Performance Improvement and Interprofessional Education

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Objectives

- Describe core concepts of Interprofessional education
- Discuss the roles of health professionals as interprofessional educators to improve team performance in diabetes care
- Discuss professionalism behaviors in interprofessional environments and how these behaviors impact on patient safety and quality of care
- Discuss how health professions students can be integrated into interprofessional care teams providing care to patients with diabetes.

Interprofessional Education (IPE)

- IPE occurs when two or more professions learn with, from, and about each other to improve collaboration and the quality of care – Centre for the Advancement of Interprofessional Education (CAIPE), 2002
- CAIPE uses the term "interprofessional education" (IPE) to include all such learning in academic and work based settings before and after qualification, adopting an inclusive view of "professional".

Principles of Effective IPE (CAIPE)

- Works to improve the Quality of Care
  - No one profession, working in isolation, has the expertise to respond adequately and effectively to the complexity of many service users' needs and so to ensure that care is safe, seamless and holistic to the highest possible standard.
- Discussion Point:
  - How does this principle relate to each professional student learning optimal care for patients with diabetes?

- Focuses on the needs of service users and carers
  - IPE puts the interests of service users and carers at the center of learning and practice.
- Involves service users and carers
  - Invites service users and carers to be active participants in planning, delivering, assessing and evaluating IPE, participation that helps to ensure that services meet the needs of those for whom they are designed.
- Discussion Point:
  - How would you, as an educator and provider of care, involve diabetic patients in the assessment of student performance?

Principles of Effective IPE (CAIPE)

- Encourages professions to learn with, from and about each other
  - IPE is more than common learning
- Discussion Point:
  - Students from nursing, medicine, pharmacy, and social work are assigned to your outpatient services to "learn IPE”. What do you think would be successful ways to accomplish this?
### Principles of Effective IPE (CAIPE)

- Respects the integrity and contribution of each profession.
  - Participants, whatever the differences in their status in the workplace, are equal as learners
- Enhances practice within professions
  - Each profession gains a deeper understanding of its own practice and how it can complement and reinforce that of others
- Discussion Point:
  - Students assigned to your team to learn interprofessional performance improvement in the care of diabetics write in their course evaluations: “This is all well and good, but the real world doesn’t practice this way”. How do you respond?

### Principles of Effective IPE (CAIPE)

- Increases professional satisfaction
  - IPE cultivates collaborative practice where mutual support eases occupational stress, either by setting limits on the demands made on any one profession or by ensuring that cross-professional support and guidance are provided if and when added responsibilities are shouldered.
- Discussion Point:
  - Each profession wants its students to become skilled in their profession but there are “crossover skills” such as triage decision making. How would you as an educator accomplish individual professional learning needs while enhancing interprofessional collaboration

### Case

- A 54 year old hispanic male is a regular patient in your team practice with Type II diabetes. He presents for a follow up and is initially interviewed by a team of a nursing and pharmacy student. During the interview the patient complains of “athlete’s foot”. The nursing student defers to the pharmacy student for a treatment recommendation. Neither student examines the patient’s feet because they feel that is the role of the physician. How would you handle this as an interprofessional provider and educator?

### Impact of Interprofessional Education

- What educational interventions for health professions’ trainees are likely to enhance learner-based outcomes (knowledge, skills, behaviors) relevant to the provision of interprofessional care?
- Institute of Medicine Committee on the Health Professions Education Summit, Health Professions Education: A Bridge to Quality, National Academy Press, Washington DC; 2003
  - “(a)ll health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics.”

### Professional Behavior

- How are professionalism expectations in an interprofessional environment different from a uni-professional environment?
- Definition of Interprofessional Professionalism
  - Consistent demonstration of core values evidenced by professionals working together, aspiring to and wisely applying principles of, altruism, excellence, caring, ethics, respect, communication accountability to achieve optimal health and wellness in individuals and communities.”

Interprofessional Professionalism Collaborative

- A collaborative of 11 health professions organizations
- **Vision: Interprofessional professionalism, when practiced by all professions**
  - enhances quality healthcare outcomes for patients,
  - promotes a culture that values and fosters individual competence, and
  - improves practice and academic environments
- Developed a grid of 27 behaviors that can be observed and assessed in interprofessional environments

http://interprofessionalprofessionalism.weebly.com/index.html

Case

In reviewing a case of a 42 year old African-American with Type II diabetes, the pharmacy student identifies a problem with the patient’s therapy that she feels puts the patient at risk. The patient, who has a serum creatinine of 2.5, has been prescribed metformin by the nurse practitioner. The pharmacy student brings it up in a team meeting later that day. The nurse practitioner becomes defensive and the medical student interrupts the conversation indicating that perhaps he and the medical resident should make all drug therapy decisions. How would you handle this interaction as an interprofessional educator?

Incorporating Students into Interprofessional Care Environments

- Which of the health professions, if any, have interprofessional education as part of their educational accreditation standards?
- What do you see as the barriers to having multiple student professionals in an interprofessional care environment?
- What student performance assessment strategies would you use in an interprofessional environment that are different than a student in just their own profession’s environment?

Summary

- Key principles of interprofessional education
- Teaching students to provide effective care in an interprofessional environment
- Students learning effective interprofessional behaviors
- How does interprofessional education impact on the care of patients?