

**Interprofessional
Education and
Collaborative Practice: A
Knot to Untie in Our
Clinical
Learning Environments**

On Behalf of Faculty Development
Council (FDC)

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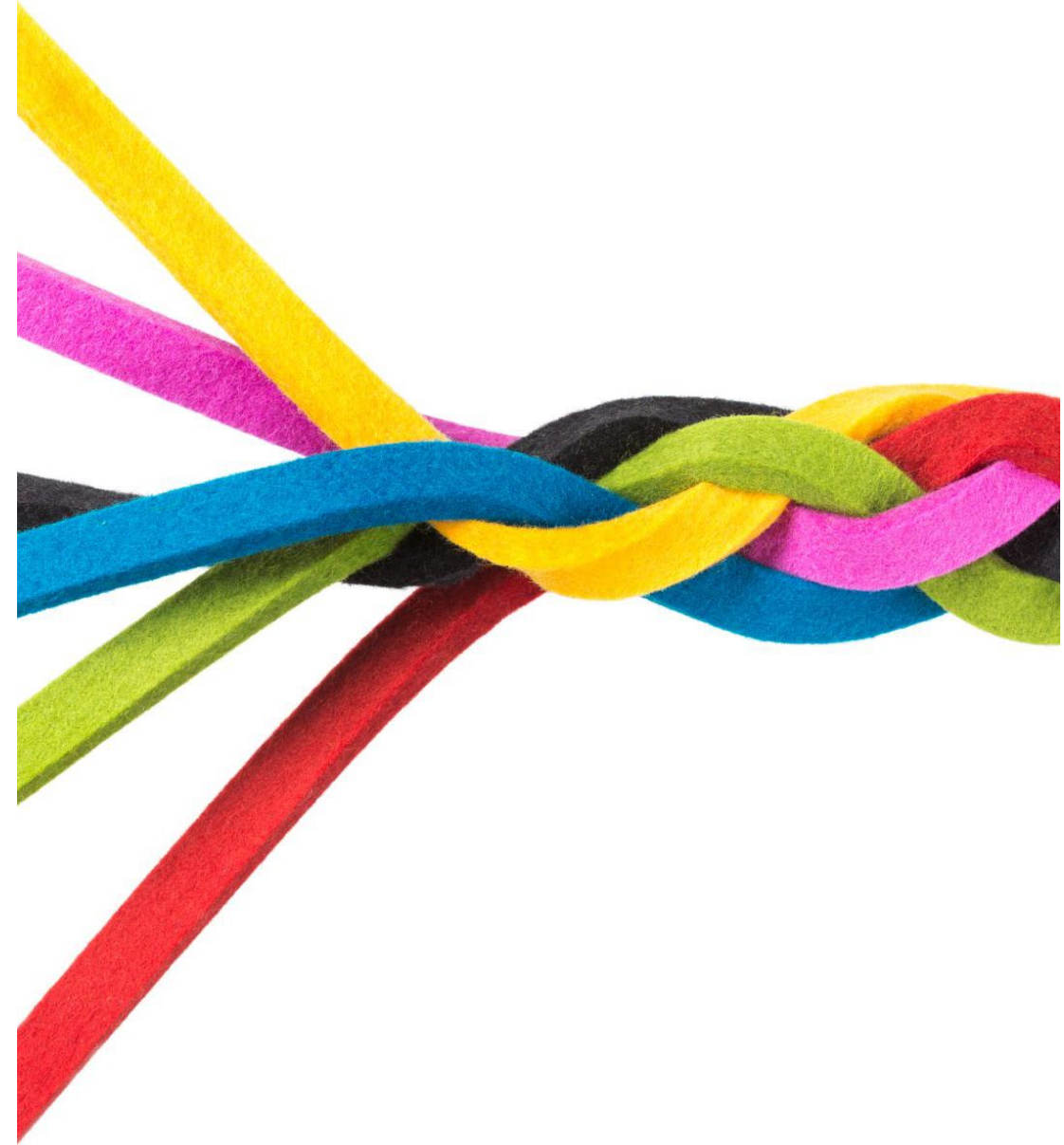
Lee Smith, MD

Penny Stern, MD

Maja Svrakic, MD

Upon completion of the grand rounds participants will:

Define	Appreciate	Apply	Discuss	Access
define IPEC Core Competencies	appreciate that all clinical team members have a role to establish an environment where IPEC supports patient care	apply concepts from the literature that support IPEC	discuss the linking of academic and health care delivery using an IPEC framework	access JiTTs and videos related to IPEC for future reference



The inclusion of interprofessional identity alongside professional identity resonates with the changing landscape of healthcare management as healthcare becomes more team-based.

Transitioning from professional to interprofessional identity
Fraide A. Ganotice Jr. *Med Educ.* 2023;1 4.

IPEC Subcommittee of the FDC

PRIORITY #4 – Interprofessional Care: *Despite its importance, inadequate modeling of interprofessional care remains an area of concern based on responses to anonymous ACGME surveys*

Goal: Educate leadership (program directors, training program administrators, nursing/SW/pharmacy directors and administrative directors) on the **expected interprofessional competencies** and how to share with their teams to increase cultural awareness of IPEC.

Untying the Interprofessional Gordian Knot: The National Collaborative for Improving the Clinical Learning Environment

Barbara F. Brandt, PhD, Simon Kitto, PhD, and Ronald M. Cervero, PhD *Acad Med.* 2018;93:1437–1440

The Problem and Challenge for IPEC

Interprofessional practice and education is a decades-long field that has presented a “Gordian knot” of intractable, complex problems to solve because medicine has often not been at the table for conversations about IPE.





*In the spaces of clinical care and workplace-based learning, two wolves are present: one offers an **intraprofessional orientation**, the other brings an **interprofessional orientation**. We ask the following: “would it not be to the benefit of patient care to feed both these wolves?”.*

*We contend that, as a field, we need to **proactively contribute to foregrounding the role of the health care team in the learning trajectories of medical trainees.***

Creating the Transformational Nexus for Health

Improved Health and Community Outcomes Quadruple Aim

The Nexus:

Collaborative linking of academia and the practice of health care

Team-based Care

Health Professions Education

Orientation and essential skills

Senior Leadership

Faculty, Clinicians, and Practitioners

Practice Community

Evolving intergrated health systems

- From the nexus vision to the NexusIPE™ learning model
- Barbara F. Brandt [a](#), Carla Dieter [b](#), and Christine Arenson [c](#) National Center for Interprofessional Practice & Education; Professor, Pharmaceutical Care and Health Systems, College of Pharmacy, University of Minnesota, Minneapolis, Minnesota, USA; NexusIPE™ Programs, National Center for Interprofessional Practice & Education, University of Minnesota, Minneapolis, USA; National Center for Interprofessional Practice & Education; Professor in the Department of Family Medicine and Community Health, School of Medicine University of Minnesota, Minneapolis, USA
- JOURNAL OF INTERPROFESSIONAL CARE
<https://doi.org/10.1080/13561820.2023.202223>

3 levels of relationships and relational learning as overarching themes.

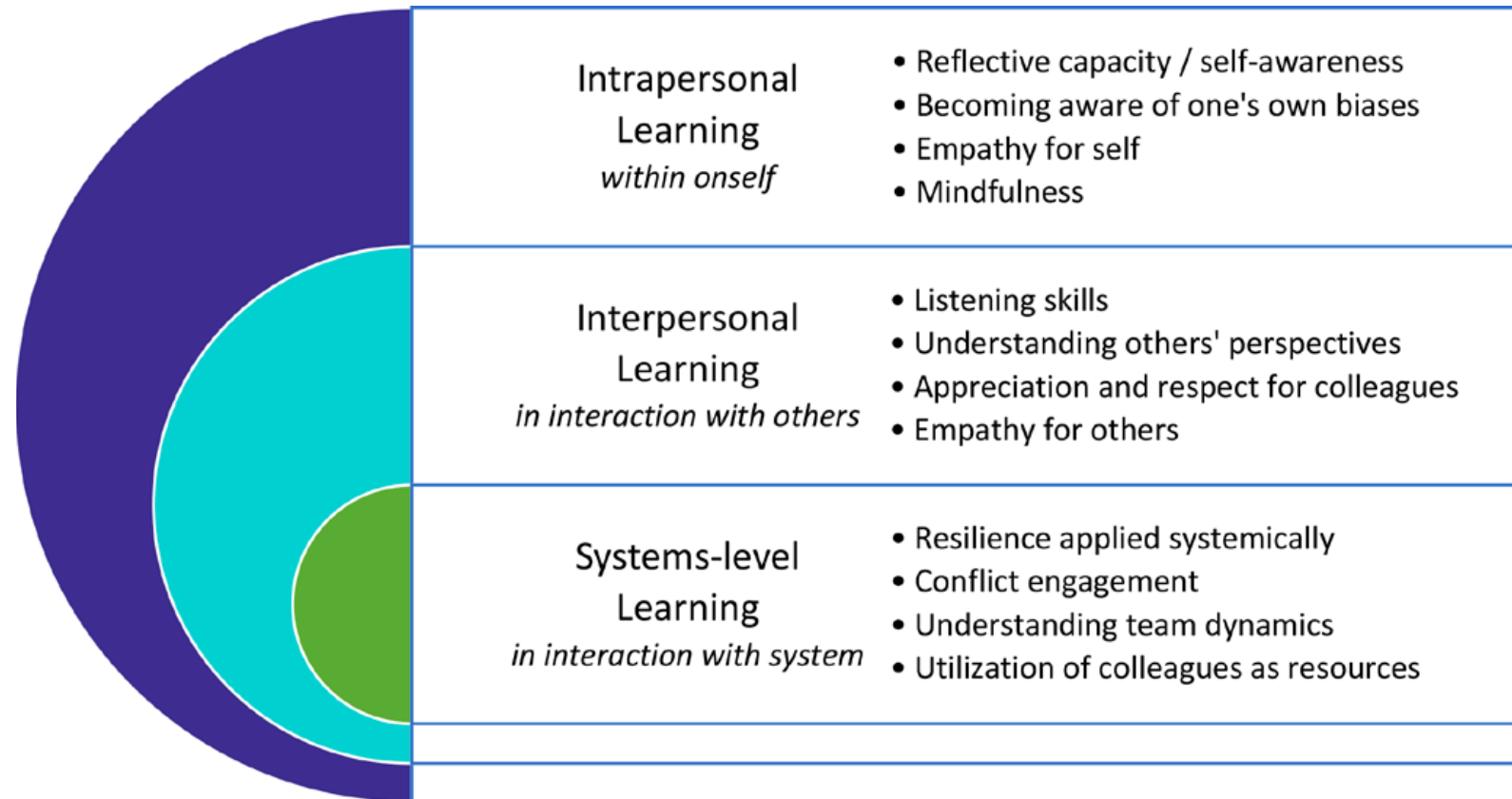


Figure 1 Summary of relational competencies at each level of learning

Longitudinal faculty development to improve interprofessional collaboration and practice: a multisite qualitative study at five US academic health centres



IPEC CORE COMPETENCIES

1. VALUES AND ETHICS

- Work with team members to maintain a climate of shared values, ethical conduct, and mutual respect

2. ROLES AND RESPONSIBILITIES

- Use the knowledge of one's own role and team members' expertise to address health outcomes

3. COMMUNICATION

- Communicate in a responsive, responsible, respectful, and compassionate manner with team members

4. TEAMS AND TEAMWORK

- Apply values and principles of team science to adapt one's own role in a variety of team settings

INTERPROFESSIONAL EDUCATION (IPE)

DEFINED & IMPORTANCE

WHAT IS IPE?

Interprofessional education & practice occurs when two or more professionals from **different** disciplines learn about, from, & with each other to enable effective collaboration

IMPORTANT THEMES IN IPE

Interprofessional Education improves teamwork between disciplines, enhances the quality of patient care & improves health outcomes

ROLES & RESPONSIBILITIES

Functioning as a team requires knowledge about other professionals' roles. Boundaries & role descriptions can help to alleviate tension & help teams find balance & focus on patients' needs.



ETHICAL PRACTICE

Ethical practice is reliant on collaborative team practice & moral obligations. To uphold the standards & responsibilities professionals hold with their patients & colleagues complex ethical decisions are made as a team.



CONFLICT RESOLUTION

Successful conflict resolution requires professionals to engage with each other & patients in a positive, constructive manner. Interprofessional teams should establish safe environments & address specific areas of concern.



COMMUNICATION

Successful interprofessional frameworks are dependent on communication skills as a central concept. Skillful communication enables individuals to overcome differences in opinion & approach situations from different perspectives.



COLLABORATION & TEAMWORK

Teams cannot function effectively without collaboration. Collaborative practice refers not only to healthcare professionals working together but also with the patients, their families & communities to provide positive healthcare outcomes.



INTERPROFESSIONAL COLLABORATIVE PRACTICE

TEAMS & TEAMWORK

IPEC CORE COMPETENCIES



Incorporate these Interprofessional team values & principles into your team setting

Reflect on self & team performance to inform and improve team effectiveness

Value team members' diversity of experience, role, expertise & culture as an asset to improving team function

Practice team reasoning, problem-solving, & decision-making

Approach interprofessional conflict management by clearly identifying cause & addressing different perspectives

Discuss organizational structures, policies, practices, resources, access to information & timing issues that impact team effectiveness

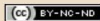
Describe evidence-informed processes of team development & practices

Use shared leadership practices to support team effectiveness

Operate from a shared framework that supports resiliency, well-being, safety, and efficacy

Share team accountability for outcomes

Facilitate care coordination to achieve safe, effective, care & health outcomes



Interprofessional Learning (IPL) & Building Positive Team Function

Tips for Facilitation

Successful facilitation requires mediation in group dynamics, supporting teamwork & allow learners to work independently, all while overcoming common barriers



Organize structured IPL activities to promote recognition of healthcare team members & effective communication.

Ensure everyone has a good understanding of the role each profession plays on the team.

Ensure adequate discussion time & elicit answers from learners, "What evidence supports your claim?"
Use a reflective approach, with probing questions that enable development & critical thinking skills.

Assist in the breakdown of hierarchical barriers by keeping the focus on patient needs & safety.

Use a flipped-classroom approach to 'level the playing field'. Support the knowledge & skill development of learners.

Be a facilitator NOT a lecturer. Follow the 90:10 rule: listen 90% of the time, & talk for 10%.

Encourage peer teaching & learning. Learners are closer to each other regarding knowledge/skills & are sometimes better than faculty at teaching concepts to one another.

Make time to review & reflect at the end of learning activities so that interprofessional concepts are explicit in order to help learners recognize the outcomes & their achievements.

Peer assessment & feedback with clear, concise criteria is well suited for interprofessional activities to promote self-assessment & reflection of one's own work.



The **JITT Infographic App** supports clinical teachers & trainees with free open-access medical education (FOAM) resources. All JITT's are evidence-based & accessible on mobile devices, delivered asynchronously as a FD strategy.

- 2023 NEGEA Innovation in Medical Education Award recipient
- Instant access to over 200 relevant JITTs at the point of need
- New videos to enhance the JITT application
- Advanced internal search functionality
- Track "favorites" & download JITTs for offline use
- Continued Education (CE) Unit accreditation
- User feedback for each JITT infographic
- Live analytic data to monitor outcomes

Use this QR code to download the App



Questions?

- Contact Alice Fornari, afornari@northwell.edu
- Follow on Twitter & Instagram: [@jitt_it](#)



Authentic Video Cases to Apply JiTT Content for Interprofessional Education, Practice & Care (IPEC)



IPEC Consult Gone Wrong



IPEC Roles, Responsibilities



IPEC Values & Ethics

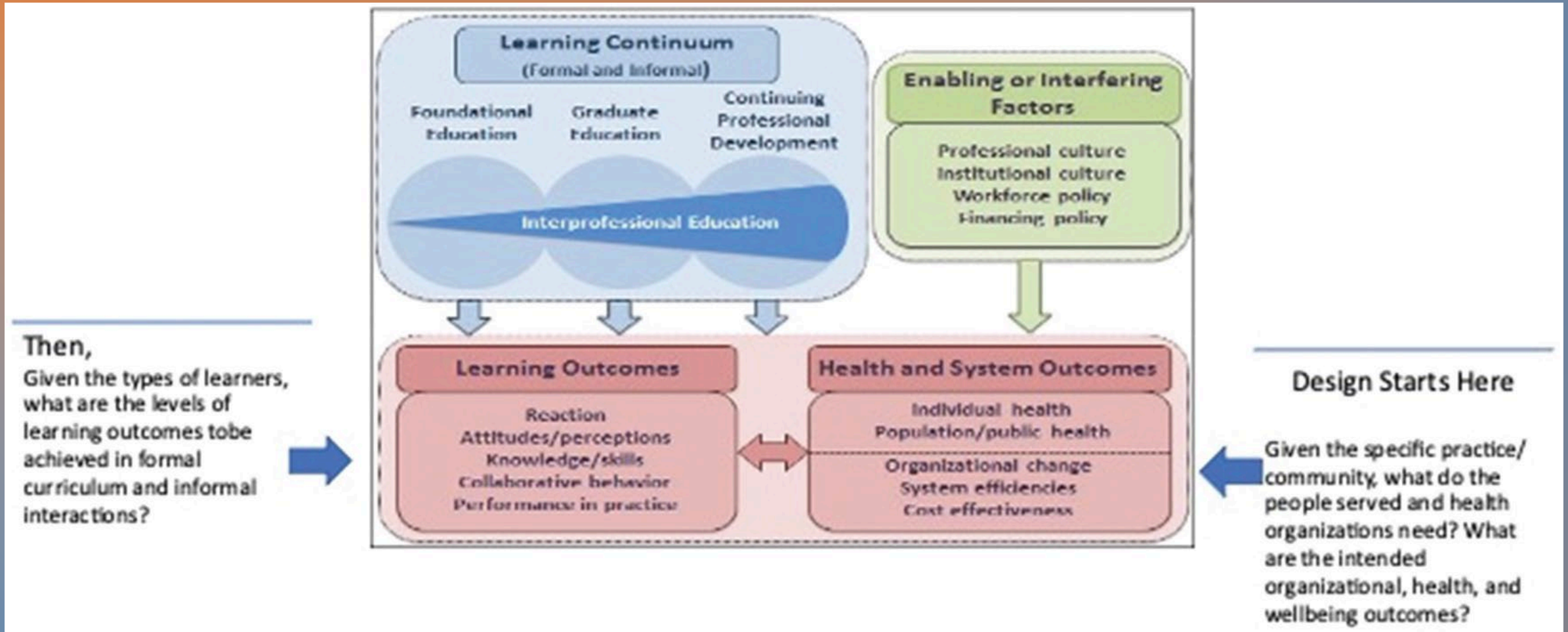
Critical Incident Case Reports: A Teaching Technique for IPEC Principles

- Solicit real/authentic scenarios from residents, fellows, attendings, nurses, social workers describing instances of interprofessional conflict and of effective teamwork affecting healthcare delivery and outcomes



- Case Specific to Clinical Discipline





From the nexus vision to the NexusIPE™ learning model

JOURNAL OF INTERPROFESSIONAL Care

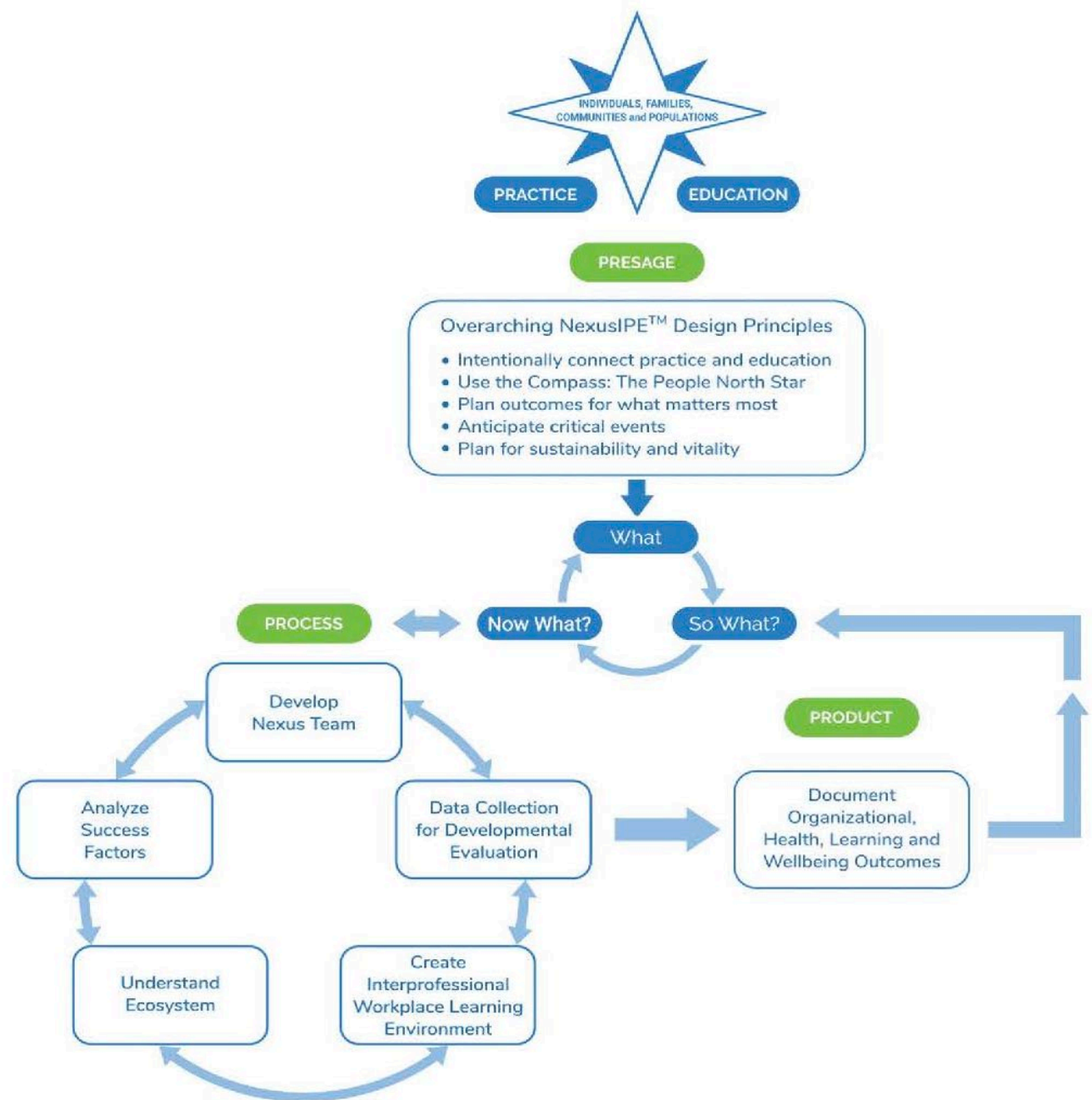


Figure 3. Moving from the rational competency model to the NexusIPE™ learning model.

Table 1 Curricular content for longitudinal faculty development for interprofessional collaboration and practice*

Topic	
	After the error: learning, growth and wisdom
Appreciative inquiry/ narrative reflection	Well-being, resilience and renewal
Through the patient's eye: an exercise in empathy	Mindfulness and mindful practice
Giving difficult news: a teaching exercise	
Elements of highly functioning teams: appreciation of team members	Promoting diversity and inclusion
Advanced team formation: effectively engaging across differences and conflict	Interprofessional education readiness: competencies for all
Error disclosure and team formation	
	Final appreciative inquiry/ narrative reflection

Longitudinal faculty development to improve interprofessional collaboration and practice: a multisite qualitative study at five US academic health centres Rider EA, et al. BMJ Open 2023,13.069466. doi:10.1136/bmjopen-2022-060466

Resources

- <https://www.ipeccollaborative.org/ipecc-core-competencies>

