Building Interprofessional Collaboration in a Health System

Stephanie Gardner, Pharm.D., Ed.D.
Provost and Interim Chancellor

Kathryn Neill, Pharm.D.
Director of Interprofessional Administrative and Curricular Affairs
Associate Professor, Pharmacy Practice

Mark Jansen, M.D.
Medical Director of UAMS Regional Programs (AHECs)
Associate Professor, Dept. Family & Preventive Medicine

Wendy Ward, PhD, ABPP
Director of Interprofessional Faculty Development
Professor, Pediatrics

For a Better State of Health

www.facebook.com/uamsipe
IPE@uams.edu
https://twitter.com/UAMSIPEFaculty
Institute for Healthcare Improvement: Quadruple Aim

- Patient Care
- Population Health
- Reduced Cost
- Provider Satisfaction

http://www.ihi.org
Future Healthcare Provider

- Equally prepared to deliver care to individual or population
- Versed in social determinants, cultural competence, PFCC, health literacy

**Team Ready**

**Data Competent**

*UAMS students screen patients at an interdisciplinary pop-up health clinic.*
IPE Core Competency Domains

- Teamwork
- Roles
- Clinical Practice
- Education
- Research
- Values/Ethics
- Communication
About UAMS

- Established in 1879
- Arkansas’ only academic medical center
- More than 10,000 employees + 2,890 students + 804 residents
- Regional clinics and educational centers
- Level 1 trauma center

- 416 beds + 64 NICU + 40 Behavioral Health
- Affiliates – Arkansas Children’s Hospital and Veterans’ Affairs Medical Center
- 7 institutes – cancer, eye, aging, myeloma, psychiatry, research, spine
- UAMShealth.com – 1.7 million visits per year
Silos in AHCs: Colleges, Function, Geography, etc
Learners from two or more professions learn about, from, and with each other to enable effective collaboration.

Preparing a workforce to:
• Learn together
• Practice together
• Research together

World Health Organization 2010 definition of interprofessional education.
IPE at UAMS

• Office of IPE established in 2013
  • 2013 model: 0.5 FTE Director and 1 support staff
  • Current model: 2 Directors (0.25 each), Program Manager, Program Administrator, Administrative Assistant, 0.5 FTE Assessment Associate, 20 hrs/wk Education Coordinators

• 5 Pillar Teams

• Campus-wide IPE graduation requirement approved Spring 2015 for students matriculating Fall 2015 and forward

• Reorientation of Education, Research, Practice, Health-system
Five Pillar Teams

Curriculum
- Exposure Workshop
- Bridge Activity
- Simulation Activity
- Competence Workshop
- Student Educator Activity
- Triple Aim Project

Evaluation
- Assessment & Evaluation
- Evaluation

Exemplars

Exemplars

Profiles

Scholarship

Faculty Development
- Grant Writing
- Writing Group
- Monthly Topical Series
- CLIPES
- Train the Trainer

Collaborative Practice
- Exemplars
- Honor Society
- QI and Grant Funding
- Funding

Culture, Communication & Foundational Awareness
- Solo Events
- Simulation
- Team Science

Community Engagement

Development

Five Pillar Teams

Student Educator Activity
- Exposure Workshop
- Bridge Activity
- Simulation Activity
- Competence Workshop
- Triple Aim Project

Assessment & Evaluation
- Evaluation

Exemplars

Honor Society
- QI and Grant Funding

Funding

Culture, Communication & Foundational Awareness
- Solo Events
- Simulation
- Team Science

Grant Writing
- Writing Group
- Monthly Topical Series
- CLIPES
- Train the Trainer

Scholarship
Educating Tomorrow’s Professionals

• 2,870 Students
• 804 Residents
• 1,522 Faculty Members

Students By College

<table>
<thead>
<tr>
<th>College</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>708</td>
</tr>
<tr>
<td>Medicine</td>
<td>683</td>
</tr>
<tr>
<td>Health Professions</td>
<td>641</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>474</td>
</tr>
<tr>
<td>Public Health</td>
<td>165</td>
</tr>
<tr>
<td>Graduate School</td>
<td>199</td>
</tr>
</tbody>
</table>
IPE Quadruple Aim Curriculum at UAMS

**EXPOSURE (NOVICE)**
- ½ day workshop
- Content: Triple Aim, PFCC, Health Literacy, Cultural Competence, SDOH, etc

**IMMERSION (INTERMEDIATE)**
- Triple aim Project
- Interprofessional simulation

**COMPETENCE (ADVANCED)**
- ½ day workshop
- Practice Activity
- Student Educator Activity

Bridge activity:
- Evaluation, reflection
- Common book, Clinical rounds, 12th St HWC Center, reflection

Office of Interprofessional Education
**EXPOSURE** (novice)

**EXPOSURE WORKSHOP (~ 3 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

**IMMERSION** (intermediate)

**TRIPLE AIM PROJECT (~ 6-8 hours)**
Interprofessional teams (3-8 students) participate in 1 of 3 Triple Aim Tracks:
- Patient experience/care improvement;
- Population health improvement; or
- Health care cost reduction.

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.

**SIMULATION ACTIVITY (~ 1-2 hours)**
Teams participate in a simulation session.
- Error Disclosure
- Immunization Education
- Hypertensive Emergency

**STUDENT EDUCATOR ACTIVITY (~ 2-4 hours)**
Students “circle back” in the IPE coursework AND complete a reflection:
- Co-facilitators for EXPOSURE/IMMERSION sessions
- Mentor students in simulation activities, health fairs, etc. that target improved outcomes with a patient-centered or healthcare focus.
- Serve on student advisory board/leader for interprofessional clinics or similar event.

**COMPETENCE** (advanced)

**COMPETENCE WORKSHOP (~ 2.5 hours)**
Summative ½ day workshop delivering advanced triple aim content relevant to learners entering practice or post-graduate training.
- Up to date literature review to support IPC practice, Health Literacy, Patient and Family Centered Care, Cultural Competency, and other social determinants of health.
- Quality improvement processes and initiatives that exist to affect system change.
- Update on successful IMMERSION projects to demonstrate how team-based efforts contribute to meeting the triple aim.

**REQUIRED “PRACTICE” ACTIVITY (~ 2-4 hours)**
Completion of a service learning project/activity or high fidelity simulation with an IP team - Health Fair, IP clinic, SIM Wars, seminar presentation, etc. AND complete a reflection.

---

**Transition (EXPOSURE to IMMERSION): bridge IP 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.
Book and Movie IPE Events

• IPE Movie Night – 20 films partnered with Health Awareness focus/topic
• PFCC section in every discussion of ”Look for it, Listen for it”
• Common reading – The Deadly Choices at Memorial

Interprofessional Simulations

• ~ 930 students
• Alumni Reunion CE ~ 25 practitioners
  • Error Disclosure
  • Hypertensive Emergency
  • Immunization Education
  • Research Advocacy
  • Positive Syphilis Test Result
Triple Aim Project Proposal

Teams of 3-7 students develop a proposal to address a Triple Aim Goal

• Improve patient experience
• Improve population health
• Reduce cost of care

❖ Written summary (≤ 3 pages)
❖ Presentation (~ 10 min)
❖ Faculty and peer student teams assess projects using a rubric with 7 criteria.

• 21 projects completed
• 188 students from 13 programs (35 teams)

Example Topics

• LGBTQ Awareness
• CMS CAHPS Survey Targets
• Non-English Speaking Patients
• Cystic Fibrosis Awareness
• Patient Complaints

© 2017 UAMS Office of Interprofessional Education All Rights Reserved
Practice Activity

• Great Strides Walk for Cystic Fibrosis
• ~ 9 students, 3 faculty
• Followed completion of PFCC-focused Triple Aim Project to increase Cystic Fibrosis Awareness
Evidence-based learning outcomes...

✓ Skills in 4 core domains
✓ Values & Ethics
✓ Roles & Responsibilities
✓ Interprofessional Communication
✓ Teams & Teamwork

✓ Respect of other professionals

✓ Positive attitudes toward team-based decision-making
Research shows IPE enhances...

• Patient satisfaction
• Disease specific outcomes
• Patient safety
• Cost-savings through coordinated care
• Student satisfaction
• Provider satisfaction
Attend Faculty Development Courses

Interprofessional Education: 
Faculty Focused Events

For schedule:  [www.IPE.uams.edu](http://www.IPE.uams.edu)  OR Blackboard IPE Community
Interprofessional Collaboration

Interprofessional Education

Interprofessional Research

Interprofessional Practice
UAMS Faculty Development Training Process

101: Theory, Evidence, & UAMS Application

201E: Facilitator Skills and IPE Event Design

201C: How to Build a Clinical Team

201R: How to Build and Facilitate an Interdisciplinary Research Team

301E: Facilitated Shadow and/or Event Co-Lead

301C: Maximizing the Effectiveness of Your Clinical Team

301R: Writing Research Grants and Manuscripts Together

LEGOS: Learning about Education in Group Opportunities

For a calendar of faculty events: ipe.uams.edu/calendar
Key Successes

• Leadership support
• Diverse faculty development activities
• Statewide engagement including Payors
  • Consolidated infrastructure
    (Pillar team & central office)
  • Student buy-in
    (Pilot activities & student educator model)
Lessons Learned

• Meet/exceed all IPE accreditation standards.
• Minimize “add-on” impact to current curricula.
• Inclusion of basic science students enhances impact.
• Ensure curriculum contributes to institutional mission/goals.
• Design curriculum with focus on state/region-specific issues.
• Include Patient/Family Faculty on teams & committees.
• Keep the model simple & focused on health outcomes.