

# Building Interprofessional Collaboration in a Health System

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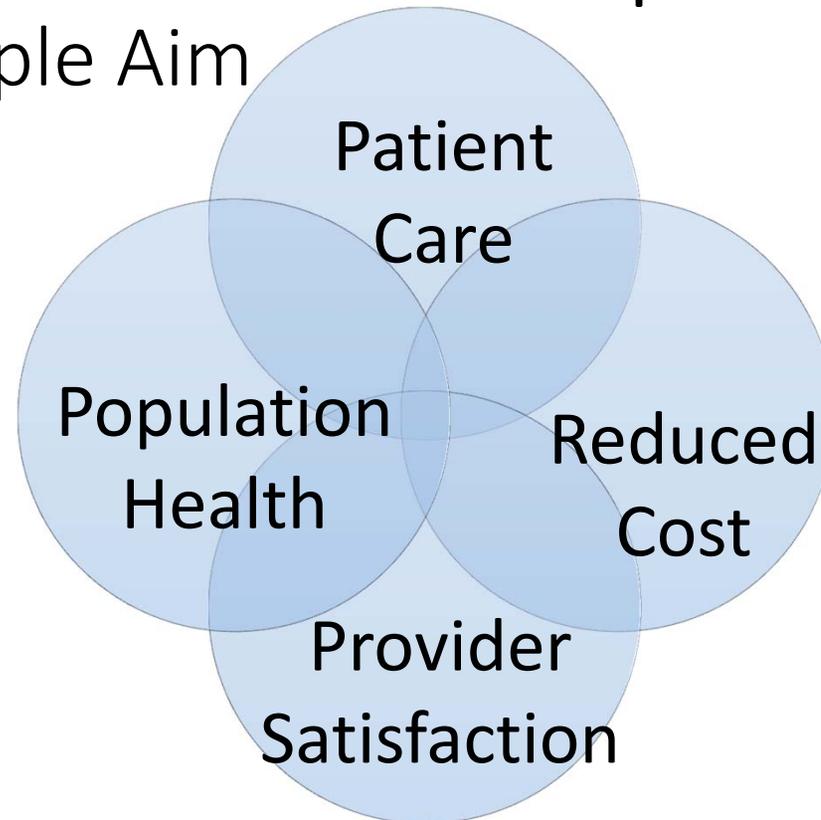


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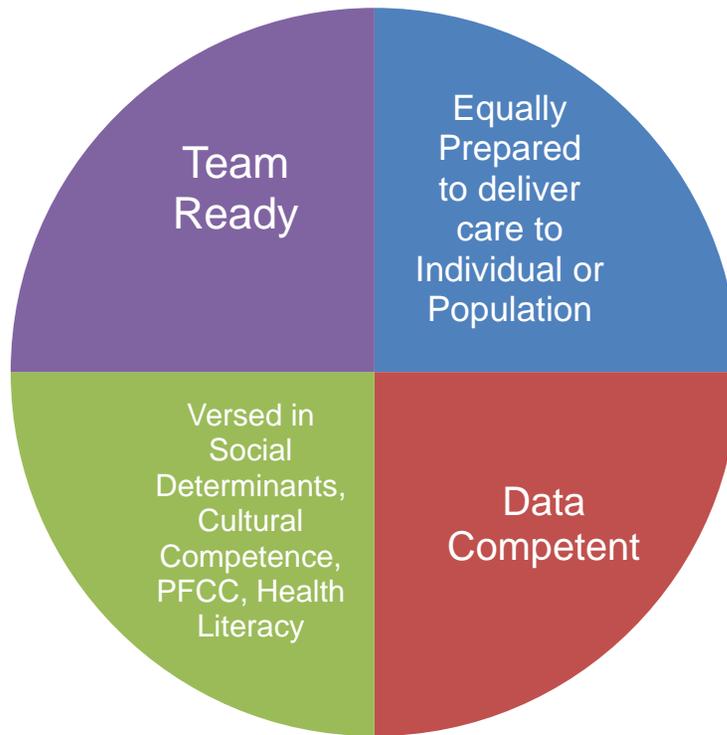
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# Institute for Healthcare Improvement: Quadruple Aim



<http://www.ihl.org>

# Future Healthcare Provider



*UAMS students screen patients at an interdisciplinary pop-up health clinic.*

# IPE Core Competency Domains



# 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



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# 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:

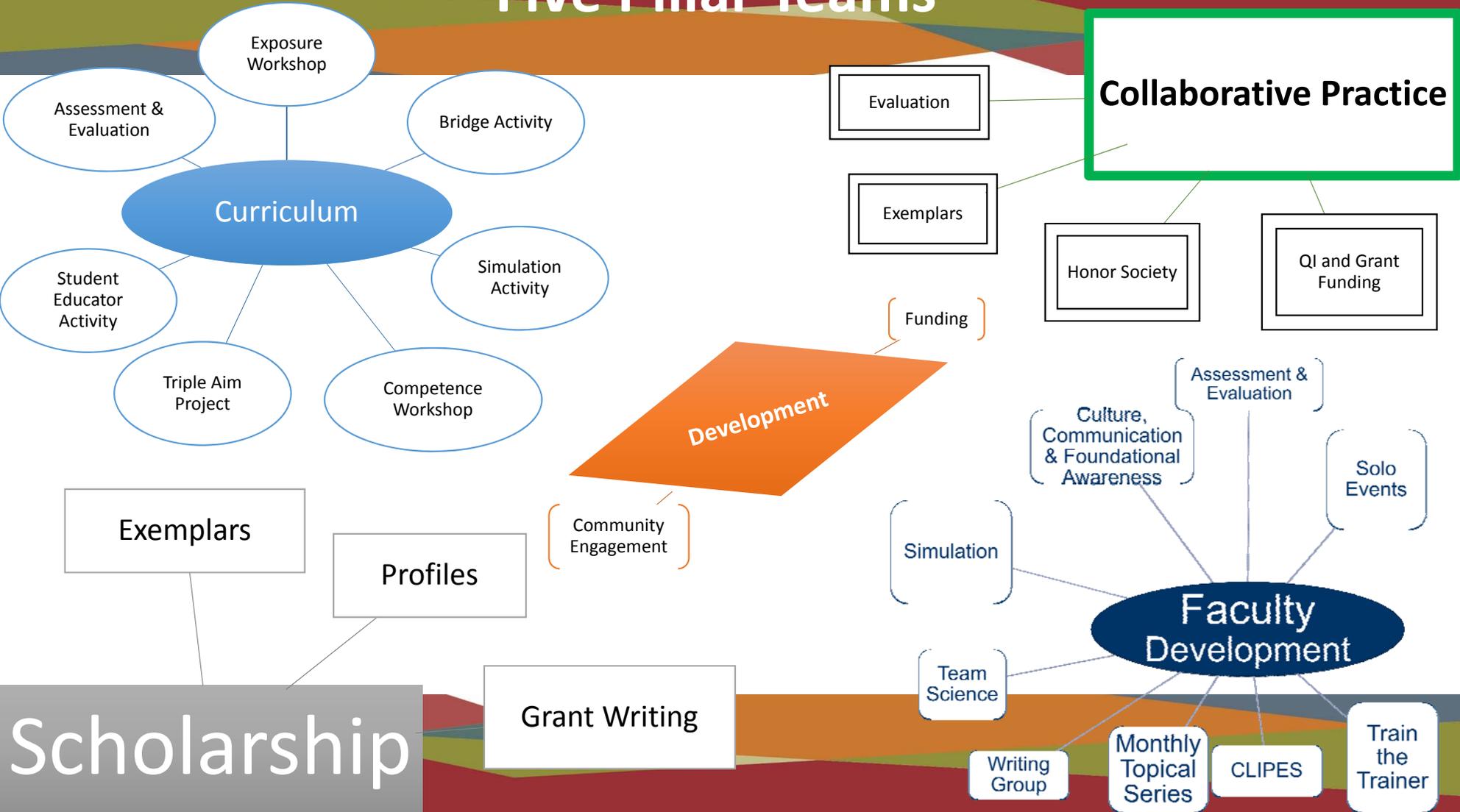
- Learn together
- Practice together
- Research together

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

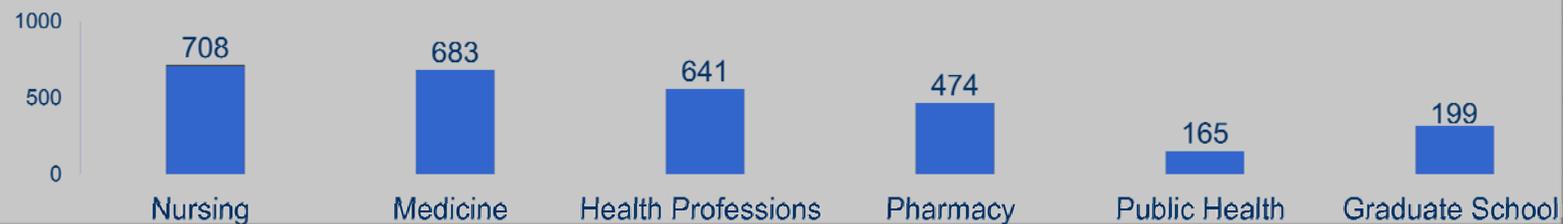


# Educating Tomorrow's Professionals

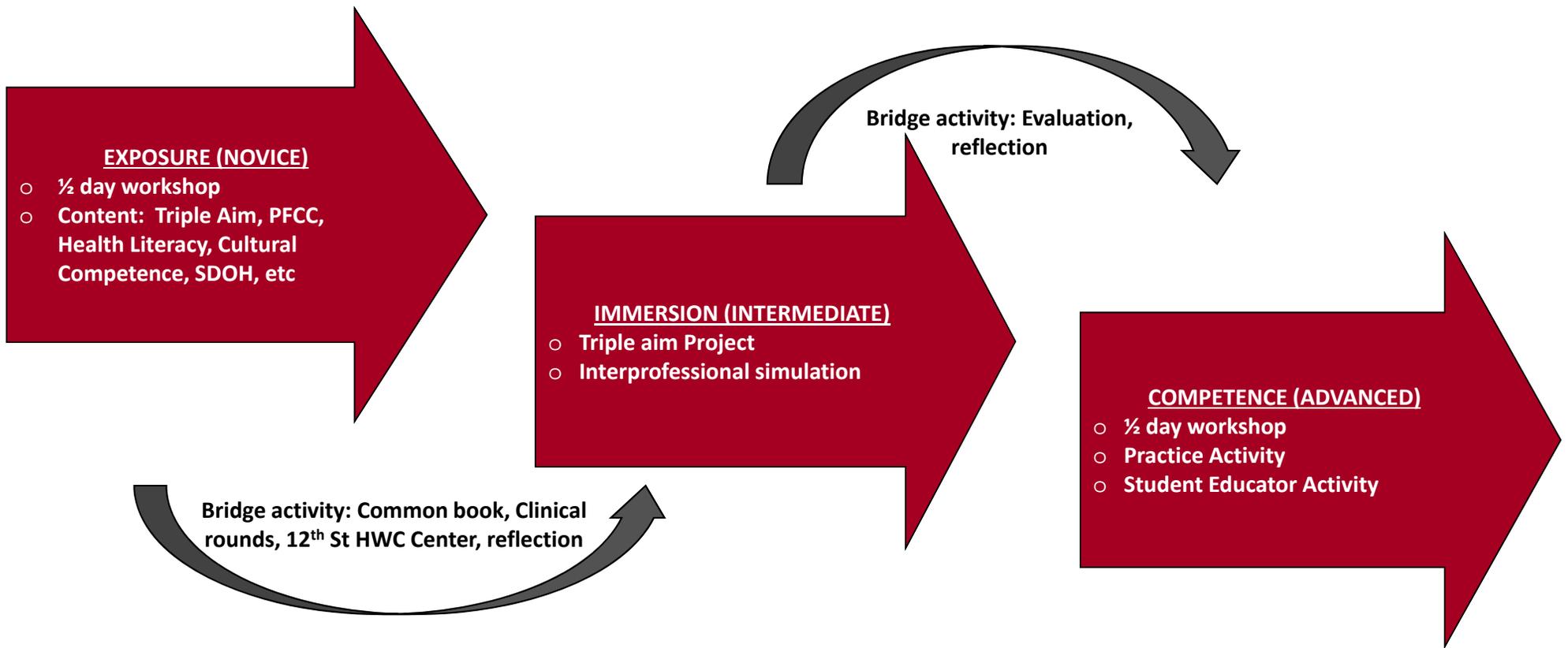
- 2,870 Students
- 804 Residents
- 1,522 Faculty Members



## Students By College



# IPE Quadruple Aim Curriculum at UAMS



# UAMS IPE Curriculum Framework

## EXPOSURE (novice)

1

### 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

2

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

Participate in (1) UAMS Common Book/movie , (2) volunteer at the 12<sup>th</sup> 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)

3

### 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.

4

### SIMULATION ACTIVITY (~ 1-2 hours)

Teams participate in a simulation session.

- Error Disclosure
- Immunization Education
- Hypertensive Emergency

## COMPETENCE (advanced)

5

### 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.

6

### 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.

7

### 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.



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## 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



Movie lineup for 2017-2018: UAMS IPE website - <http://ipe.uams.edu/5-pillars-of-ipe/student-curriculum/seven-core-activities/exposure-bridge-transition/movie-night-calendar/>



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# Interprofessional Simulations

- ~ 930 students
- Alumni Reunion CE ~ 25 practitioners
  - Error Disclosure
  - Hypertensive Emergency
  - Immunization Education
  - Research Advocacy
  - Positive Syphilis Test Result



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# 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 ( $\leq 3$  pages)
- ❖ Presentation ( $\sim 10$  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



## 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



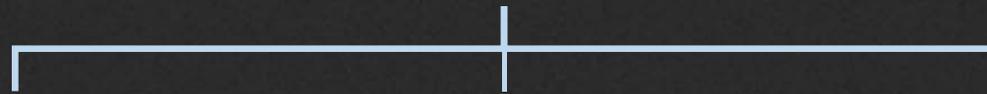
For schedule: [www.IPE.uams.edu](http://www.IPE.uams.edu) OR Blackboard IPE Community



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## Interprofessional Collaboration



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Interprofessional  
Research



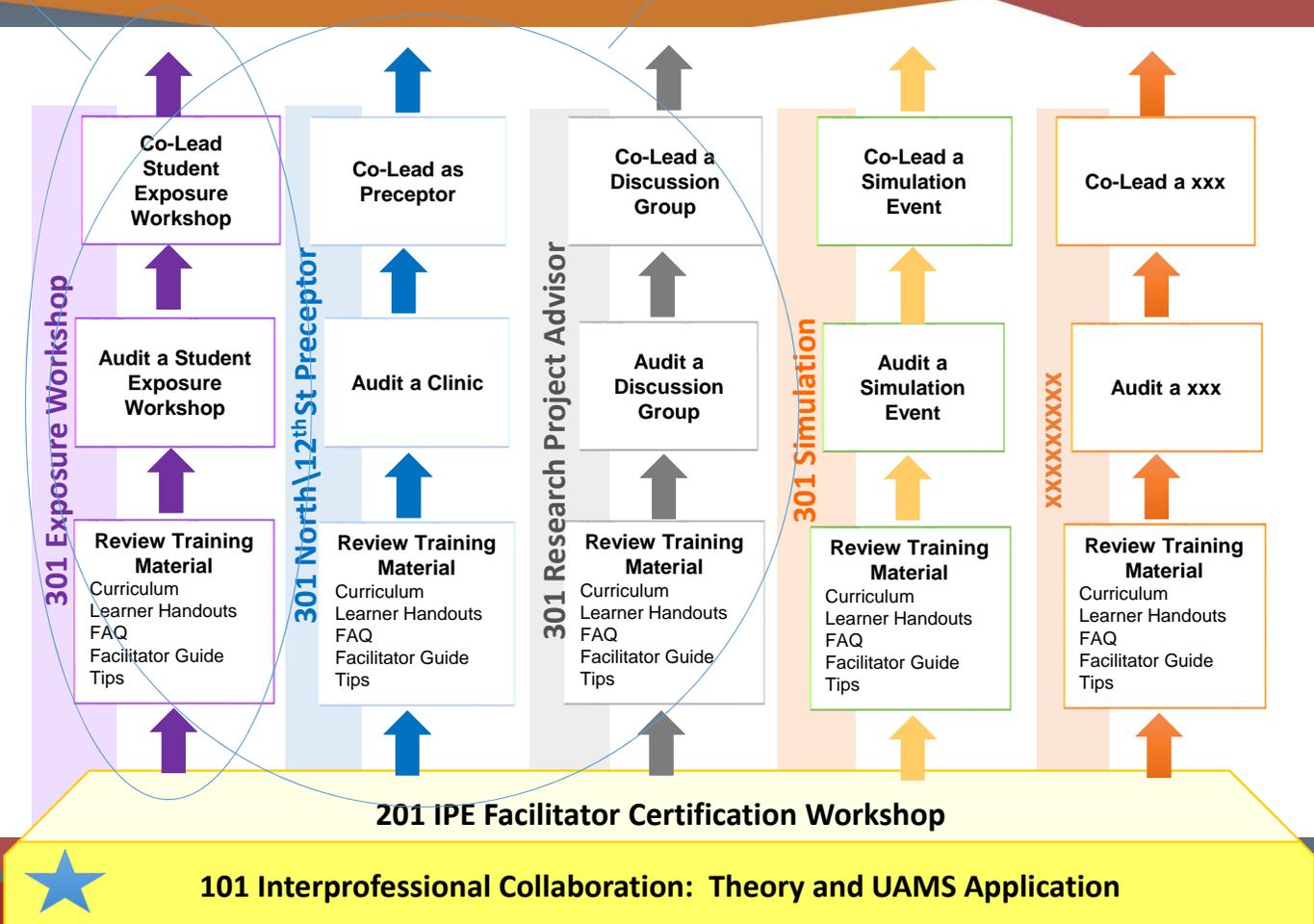
Interprofessional  
Practice



Facilitator

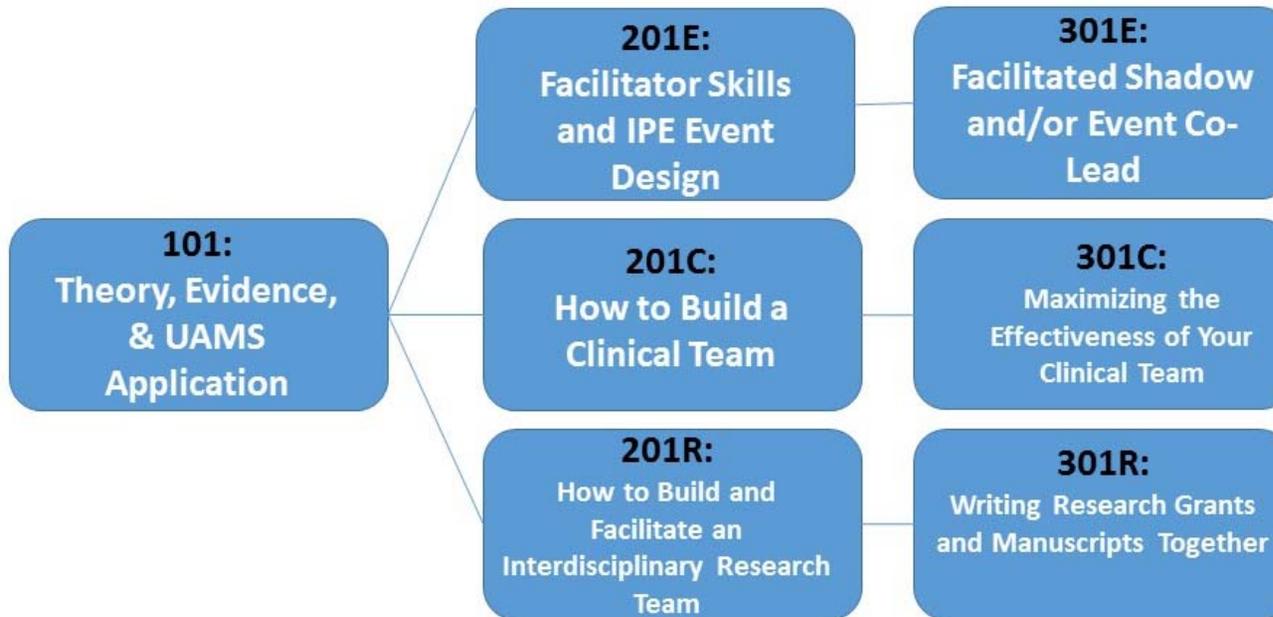
Master Facilitator

# IPE FACILITATOR CERTIFICATION



For Certification Workshop schedule and curricular materials: [https://www.uams.edu/interprofessional-education/certification-workshop](#)

# UAMS Faculty Development Training Process



**LEGOS:**  
Learning about Education in Group Opportunities

# Patient Care

## Care Competencies for

Roles and Responsibilities

Values and Ethics

Clinical Practice

Students & Faculty

Research

Education

Communication

Teamwork

# Provider Satisfaction



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## 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.

