Interprofessional Education at Pacific University:

10 Professions Working Together!!
Presenters

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Disclosure

Wendy Hanks has no relevant financial or nonfinancial relationships to disclose.

Ellen Reuler has no relevant financial or nonfinancial relationships to disclose.
Pacific University
Hillsboro Campus

School of Audiology
School of Communication Science and Disorders
School of Audiology
4th Floor of Tuality Medical Building
School of Audiology

• 3 Year Accelerated Au.D. Program
• Candidacy awarded in August 2012
• 1st Class entered in 2012 – Graduating August 2015!
• 24 students per cohort
• 10 faculty + Clinic Director
• Modified Block Curriculum
School of Communication Sciences and Disorders

- CSD in the College of Education
- CSD minor began Fall 2011
- Candidacy awarded June 1, 2012
- SLP graduate program began Fall 2012

- 35 students per cohort
- 9 faculty members
- Clinical practica all community-based
Interprofessional Education
Pacific University
Interprofessional Education
Objectives

1. To promote interprofessional communications and interactions among the health professions

2. To illustrate the importance of team dynamics within an interprofessional team and how this translates into improved patient care.

3. To demonstrate the responsibilities of the professions and how those responsibilities relate to the healthcare setting

4. To cultivate an appreciation for the importance of the patient and healthcare team members in their context and the valuable role this can play in effective patient
Interprofessional Education (IPE) at Pacific University

- Interprofessional Competence Course (IPC)
- Interprofessional Case Conference (ICC)
- Interprofessional Concentration
- Interprofessional Diabetes Clinic (IDC)
- Interprofessional Balance Clinic
- Interprofessional Elective Courses
- Fieldwork & Internship Sites
- Community Service Projects
- Interprofessional Travel Abroad Programs
- Interprofessional Online Journal
WHO Core Competencies for IPC

1. Effective Communication
2. Teamwork and Professionalism
3. Roles and Responsibilities
4. Values and Ethics for Interprofessional Practice

Students meet core competencies as evidenced by their ability to apply them to their final group project.
Interprofessional Competence: Theory and Practice

• IPC developed in CHP 2010-11
  – 300 first-year students in seven professional programs in the College of Health Professions

• IPC 2013-14
  – Over 400 students in 9 professional programs; 8 in College of Health Professions and 1 in College of Education

• IPC 2014-15
  – Over 400 students in 8 professional programs in CHP
  – 16 faculty members, representing each of the professions
Interprofessional Competence Course (IPC)

• 2 semester course
  – 5 class sessions plus final project day
  – 0.5 credits each semester
  – Pass/No pass

• 2 Course Coordinators
  – IPC Director, Didactic
  – IPC Director, Experiential
IPC cont’d

• Students are assigned to interprofessional teams (6-7 students) for the full year
• Each team is assigned a case
• Five class sessions over 2 semesters
  – In-class lectures
  – Group discussion
  – Online learning activities
  – Team discussions around their cases
• End of year group poster or video project
Interprofessional Course (IPC)

Didactic Topics

- Interprofessional Communication
- Team Dynamics and Professionalism
- Roles & responsibilities
- Values and Ethics for Interprofessional Practice
- IPC Summary and Wrap Up
  - SWOT & TRIC analyses
  - Community Resources
IPC Experiential Project

1. Reflect both individually and as a group on the continuous learning process throughout the entire course

2. Engage in collaborative work on a problem based learning experience

3. Demonstrate the learning process through public presentation
Final Poster/Video Project

• A clear and succinct overview of the patient and additional changes as the case evolved

• Information about team members and what each member contributed to the IP team

• Outcome or impact each topic had on the IP experience during the case development
Students will Demonstrate...

• The application of the four categories of objectives established for this course

• How the team engaged in each topic

• Outcome or impact of each topic on IP experience

• Obstacles to working as an IP team

• What would we do differently to enhance the final result?

• How would your team function to improve patient care in the future?
# Changes Made in Response to Feedback

<table>
<thead>
<tr>
<th><strong>Didactic</strong></th>
<th><strong>Experiential</strong></th>
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<tbody>
<tr>
<td>Scheduling change</td>
<td>Community service project for first 3 years</td>
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<tr>
<td>More time in class for the teams to interact &amp; complete activities</td>
<td>Case study project for last 2 years</td>
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<tr>
<td>Increased use of Moodle</td>
<td>Experiential component built into each didactic class</td>
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<tr>
<td>Re-ordering didactic topics</td>
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<tr>
<td>Cutting back from 5 to 4 didactic classes</td>
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Strengths

- Large number of professions involved
- Large number of teaching faculty involved
- Yearly changes made based on feedback from students and faculty
Challenges

• Managing such a large number of students
• Scheduling
• Large number of teaching faculty involved
• Buy-in from students
• Buy-in from faculty
• Differing School calendars
History of Interdisciplinary Case Conferences (ICC)

• Began in 2007 with 7 professions of CHP
• College of Optometry invited in 2008
• 2012 New Programs Invited
  – Audiology, CHP
  – Communication Sciences and Disorders, College of Education
What’s Common to 10 Professions??

• Sample ICC Topics
  – Diabetes
  – Alzheimer’s Disease
  – Brain Injury Rehabilitation
  – Learning Each Other’s Ethics
  – Anorexia of Aging
  – The Dizzy Patient
  – Transgender Healthcare
ICC in Action....
Interprofessional Education and Practice (IPEP) Task Force

• Established January, 2011 in order to:
  – Determine the extent of IPEP activities involving the Health Professions at Pacific University
  – Evaluate the successes and areas in need of improvement
  – Explore possibilities for increased integration of IPEP into health professions core curricula
  – Recommend an organizing structure to support sustainable efforts in IPEP in Health Professions
IPEP: From Task Force to Standing Committee

• Charged with 13 Functions:
  – Create vision, mission, and goals for Pacific’s IPE Curricula
  – Identify core learning domains for interprofessional education
  – Match core learning domains with accreditation criteria
  – Create a generic IP curricula evaluation template in order to have more consistent oversight and thorough data for cumulative review
  – Change all individual IP seminar course names to “Seminars in Inter-professional Health”
IPEP: From Task Force to Standing Committee

• Charged with 13 Functions:
  – Determine appropriate teaching and learning models for IP education
  – Explore appropriate IP “subgroups” for specific content areas
  – Explore ways in which instructional technology can enhance IP teaching and learning
  – Increase student involvement in developing IP experiential learning
  – Expand IP clinical opportunities
IPEP: From Task Force to Standing Committee

• Charged with 13 Functions:
  – Integrate elective coursework into core curricula
  – Create and enhance opportunities for interprofessional scholarship
  – Develop comprehensive pathway of IP development portfolio for students to follow throughout educational experience; Explore awarding certificates for all students who complete IPC
Certificate vs Concentration

• Subcommittees developed
  – Concentration vs Certificate
    • Discussions with registrar
      – Credit vs Non-Credit Regulations
      – Posting on transcript
      – Requirements
  – Electronic Badges
    • Can they work for either a concentration or certificate?
    • Worked through Instructional Technology for University Approval of adding technology
Concentration in Interprofessional Education

• Survey sent to all 1st year CHP students in Fall 2013
  – 397 sent out
    • 270 responded
    • 68% response rate
Interest in Completing Requirements for IP Concentration

65% Interested
Will Employers Find this IP Concentration of Value?

92% Responded Yes
Concentration in Interprofessional Education

• Concentration decided and proposal formed
  – Approved by faculty of Colleges of Health Professions, Education and Optometry

• Due Dates for Submission corresponding with various graduation dates
Concentration in Interprofessional Education

• Requirements
  – 2 semesters of Interprofessional Competency Course (IPC)
  – 2 Interprofessional Case Conferences (ICC)
  – 4 Additional and Unique Interprofessional Experiences/Activities
Concentration in Interprofessional Education

- Offered starting Fall 2014
  - Had to put on hold because of student questions on the forms!!
Concentration in Interprofessional Education

• Accepted Completed Applications Spring 2015
  – Students obtain information through Moodle
    • 104 Participants
    • 25 Completed Applications for the 1st Cohort
Concentration in Interprofessional Education

Sample Experiences -- AuD

• Give Kids A Smile
• Tucker Maxon School
• Interdisciplinary Balance Clinic
• Interdisciplinary Diabetes Clinic

Sample Experiences -- SLP

• Aphasia Workshop
• Mt. Hood Kiwana’s Camp
• Bridge to Independence
• Tucker Maxon School
Concentration in Interprofessional Education

• More challenges with the forms and process...
  – Define Interprofessional
    • Again
    • Again
    • Again
  – Define “Reflection”
  – Faculty Signatures
  – Committee agreement of definitions
Concentration in Interprofessional Education: Where we are now....

• Evaluation procedure
  – Each application evaluated by 2 people
    • Each committee member evaluated 5 applications
  – Committee evaluated and approved Qualifying Experiences
    • Approved added to Moodle
    • Students still need to reflect how experience was IP for THEM
Next Steps

• Continue modification of IPC
  – 4 didactic sessions
  – SLP attending next year

• Continue modification of ICC
  – Working with Optometry and SLP to have some ICC meetings on Forest Grove campus
Next Steps

• IP Concentration
  – Continue refinement and clarification of forms and procedures
  – Identifying additional qualifying experiences
  – Obtain buy-in from all faculty
  – Evaluate impact of the Concentration

• IPE Webpage
Questions and Comments ??