

Interprofessional Education: A Strategy to Support Health Human Resources



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Research Context

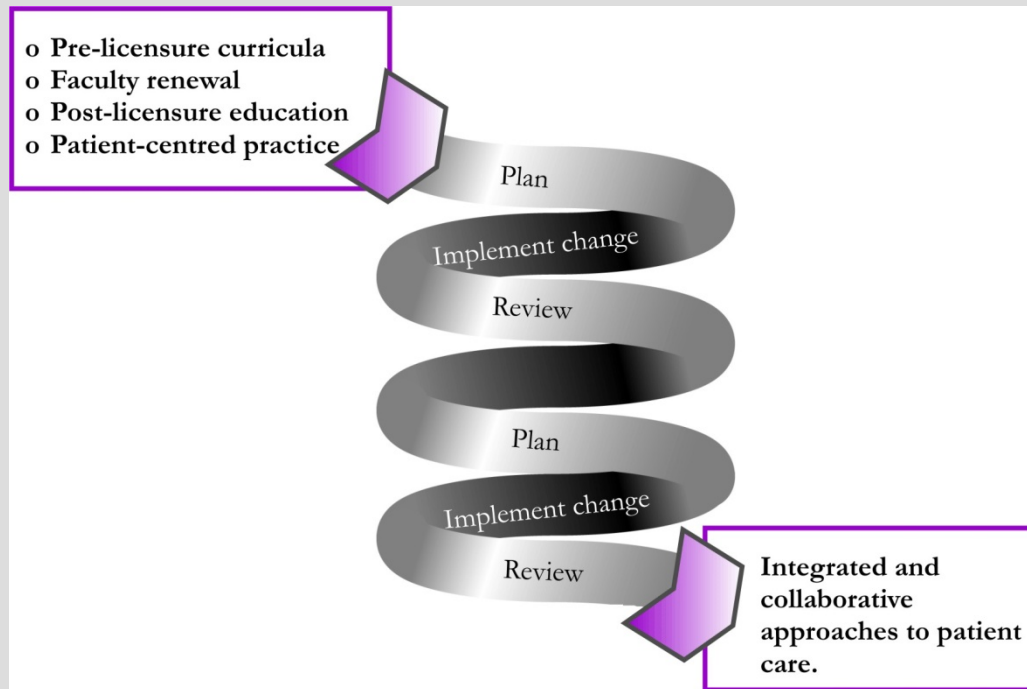
Queen's University Inter-Professional Patient-centred Education Direction (**QUIPPED**)

- 1 of 20 Federally funded Interprofessional Education for Collaborative Patient Centred Practice (IECP²) projects
- June 2005 – March 2008
- Goal: To create an interprofessional educational environment at Queen's University that enhances the ability of learners, faculty, and health care providers to provide patient-centred care

<http://meds.queensu.ca/quipped>

Action Research

Researchers and participants work in partnership to explore change in reflective iterative cycles modifying steps through this process

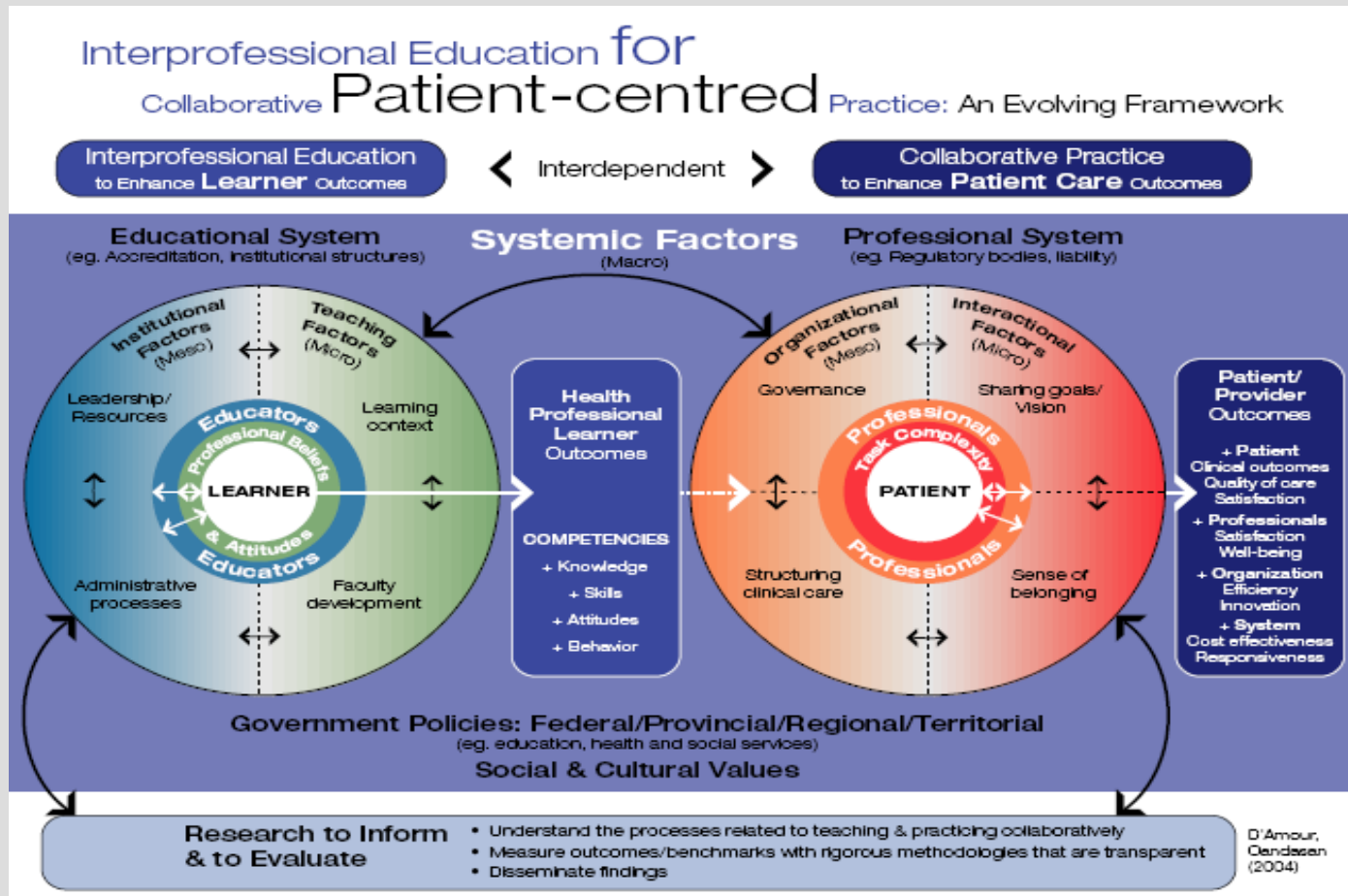


Interprofessional Education (IPE)

“Occurs when two or more professions learn *with, from* AND *about* each other to improve collaboration and the quality of care”

(CIHC, 2007)

Theoretical Framework Linking IPE & Collaborative Practice



D'Amour & Oandasan (2005)

What is the Evidence?

- ✓ **Increased knowledge of scopes of practice of other professionals** (Mann et al, 1996; Parsell et al, 1998)
- ✓ **Enhanced team work** (Long, 1996)
- ✓ **Patient satisfaction** (Reeves et al, 2003)
- ✓ **Enhanced patient outcomes** (Boult et al, 2001; Saltvedt et al, 2002; Horbar et al 2001; Langhorne & Duncan, 2001)

What is the Evidence?

- ✓ **Cost effectiveness** (Curley et al, 1998)
- ✓ **Staff satisfaction** (Curley et al, 1998)
- ✓ **Recruitment/Retention** (Charles et al, 2006)

QUIPPED Examples

Professionals in Rural Practice

Interprofessional Student Research Awards

Interprofessional Clinical Placements

Professionals in Rural Practice

To prepare the next generation of theologians, nurses, teachers, physicians, occupational therapists, and physical therapists for rural practice by easing the transition from education focusing on urban practice to rural life.

Professionals in Rural Practice

Course Structure & Components

- 36 hour credit course
- 35 Nursing, Medicine, PT, OT, Theology & Education students
- Classroom, fieldtrip to rural community, IP group work, IP interviewing at CEC
- Nursing, Medicine, PT, OT, Theology, Education Faculty collaboratively planned & facilitated course (minimum 2/session)

Professionals in Rural Practice

Student Perceptions

- *“It gave insight into the emotional, social, spiritual, practical and personal side of being a professional in a rural practice.”*
- *“It helped me understand way better what it means to live/work rurally, especially with other professionals.”*
- *“It helped me to become more aware that I would like to work in an interprofessional collaborative health team.”*

Professionals in Rural Practice

Long-term influence on career choices:

- nursing student did her eight-week practice placement in a northern community
- education student applied for and accepted a teaching position in a rural community



Preparing professionals for the realities of practice in rural settings is essential if they are to remain in those communities long-term.

Interprofessional Student Research Awards

- IP teams of students collaboratively develop a research proposal addressing issues of IPE and collaborative patient-centred care
 - 22 pre and post licensure students in year 1
 - 21 in year 2 (teams)
 - 15 in year 3 (teams)
- Research presented as oral presentation or poster with student colleagues, faculty, and clinicians as invited guests

Inter-Professional Student Research Awards

Motivation for participation

- Potential benefit to future professional practice
- Previous work/clinical placement experiences (both positive and negative)

“In my capacity as a hospital volunteer, I had numerous opportunities to observe IP teams work together. I was consistently impressed by their abilities to communicate and coordinate their efforts for the patient.”

Inter-Professional Student Research Awards

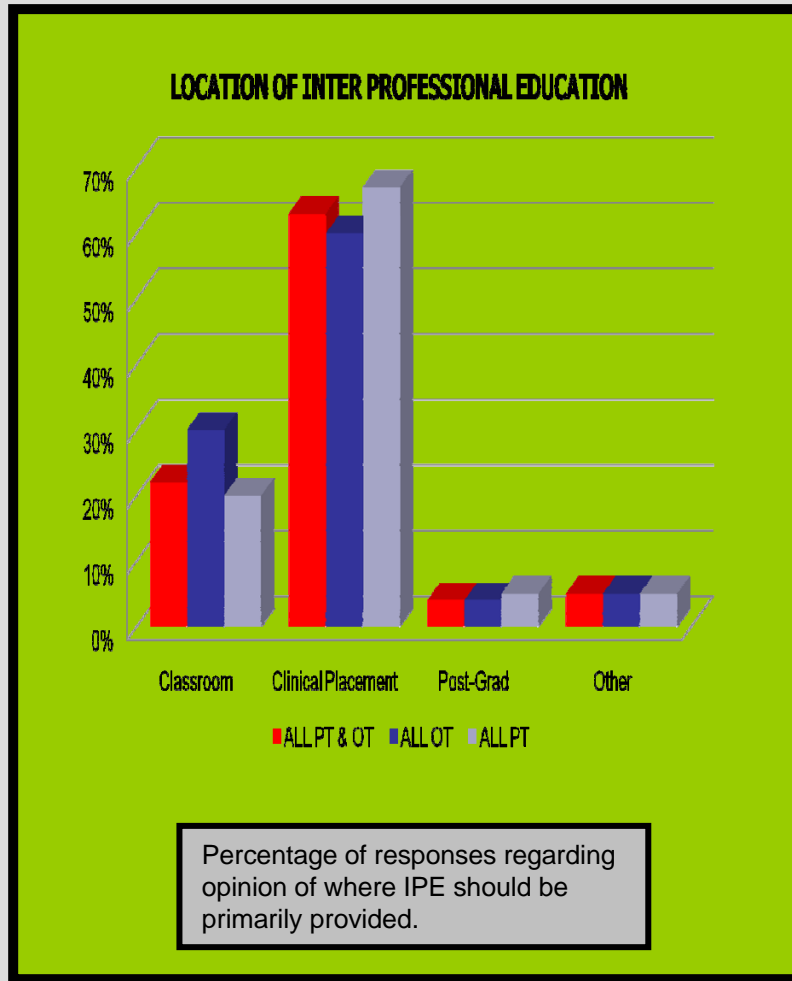
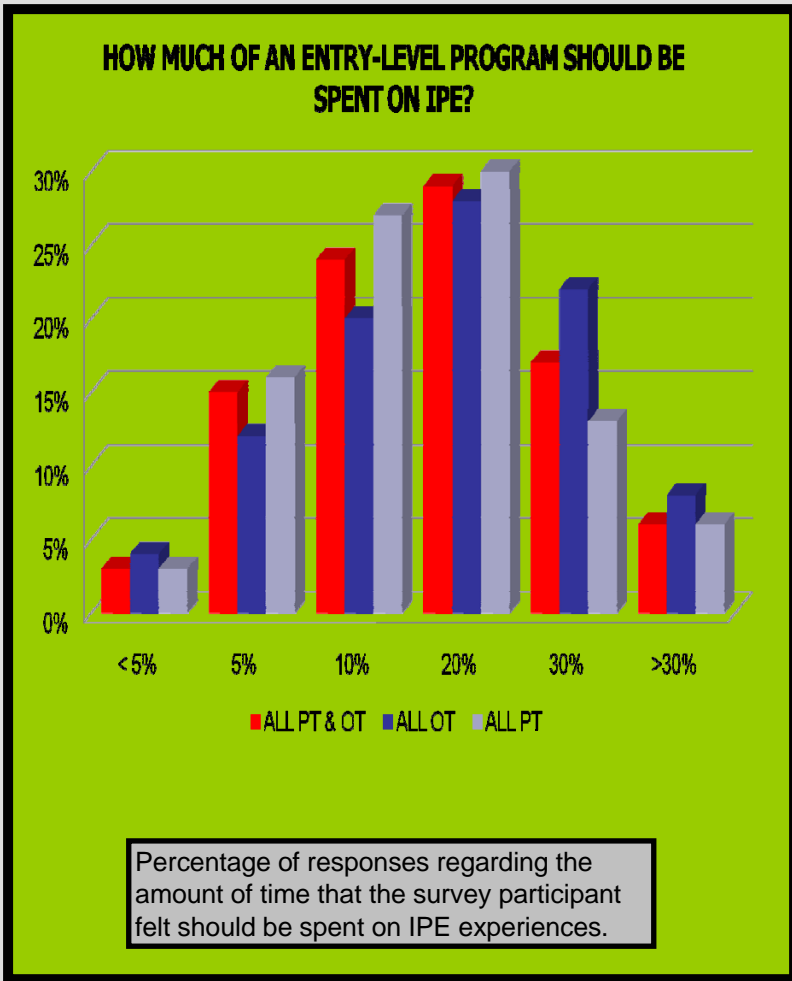
Sample of Topics

- Cultural competence education in health care professional programs
- Pre-clerkship safe prescribing module
- IP team impact on participation of people with disabilities in one under-resourced community
- Motivation for professionals to join Family Health Teams
- OT/PT clinician survey regarding IPE and practice



Entry-level Inter Professional Education: Perceptions of Physical and Occupational Therapists Currently Practicing in Ontario

D. Mueller, BScPT, MScPT, PT Reg (BC); R. Klingler, BScOT, MScOT, OT Reg (Ont); M. Paterson, PhD, MSc, OT Reg (Ont); C. Chapman, MEd





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Participants' Quotes

“From my experience where I did my training, I believe that not enough inter professional education is being incorporated into the training programs. As a physiotherapist working in both the private and public sector, you are constantly interacting with other team members. Therefore, inter professional training is crucial to our abilities to function within a team setting.”

“The best place to learn this is during clinical placements...preceptors need to ensure students are exposed to various health professions and work as part of a team. The classroom should stay focused on learning specific professional skills so that the student goes into the clinical placement with a strong sense of purpose and a good understanding of his/her role.”

Inter-Professional Student Research Awards

Benefits for students

Learned about one another's professional roles and their unique contributions to the team

Developed skills related to functioning as an IP team

Recognized value of IP research—enhanced outcomes

Perceived knowledge/skills gained through project as beneficial to future employability

Student Perceptions

“Interprofessional collaboration is better for your stress level and general enjoyment.”

“I want to work in a setting which is open to interprofessionalism and makes an effort to ensure all professions have an equal voice and to acknowledge their unique contributions as part of a team.”

Interprofessional Placements Stroke Team and Geriatric Team

Overview

- To study logistics, benefits, and challenges in providing IP clinical placements for Queen's Faculty of Health Science students.

Components

- IP Tutorials & Resource Binder
- Interprofessional Shadowing
- Patient Shadowing
- Reflective Journals
- Interprofessional Student Project



IP Placement Objectives

To enable students to:

- increase their knowledge of the roles of other professionals and of the patient
- develop the ability to accurately represent their own profession to patients & colleagues
- enhance their understanding of the cooperative and collaborative nature of interprofessional practice
- use group process to make interprofessional decisions through effective communication & teamwork skills

IP Placement Teams

Stroke Team Placement

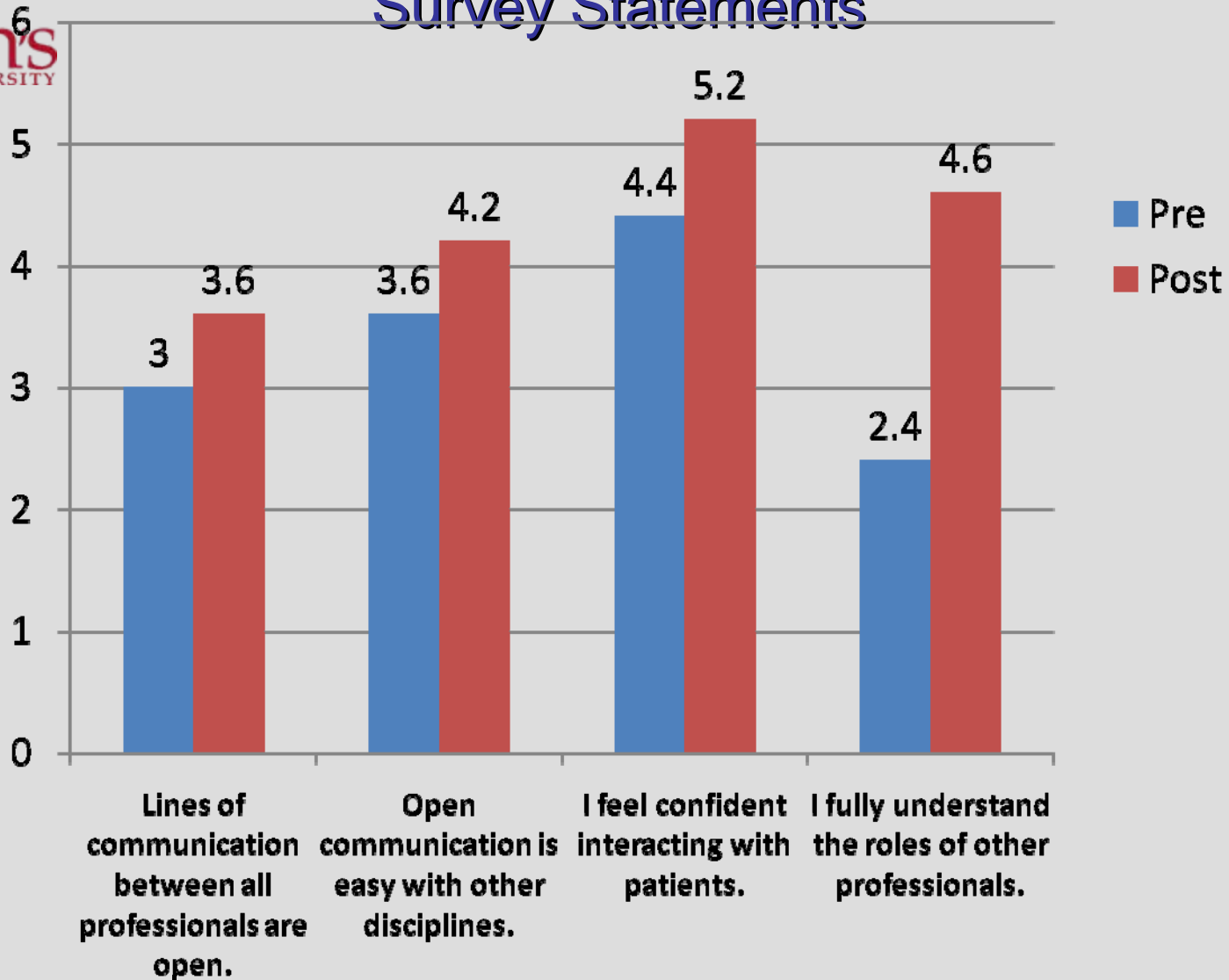
- 5 students representing OT, PT & nursing
- Clinical preceptors are members of the existing Stroke Team
- Tutorial facilitators from OT, PT, Nursing, and Education
- Tutorials at Queen's with facilitators and invited guest speakers
- Non-overlapping clinical placement periods

Geriatric Team Placement

- 7 students: clinical psychology, medicine, OT, theology, practical nursing & social work
- Geriatric Team members are clinical preceptors
- Tutorial facilitators remain the same
- Tutorials on site with protected student planning time, utilizing existing professional resources within site to increase sustainability of future IP placements
- IP activity guidelines more explicit
- Overlap of placement time on site

Pre and Post Test Quantitative Data Survey Statements

Mean Scores of pre-survey compared to post-survey



Student Perspective

“A very enriching experience that provided a holistic view of how healthcare providers work together as a team...gave us the opportunity to learn from the Stroke Team as a whole.”

“[The professional shadowing] helped me to gain a broader perspective and in-depth knowledge about scopes of practice of other healthcare professionals...”



“I will bring up this experience and gained skills in a job interview as a selling factor because interprofessional collaboration is the direction where health care is going.”

Stakeholder Perceptions

“...it makes the team feel more of a team when we’re approaching this as an inter-disciplinary kind of thing..” (Stroke Team Clinicians)

“We see it as doing the right thing for patients and clinicians. We need to support our current staff to engage in inter professional education and activities.” (Hospital Administration)

“Each of those students has the ability to make a difference..to have a ripple effect in their future practices.” (Tutorial Facilitators)

“...the students now understand the roles of the other professionals much better, and they wouldn’t hesitate in other settings to approach different professionals because of the experience they had here... I was floored by the students’ depth of knowledge about the different scopes of practice...the students’ interprofessional project was amazing.” (Geriatric Team)

IP Placement Outcomes

- One nurse now employed in Stroke Rehabilitation as a result of this experience.
- The Geriatric Team noted that they learned not only from the students but also about the contributions of their team members.
- There was unanimous consensus that the clinical team valued the experience for themselves and as an important experience for the students.

IPE & HHR

Future Health Care Professionals

- Increased understanding of complexity of health care system
- More realistic job expectations
- Deeper appreciation of advantages of collaborative IP teamwork
- Increased interest and ability to work in an IP team
- Will seek employment environment where IP collaborative care is both practiced and valued
- Will make more informed career choices
- Future advocates of IP collaborative care

IPE & HHR

Practicing Health Care Professionals

- Enables clinicians to feel more effective as a team – improved communication, coordination, integration, shared work load
- Allows clinicians to provide optimal care to patients with complex needs
- Empowers clinicians to model collaborative patient-centred care
- Creates healthy workplace environment
(team cohesion; morale; dedication to facility)
- Develops culture and environment which welcomes the opportunity to educate learners

Future Plans

Collaborative Learning Units (CLU)

- Enhanced IP placements in a variety of clinical settings
- Offer team assessment and development to practicing health care professionals in CLUs
- Integrate explicit IPC competencies into clinical learning (link theory and practice)
- Form foundation to enable current and future health care professionals to work effectively within collaborative patient-centred care models
- Develop a supportive, healthy work environment (Collaborative Learning Environment – “CLE”)

Future Plans

Gather evidence from CLUs

- Change in education and clinical culture/environment
- Staff satisfaction
- Recruitment and retention of staff
- Student satisfaction
- Student learning related to collaborative patient-centred care
- Student career choices and job satisfaction
- Patient satisfaction
- Patient outcomes

Questions

