Implementation of a Triple Aim Focused Interprofessional Education Curriculum at an Academic Health Center

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Background

The University of Arkansas for Medical Sciences (UAMS) is committed to creating a Triple Aim culture which incorporates IPE competencies to:

• improve patient care,
• improve population health, and
• reduce cost of care.

Creating opportunities for IPE can be challenging for multi-college campuses because of variation in schedules, faculty development needs, and accreditation standards. Triple Aim goals are applicable to all academic units and service lines at UAMS and serve as a unifying framework to build IPE activities.

Objectives

• Define the principles of the Triple Aim and IPEC Core Domains.
• Describe a 3-phase curriculum that incorporates the Triple Aim, including improving population health, and guiding principles for IPE across Novice, Intermediate, and Advanced stages of learning and practice.
• Describe the application of the Triple Aim IPE curriculum to a variety of learners, practitioners, and community partners.

Methods

• 12 member Steering Committee of representatives from all 6 UAMS colleges worked interprofessionally to design a longitudinal curriculum incorporating IPE through learning and practice activities grounded in Triple Aim tracks.
• Proposed curriculum framework was presented to each college’s curriculum committee for approval as a campus-wide graduation requirement beginning Fall 2015 (piloted Spring 2015).

Results – Curriculum Framework

A 3-phase curriculum (Exposure, Immersion, Competence) was designed and aligned with IPE competency development in each professional program. The framework is approved by all 6 UAMS Colleges (May 2015). Elements incorporate the Triple Aim, IPEC Domains, Patient and Family Centered Care, Health Literacy, Social Determinants of Health, and Health Economics. Students complete a cycle of concept learner, practitioner, and student educator.

EXPOSURE WORKSHOP (~ 4 hours)

This introductory ½ day workshop includes exposure to the key concepts of:

The Triple Aim
IPEC Domains: Roles and responsibilities, Effective communication, Values and Ethics, Teamwork
Patient and Family Centered Care
Health Literacy
Social determinants of health and Arkansas’ most prevalent health disparities
Cultural competency coordinated by the Office of Global Health
Health economics: the role of the provider, the payers, and society

Transition (EXPOSURE to IMMERSION): bridge interprofessional activity (~ 3-4 hours)

Participate in (1) UAMS Common Book/movie, (2) volunteer at the 12th Street Health and Wellness Center or other interprofessional free or reduced cost clinic, or (3) observe interdisciplinary rounds/clinic AND complete a reflection.

IMMERSION (INTERMEDIATE)

• All 6 colleges
• ½ day workshop repeated ad lib
• Content: Triple aim, PFCC, Health Lit, Diversity

TRIPLE AIM PROJECT (~ 10-12 hours)

Interprofessional teams (3-8 students) participate in 1 of 3 Triple Aim Tracks:

• Patient care improvement,
• Population health improvement; or
• Health care cost reduction.

Broad solicitation for project ideas from:
(1) UAMS educational and clinical departments;
(2) Community-based organizations; and
(3) Local businesses with an interest in health care and the triple aim

Teams develop a structured and complete proposal to meet triple aim goals and objectives. Teams present at an event to compete for the best proposal. A Triple Aim Project Presentation Symposium is planned for sharing of superior proposals and project success stories.

SIMULATION ACTIVITY (~ 1-2 hours)

Teams participate in an Error Disclosure simulation session.

Transition (IMMERSION to COMPETENCE):

Learners provide peer evaluation of IMMERSION projects. Translating the knowledge and understanding gained during the team project to evaluate other projects/teamwork signals readiness for COMPETENCE.

COMPETENCE (ADVANCED)

• All 6 colleges
• ½ day workshop
• Content: IPE student groups
• TRIPLE AIM projects
• Service learning – small

Conclusion

The UAMS Triple Aim curriculum minimizes the need for schedule collaboration, provides faculty development opportunities for teaching and practice-based responsibilities, and allows each college to individualize curriculum to meet accreditation standards. Faculty development is provided interprofessionally and is developed by faculty equipped to assist with the three Triple Aim curriculum phases. This curriculum structure is broadly applicable to health science centers of any size and composition.