Preparing Students for Interprofessional Collaborative Practice: A Curriculum Model

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MGH Institute of Health Professions
What We Will Discuss Today...

- The MGH Institute of Health Professions
  - Who we are
  - What IP activities we currently have

- Additional IP activities
  - Why now?
  - IPEC Competencies

- New Curriculum Model
  - How it was developed
  - What it is

- Lessons Learned (warts and all!)

- Discussion
The MGH Institute of Health Professions
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• An independent graduate school of health sciences.
• Founded by the Massachusetts General Hospital in 1977.
• Total enrollment of approximately 1,300 students.
• Two schools: School of Nursing and School of Health and Rehabilitation Sciences (also CIPSI)
The MGH Institute of Health Professions

- Nursing
- Physical Therapy
- Communication Sciences & Disorders
- Health Professions Education
- PhD Rehabilitation Sciences
- Occupation Therapy (June, 2014)
- Physician Assistant (June, 2015)
Current Interprofessional Experiences

• Experiences (“Interdisciplinary Learning Activities”)
  – Interdisciplinary Clinical Case Seminars
  – Schwartz Center Educational Rounds
  – IP Dedicated Education Unit at MGH
  – Community Day
  – Annual IP Seminar
Current Interprofessional Experiences

• Some required common courses
  – Ethics
  – Research Design

• Some conjoint courses
  – “Living with Death and Grief”
  – “Integrated Approaches to Pain Management”
  – Other courses throughout the programs (HP)
Interprofessional Initiative

• Key reports call for collaboration ready workforce
• Consistent with Institute’s vision and strategic plan
• Support from highest levels of Institute
• Informed by Interprofessional Collaborative’s (IPEC) core competencies
Task Force charged with addressing:

- All entry-level graduates’ readiness for interprofessional practice
- Interprofessional education (IPE) experience as one means to that end
Interprofessional Initiative

**IMPACT: Interprofessional Model for Patient And Client-Centered Teams**

**Proposed:** IMPACT interprofessional curriculum

**Task Force:** Key administrative/curriculum leader from each school/professional program and Center for Interprofessional Studies

- Three part series:
  - IMPACT I, II, III (1 credit each)
- Students learn in IP teams
Interprofessional Initiative

Purpose: Prepare students for interprofessional collaborative practice.

Desired Outcomes:

• Understand patient-centered care as part of team
• Function as part of a team
• Influence adoption of team-based patient-centered care in practice
Interprofessional Initiative

Framework:

IPEC Core Competencies

- Values and ethics
- Teamwork
- Roles and responsibilities
- Interprofessional communication
IMPACT Curriculum

HP 818  IMPACT I: Interprofessional Practice
  – Foundational principles
  – IMPACT student teams form
  – Hybrid course with IP faculty teams

HP 819  IMPACT II: Interprofessional Projects
  – With mentor, teams meet course requirements
  – Crosses 2 semesters following IMPACT I
  – Menu of options; Team decision-making and creativity encouraged

HP 821  IMPACT III: Interprofessional Ethics
IMPACT Curriculum

HP 819: Interprofessional Projects
Interprofessional Cohorts work with mentor.

HP 818
Hybrid course.
Cohorts form.

HP 821; Interprofessional Ethics

Fall → Spring → Summer

Year 1 → ...into Year 2 → ...into Yr 3

IMPACT PRACTICE

MGH INSTITUTE OF HEALTH PROFESSIONS
IMPACT Curriculum

Implementation assumptions:

• Redistribute rather than add (credits and content)

• Incorporate Ethics Initiative already in planning
  – Online modules early
  – Advanced ethics seminar later

• Allocate resources:
  – Planning and coordination
  – Faculty workload

• Collaboration and compromise by all involved
From Concept to Launch

Spring 2012: Task Force charged

Fall 2012: IMPACT proposal forwarded and approved

Spring 2013: Planning for Fall launch
- IMPACT I developed (extra service pay; IP faculty team with instructional designer)
- Faculty workloads planned for IMPACT I launch

Fall 2013: HP 818 IMPACT I launched/piloted
- Required for all incoming students in CSD, Nursing (advanced practice), PT
IMPACT I: Interprofessional Practice

• ~260 students completed the course in Fall 2013

• 13 faculty: Interprofessional teams of 3 + course coordinator.
  – Students assigned to IP teams of 9-10
  – Teams clustered into four cohorts

• Hybrid course:
  – Pass/Fail course
  – Mostly online with 3 in-class sessions
  – Seven 2-week modules, each with online threaded discussion; some with added individual or team assignment
IMPACT I: Interprofessional Practice

Unit 1 IP practice; Roles & Responsibilities
Unit 2 Collaboration: Teams and teamwork
Unit 3 Values and Ethics
Unit 4 Intro to final case assignment: Health/Safety problem (institutional)
Unit 5 Interprofessional communication
Units 6-7 Work on aspects of final case
Welcome to Unit 2 of the course. During this week we will learn about collaboration. Please read Cowboys and Pit Crews and listen to the video link about Korean pilots.

Learning Objectives:

- Recognize the uniqueness of team members through color activity and reflection
- Reflect on individual and team processes as related to community day
- Reflect on team communication (giving and receiving feedback, addressing conflict or difference of opinions) and collaboration (team problem solving and clinical decision making)

Assignments and Activities:

Read: Cowboys and Pit Crews and Watch the Video on Korean Pilots (links on D2L)

Activity: Community Day 9/20/13: You will meet in your groups prior to community day to complete a color profile activity. Then you will work together during Community Day on your assigned project.

Discussion: Answer 2 of the following questions in the unit 2 threaded discussion by 9/24/13 at 5 PM. Further the discussion by reflecting and building on 2 of your team member’s posts by 10/4/13.
This afternoon, Atul Gawande delivered this year’s commencement address at Harvard Medical School.
A Rocky Start!

The Good News

– More than 200 students completed course evaluations
– Many voiced value of Interprofessional education and collaboration
– Wrote extensive comments to aid course improvement
A Rocky Start!

What did not work for the students

– Teaching mode: Online challenging for team formation and discussion (want more face-to-face)
– Content and assignments: Not clinical enough (want patient cases to problem-solve)
– Could not see roles for all professions in project scenarios (especially true for CSD students)
– Volume of work: Too much for 1 credit
– Lacking a curricular context: Felt like it was just added on to already full semester
Undeterred: Learning as We Go

• Senior academic leadership providing guidance

• Revising IMPACT I for Fall 2014
  • Faculty team effort
  • Student voices at table

• Planning IMPACT II and III for Spring 2015 launch
  • Carefully calibrating for 1 credit load
  • Learning from others; not recreating wheel
Key Ongoing Challenges

From the Big Picture...

• Infusion and integration in profession specific curricula
• Institute-wide faculty development
• Program assessment
  – Process assessment ongoing
  – Outcome assessment a greater challenge

  How do we know whether we are impacting practice?

...to the operational details

• Example: Scheduling

  Should IMPACT time blocks be identified first, not last?