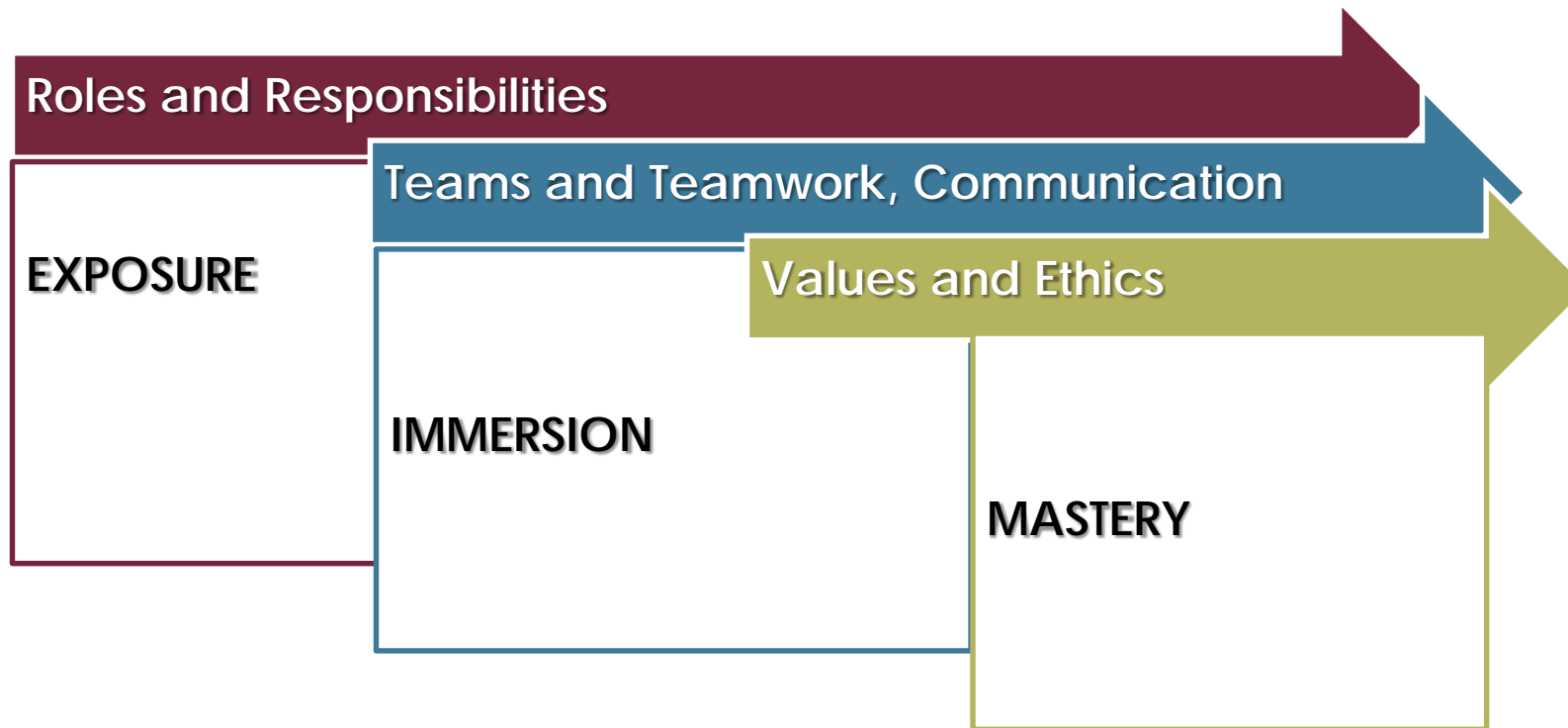
MD-GME: IPE Common Accreditation Standards

Competency	Narrative or Detail
VI.A. Patient Safety, Quality Improvement, Supervision, and Accountability	
VI.A.1. Patient Safety and Quality Improvementunderstand the <u>limits of their knowledge and experience; and seek assistance</u> as required to provide optimal patient care.understand their roles within health care teams, It is necessary for residents and faculty members to consistently <u>work in a well-coordinated manner</u> with other health care professionals to achieve organizational patient safety goals
IV.A.5.c) Practice-based Learning and Improvement continuously improve patient care based on constant self-evaluation and life-long learning.IV.A.5.c).(8) participate in the <u>education of</u> patients, families, students, residents and <u>other health professionals</u>
IV.A.5.d) Interpersonal and Communication Skills effective <u>exchange of information and collaboration</u> with patients, their families, and health professionals.
VI.E. Clinical Responsibilities, Teamwork, and Transitions of Care	
VI.E.2. Teamworkenvironment that maximizes communication. <u>must include the opportunity to work</u> as a member of effective interprofessional teams that are appropriate to the delivery of care in the specialty and larger health system

"The ongoing research into the development of the competent, independent, practicing physician continues to shape the determinations of optimal resident education from a curricular assessment and learning environment perspective."

*Jeffrey P. Gold, MD
ACGME Board of Directors*

CMED IPE Competency Based Assessment Plan



UME Assessment is done by self-reflection essays written based on a guiding rubric (to assess the competency)

GME assessment is competency attainment /milestones based



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Baccalaureate Nursing and IPE Accreditation

LMGibbon, MSN, RN

IHEC Leadership Team

University of South Dakota Nursing – Rapid City, SD Campus

Two bodies of accreditation for baccalaureate educational nursing programming in US

- [Accreditation Commission for Education in Nursing](#) ACEN
- [Commission on Collegiate Nursing Education](#) CCNE
- Overall, in my opinion currently there are vague and generalized recommendations regarding IPE/IPP in current nursing education accreditation guidelines.
- NLN, NCSBN, and other nursing educational-related organizations discuss and have resources available related to IPE.

CCNE, ACEN, and IPE

- CCNE- BSN Programs must incorporate the ACCN BSN Essentials. **Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcome (See table on earlier slide for specifics)**
- ACEN- BSN Program curriculum must reflect contemporary practice and include interprofessional education.
- CCNE as of 2014 and ACEN as of 2017 are both members of **HPAC-Health Professions Accreditors Collaborative**. So if they move to endorse the recent guidelines/competencies proposed by HPAC- things could change. This is still being decided as of date of presentation.

IPE/IPP at USD

- IHEC (Interprofessional Health Education Center). Formerly established 2017.
- All Health Affairs (School of Health Sciences (SHS) + (SOM) School of Medicine) and disciplines are invited to participate in center and center leadership. IHEC structure includes Leadership team (at least two professionals from different disciplines) that report to Dean of SHS. There are standard committees that work with and report to the IHEC leadership team that include: Professional Development, Curriculum, Research, and Community Partnerships.
- USD IHEC currently utilizes a form to submit current and newly developed IPE/IPP activities to ensure event actually aligns with USD definition of IPE. Form also includes, whether activity is Exposure, Immersion or Mastery and includes which IPEC competencies will be met and what validated evaluation tool will be used to evaluate activity- along with other logistical information.
- USD IHEC currently endorses a passport system for those Health Affairs students that desire to participate in more IPE then what is required by their respective program. USD is working on final approval of development of an IPE minor for those undergraduate SHS students interested.
- IPEC Topics/Competencies <https://www.ipecollaborative.org/resources.html>
- Interprofessional Professionalism Behaviors as standards/measures to provide for common language. <http://www.interprofessionalprofessionalism.org/>

Measurements:

- Demonstrate specifically how IPEC competencies and/or Interprofessional Professionalism behaviors are being met via demonstration and evaluation. USD Nursing will be mapping IPE to our curriculum this year. We will be waiting to see if CCNE adopts the HPAC guidelines and will then map these guidelines/competencies to our Traditional and RN to BSN Curriculum.
- Our IPE program is evolving and our program is currently using the following tools to assist in demonstrating evaluation of Interprofessional Educational Endeavors to ensure a collaborative ready RN graduate: IPEC Competencies and the IPAS- Interprofessional Attitudes Scales.

Under consideration:

SPICE-R (Student Perceptions of Interprofessional Clinical Education–Revised)

JTOG (Jefferson Teamwork Observation Guide)

WeLEARN Assessment

PACT: Performance Assessment for Communication and Teamwork Tool Set

McMaster-Ottawa Team Observed Structured Clinical Encounter (TOSCE)

Source: <https://nexusipe.org/>

JOY DOLL, OTD, OTR/L

Associate Professor

Executive Director

Center for Interprofessional Practice, Education and Research Department of
Occupational Therapy | School of Pharmacy and Health Professions Creighton
University

Center for Interprofessional Practice, Education and Research (CIPER)

W: <https://healthsciences.creighton.edu/interprofessional-education/center-interprofessional-practice-education-research-ciper>

TED Talk: <https://www.youtube.com/watch?v=qOV-5h0FpAo&t=1s>

Twitter: CIPER_creighton

Facebook: <https://www.facebook.com/CreightonCIPER/>

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OT IPE Accreditation Guidelines: Preamble

OTD	Masters	OTA
Be prepared to effectively communicate and work interprofessionally with those who provide care for individuals and/or populations in order to clarify each member's responsibility in executing components of an intervention plan.	Be prepared to effectively communicate and work interprofessionally with those who provide care for individuals and/or populations in order to clarify each member's responsibility in executing components of an intervention plan.	Be prepared to effectively communicate and work interprofessionally with those who provide care for individuals and/or populations in order to clarify each member's responsibility in executing components of an intervention plan.

OT IPE Accreditation Guidelines: B.5.21

OTD	Masters	OTA
Effectively communicate, coordinate, and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order to clarify each member's responsibility in executing components of an intervention plan.	Effectively communicate and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order to clarify each member's responsibility in executing an intervention plan.	Effectively communicate and work interprofessionally with those who provide services to individuals and groups in order to clarify each member's responsibility in executing an intervention plan.

INTERPROFESSIONAL COLLABORATIVE PRACTICE: “Multiple health workers from different professional backgrounds working together with patients, families, careers, and communities to deliver the highest quality of care”(World Health Organization, 2010).

<https://www.aota.org/~media/Corporate/Files/EducationCareers/Accredit/Standards/2011-Standards-and-Interpretive-Guide.pdf>

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The Creighton IPE Curricular Experience: The IPE Passport

IPE 400



IPE
Passport

Assessment:

1. Pre/post: Interprofessional collaborative competency attainment survey (ICCAS)
2. End of course evaluation

Assessment:

1. IPE Passport Completion survey (after each activity)
2. Post 3 activities: Interprofessional collaborative competency attainment survey (ICCAS)

The background of the slide is composed of several overlapping geometric shapes, primarily triangles and quadrilaterals, in various shades of blue. The colors range from a deep navy blue to a lighter, medium blue. These shapes are arranged in a way that creates a dynamic, abstract pattern across the entire slide.

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Center for Interprofessional Practice,
Education and Research

UW-Madison School of Pharmacy Interprofessional Education Program

**Joseph A. Zorek, PharmD, BCGP
Associate Professor of Pharmacy
Director of Interprofessional Education
University of Wisconsin-Madison**

NEXUS Summit 2018 Skills-Based Workshop
“Hitting the IPE Accreditation Target from Multiple Directions”
Minneapolis, MN



July 29, 2018

Pharmacy's Accreditation Standards

Standard 11: Interprofessional Education (IPE)

The curriculum prepares all students to provide entry-level, patient-centered care in a variety of practice settings as a contributing member of an interprofessional team. In the aggregate, team exposure includes prescribers as well as other healthcare professionals.

Key Elements:

11.1. Interprofessional team dynamics

11.2. Interprofessional team education

11.3. Interprofessional team practice



Key IPE Program Elements

- Infrastructure
- Vision
- Conceptual Framework
- Partnerships
- Student Assessment
- Program Evaluation

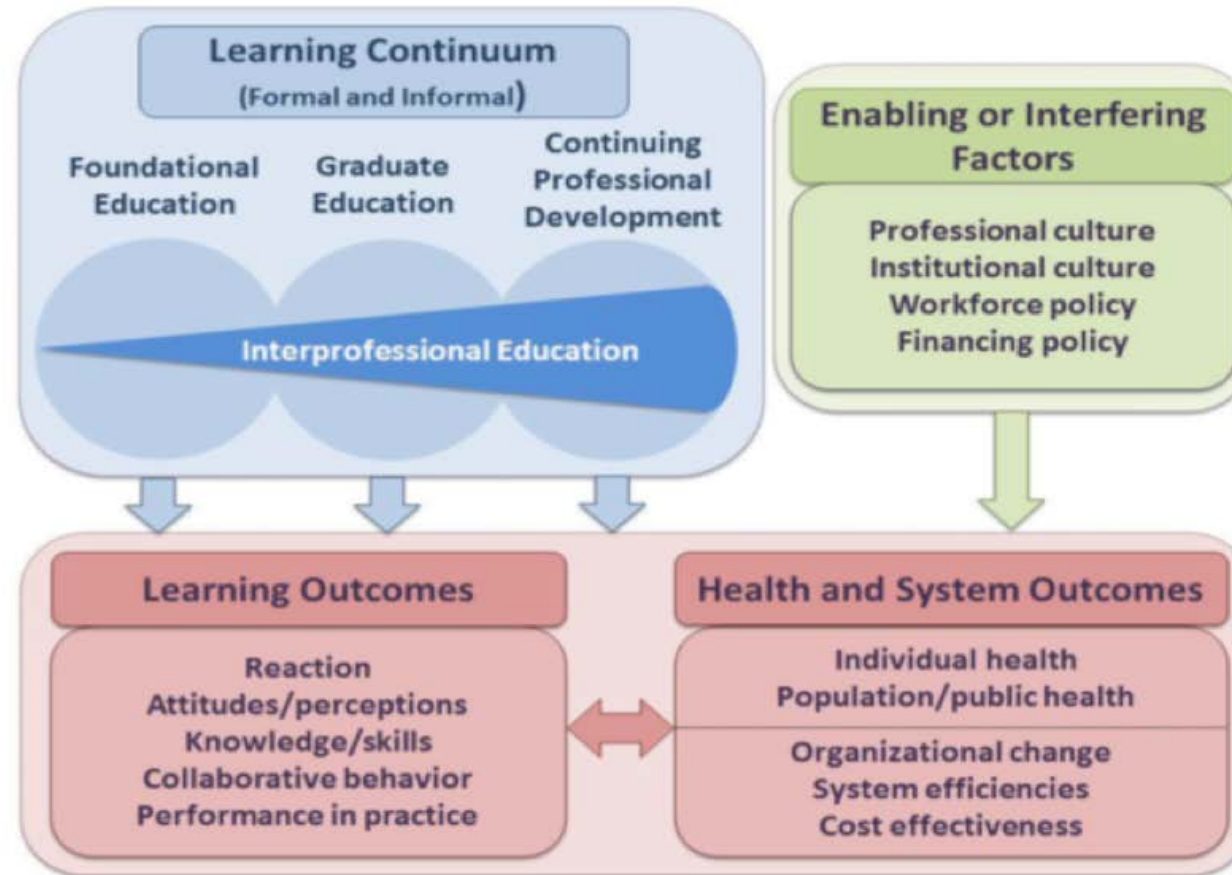




Adapted from Khalili et al, 2013; Image Design Credit: Sally Griffith-Oh

Zorek et al (2018). AACP Annual Meeting. [Poster Presentation].

FIGURE: The interprofessional learning continuum (IPLC) model



NOTE: For this model, “graduate education” encompasses any advanced formal or supervised health professions training taking place between completion of foundational education and entry into unsupervised practice.





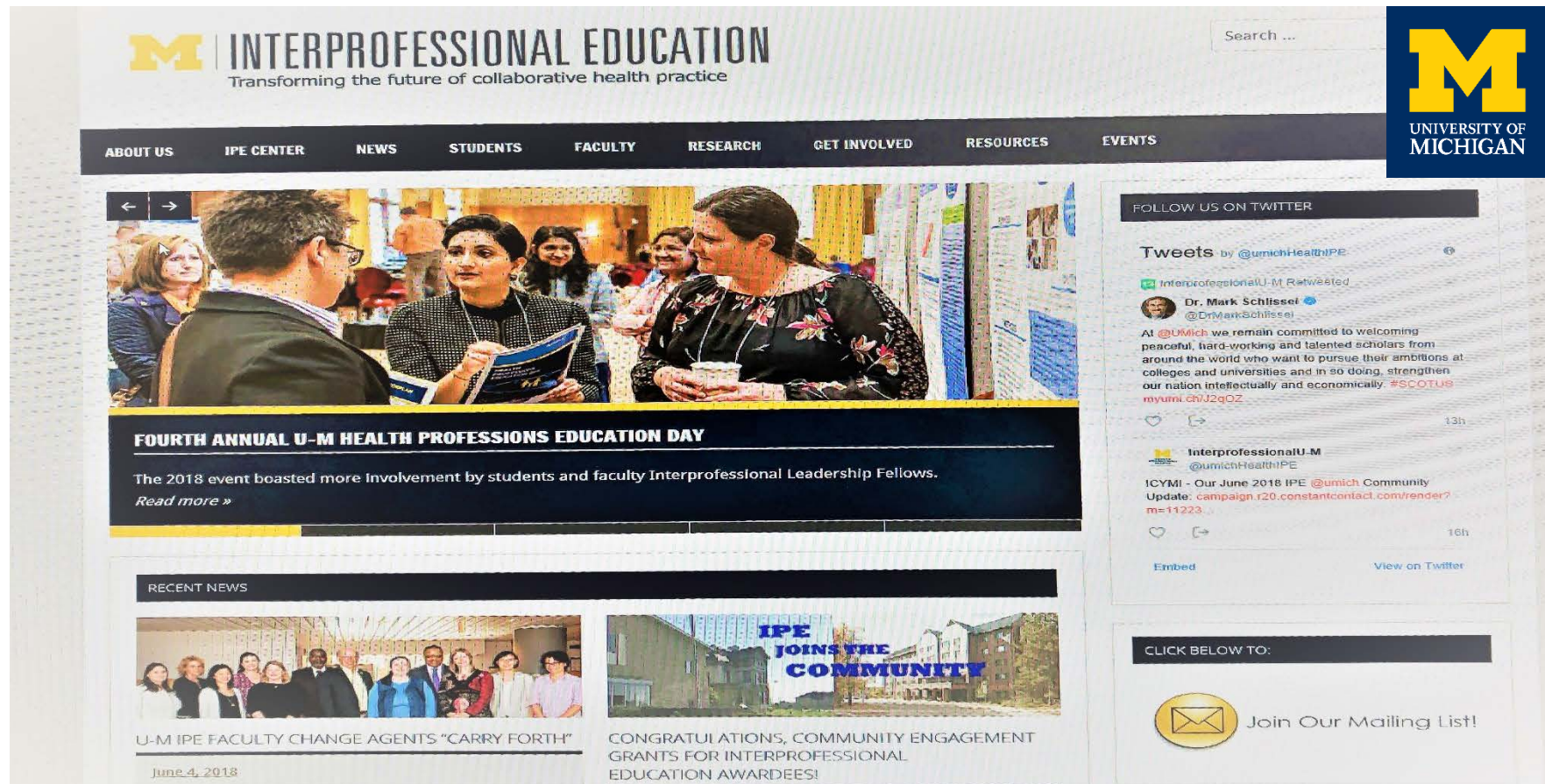
	Pre-IPE	IPE
DPH-1	<p>728-461: Pathways in Pharmacy Practice (45 hours)</p> <p>728-411: Pharmacy in the Health Care System (1 hour)</p> <p>728-425/426: Introductory Pharmacy Practice Experience I & II (13 hours)</p>	<p>728-462: Professional Development & Engagement I</p> <ul style="list-style-type: none"> • UW Center for IPE Module #1 (8 hours) • Co-curricular IPE (1 hour)
DPH-2	<p>718-542: Parenteral Therapy for Nutrition (4 hours)</p> <p>728-553/554: Integrated Pharmacotherapy Skills I & II (10 hours)</p> <p>728-525/526: Introductory Pharmacy Practice Experience III & IV (1 hour)</p>	<p>728-463/464: Professional Development & Engagement II & III</p> <ul style="list-style-type: none"> • UW Center for IPE Modules #2 (8 hours) • UW Center for IPE Modules #3 (8 hours) • MD-PharmD Debriefing Activity (2 hours) • Co-curricular IPE (2 hours)
DPH-3	<p>728-653/654: Integrated Pharmacotherapy Skills III & IV (24 hours)</p> <p>728-625/626: Introductory Pharmacy Practice Experience V & VI (1 hour)</p> <p>732-652: Patient Communication: Educational & Behavioral Interventions (1 hour)</p>	<p>728-465: Professional Development & Engagement IV</p> <ul style="list-style-type: none"> • UW Center for IPE Module #4 (8 hours) • Co-curricular IPE (1 hour) <p>732-608: Safety & Quality in the Medication Use System</p> <ul style="list-style-type: none"> • MD-PharmD Patient Safety Activity (4 hours)
DPH-4		<p>728-740: Acute Pharmaceutical Care Clerkship</p> <p>728-741: Ambulatory Pharmaceutical Care Clerkship</p>
	100 hrs	42 hrs

Questions?



A University Wide Response to Accreditation by

Frank J. Ascione, Professor of Pharmacy and
Director of University of Michigan Center for Interprofessional Education



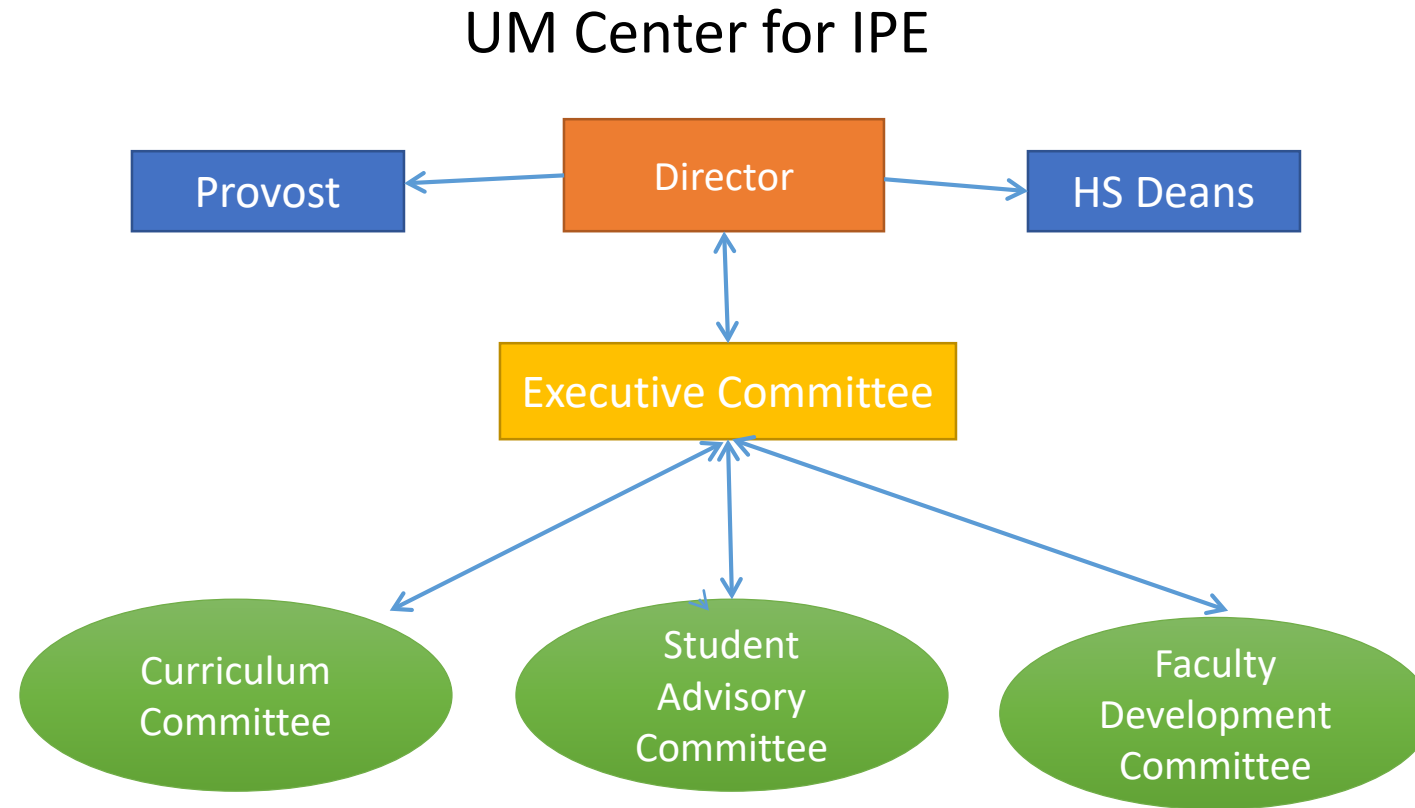
<https://interprofessional.umich.edu/>

Issue

- No process for formal institution-accreditors interaction
- Universities, not specific disciplines, must lead in shaping this interaction
- Key topics
 - University IPE infrastructure
 - Ensuring proper student interactions
 - Institutional assessment of effort

University Infrastructure

Is it adequate to ensure proper IPE Interactions?



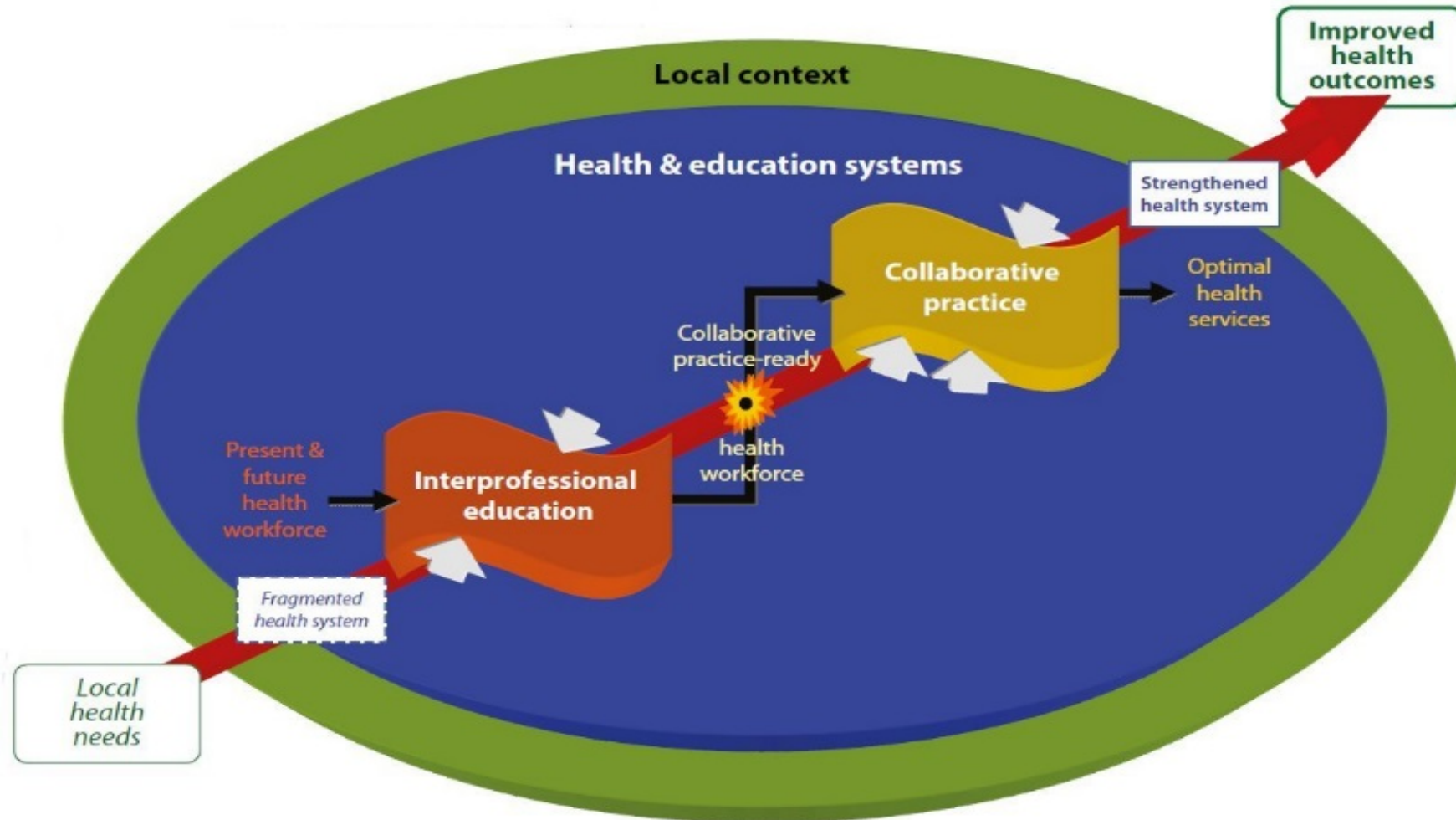
Ensuring Proper Student Interaction

- What is the university supervised approach?
 - UM Challenge: 10 schools, 16 disciplines, 3 campuses, about 5000 students
 - We use a menu approach with liberal definitions of interactions.
 - Each unit chooses what they want to use and, in some cases, how they use it.
 - 27 IPE offerings: 6 courses, 4 one-time events, 4 clinical experiences, 3 on-line modules, 10 simulations.
 - Currently, >1700 students exposed (many more than once) including 100% in Dentistry, Medicine, Pharmacy, and Physical Therapy.
- What are the institutional guidelines regarding student interactions?
 - Minimum number of disciplines (UM: two or more)
 - Key disciplines to interact (dependent on accreditors; practice goals).
 - What are the team requirements at the various practice settings?

Institutional Assessment of Effort

- What concepts does the university want to focus in its assessment?
 - How does it differ from the accreditors view?
 - How uniform should assessment measures be across the university?
 - No standardized measures
- How consistent are the concepts/domains between the university and the accreditors?
 - Different domains: student preparedness, team behavior, expected impact

Assessing Impact of IPE Efforts (WHO 2010)



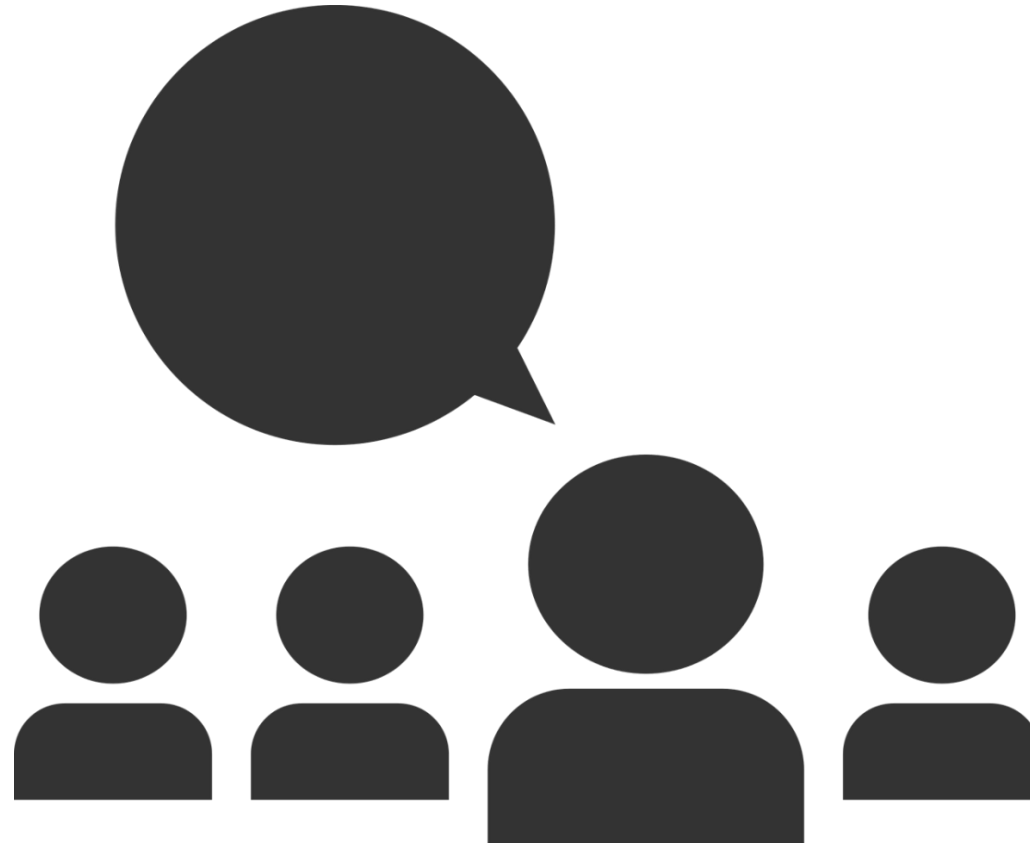


Small Group Discussion - 30 minutes

Participants will reflect upon shared strategies to meet accreditation standards and identify assessment tools used to measure outcomes:

- Describe how your program is meeting the accreditation requirements for IPE
- Explore how your institution is structuring the IPE learning environment
- Discuss the use of assessments and other evaluation measures in your setting

Large Group Report Out – 20 minutes





Midwest Interprofessional
Practice, Education, and Research Center
Creating Teams for Patient Centered Care

Thank you for your participation!

www.gvsu.edu/miperc