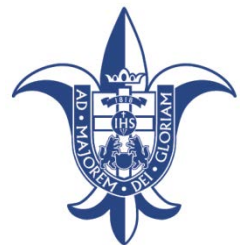


# Pedagogy Involved in Teaching Large Interprofessional Classes Strategies, Assessment and the Inevitable Evolution

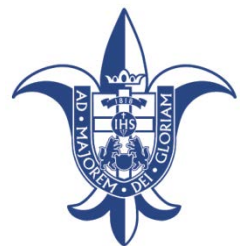
Anthony Breitbach PhD, ATC  
Timothy Howell EdD, ATC, CSCS  
David Pole MPH  
Saint Louis University

February 28, 2015  
NATA Athletic Training Educators' Conference  
Dallas, Texas



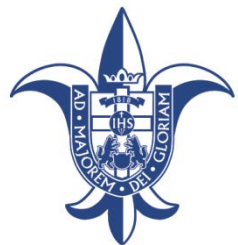
# Disclosure

- We have no relevant financial relationships to disclose.



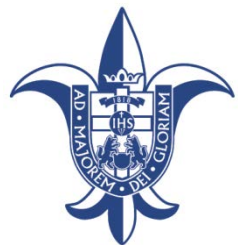
# Objectives

- At the end of this session the attendee will be able to:
  - Describe the foundational theory and strategies utilized to implement a comprehensive curriculum of interprofessional courses.
  - Describe the assessment techniques used in an IPE curriculum and how they have been utilized to improve the courses.
  - Understand and apply pedagogical techniques and learning activities that are used in the IPE courses.



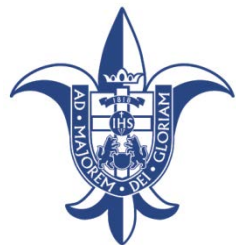
# Interprofessionalism

- Not a new concept!
- "The **best interest** of the **patient** is the **only interest** to be considered, and in order that the sick may have the benefit of **advancing knowledge, union of forces is necessary.**"
  - Dr. William Mayo, 1910



# Definitions of IPE

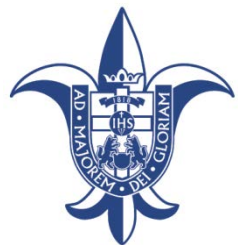
- *"Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care"* (CAIPE, 2002)
- *"Interprofessional education (IPE) occurs when students (learners) from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes"* (WHO, 2010)



# IPEC Collaborative Practice Competency Domains

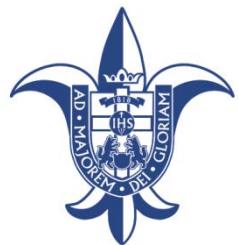
- Values/Ethics for Interprofessional Practice
- Roles/Responsibilities
- Interprofessional Communication
- Teams and Teamwork

SOURCE: Interprofessional Education Collaborative (IPEC) Expert Panel. Core competencies for interprofessional collaborative practice: Report of an expert panel. Washington DC: Interprofessional Education Collaborative; 2011.



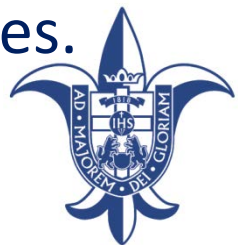
# SLU IPE Programs

- The purpose of SLU Interprofessional Education (IPE) programs across undergraduate, post-baccalaureate, and clinical levels is to prepare health professions graduates with the knowledge, attitudes, and skills of interprofessional practice.
- Collaboration-ready members of interprofessional health care teams are able to optimize the skills of team members, share in care management, and provide better health services to patients and communities. Interprofessional Collaborative Practice (IPCP) helps strengthen the health care system and improve outcomes.



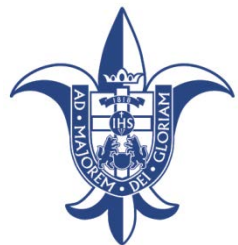
# SLU IPE Programs

- To accomplish this goal, we need:
  - An integrated curriculum across the health professions programs
  - To engage in faculty development to improve the teaching and transformative interprofessional learning in the classroom and clinical settings
  - To expand the bridge between the academic and clinical settings to enhance the role modeling and practice of interprofessional collaborative practice focused on improving patient care and outcomes.



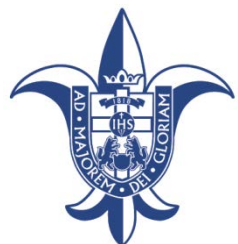
# SLU Domains of IPE

- Reflective of the mission of Saint Louis University, the SLU Interprofessional Education Program developed Five Competency Domains to focus the application of IPE in 2006.
- Each domain includes learning/behavioral outcomes and aligns with the WHO Framework for Action in Interprofessional Education and Practice (2010), as well as the national Core Competencies for Collaborative Practice from IPEC (2012).



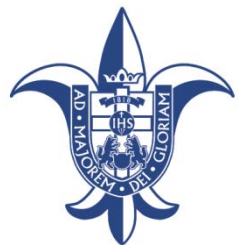
# SLU Domains of IPE

- The five domains of SLU IPE:
  - Interprofessional Practice
  - Patient Centered Care
  - Wellness
  - Patient Safety and Quality Care
  - Social Justice



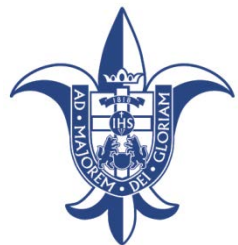
# Foundational Premises of SLU IPE

- IPE is about preparing students for IP collaborative practice to enhance health outcomes
- High reliability, quality health outcomes are the product of professional skills, effective teamwork, and efficient systems & processes of care
- IPE should occur as early as possible in the professional curriculum, embedding IPE within existing curricula allows aspects of patient-centered care and interprofessional team practice to be an expected part of professional formation and practice



# Foundational Premises of SLU IPE

- Experiences are developed, planned, and evaluated by an interprofessional mix of faculty based upon existing theoretical frameworks and validated measures of impact
- Objectives and content include demonstration of achieving interprofessional competencies
- IPE programs prepare students as collaboration-ready members of care teams to improve individual patient care and population health outcomes.



# Curricular Framework for the SLU Minor in Interprofessional Practice

**IPE 110:** Introduction to IP Practice, Roles and Responsibilities of Health Professions; Collaboration Skills, Teams and Teamwork, and the SLU IPE Domains\*

The IP education and IP collaborative practice principles and skills introduced in IPE 110 are then applied in the various contexts where health professions work together...

**IPE 350:** IPCP in the context of the health care system and health promotion

**HCE 201:** Foundations of Clinical Health Care Ethics

**IPE 420:** IPCP in the context of individual patient care (caring response) decision making

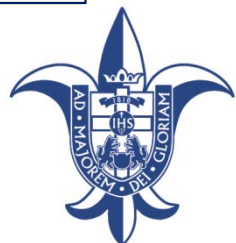
**IPE 490:** IPCP in the context of community/population health, HP/DP , Comm Practicum

**IPE 493:** IPCP in the context of the clinical care team, Clinical Practicum

**ORES 232:** IPCP in the context research, IP care team and impact on patient care/outcomes

David Pole/Irma Ruebling 5/23/14

\*Five SLU IPE Domains include: Interprofessional Practice, Patient-Centered Care, Wellness, Patient Safety & Quality, and Social Justice



# SLU IPE Courses (2007)

- Two Courses
  - IPE 350 – Health Care System and Health Promotion
  - IPE 370 – Health Care Ethics
- Common Course Format
  - Teaching Teams of 4-6 faculty from different professions.
  - 150+ students organized in 4-6 person IP teams with students from 2-4 professions
  - Large Group in Lecture Hall
  - Small Groups (4-5 teams each) in smaller classrooms
  - Team and individual assignments in and out of class



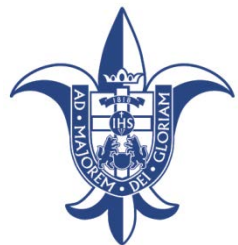
# Course Assessment

- Assessment of Teaching and Overall Course Effectiveness
  - Student Evaluations
  - Focus Groups
  - Teaching Team/Peer Reflection
  - Alumni Interviews



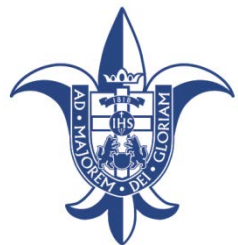
# Challenges

- How do we promote/maintain interprofessional interaction?
- How do we use technology and interactive activities?
- How do we maintain the most current content?
- How do we promote the relevance of this content to health professions students early in education?



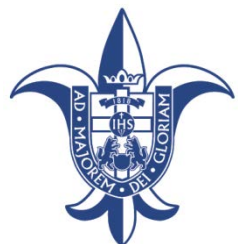
# Evolution of Courses

- Course Level Changes Based on Assessments
- IPE 350
  - New facility enabled teams to stay in large group but work in teams
  - All but one activity transitioned to in-class activities submitted electronically
  - Eliminated quizzes added exams at end of each unit
- IPE 370/IPE 420
  - Replaced and repurposed course
  - “Flipped” lectures with small group breakout sessions with case analysis
  - Standardized Patient Activities



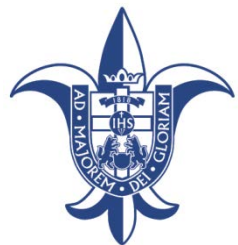
# IPE 350 Course Themes

- Introduction to Health Care
- Costs and Financing of Health Care
- Access to Health Care
- Health Care Quality
- Health Care Promotion
- Global Health Care
- Health Care Initiatives/Reform



# IPE 350 Assignments

- Lectures provide the context, issues and strategies concerning the health care system
- No text, but assigned readings are used to provide currency of content
- Reflection papers
- Interprofessional Grand Rounds sessions
- Major team projects
- Team discussions
- In-class team assignments



# IPE 350 Introductory Activity

- How would you describe the health care system that exists today?
  - What are some of the specific influences on the system?
  - What do people have a right to expect of their care?
- Using the Occupational Outlook Handbook, what is the job outlook for each profession in your team?
- Find Based on the characteristics or elements of an effectively functioning team (IPE 110), record for your interprofessional team in this class:
  - Your purpose as an interprofessional team in this class
  - How you will communicate with each other
  - How you will evaluate if your team is working well together



# IPE 350 Insurance Activity

- Team activity done in class
- Designed to help students understand:
  - Effect of chronic illness on personal health care costs
  - Implications of different insurance plans on ability to pay for health care
  - Overall effect of health care costs on quality of life



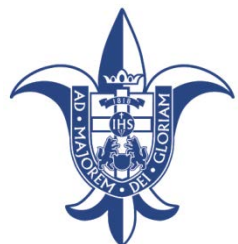
# IPE 350 Insurance Activity Case

- Four patients with Rheumatoid Arthritis
  - Patients have this chronic illness for years but symptoms have worsened recently
- Four different situations and insurance plans
  - Employer-based plan
  - High deductible private pay plan
  - Medicare
  - Uninsured/Medicaid



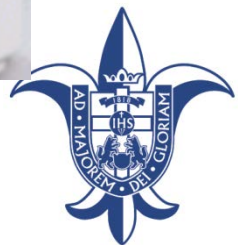
# IPE 350 Insurance Activity Case

- New health care plan in place:
  - Rheumatology
  - Physical Therapy
  - Occupational Therapy
  - Clinical Lab
  - Radiology
  - Pharmacology



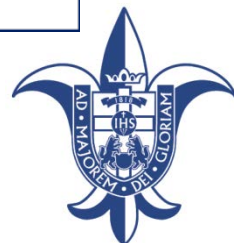
# Ms Clark

- Retired, Medicare eligible.
- Age is 66 years.
- Enrolled for Medicare Part A and Part B.
- Has no additional supplemental insurance.
- Retirement income including social security is \$24,400 annually.



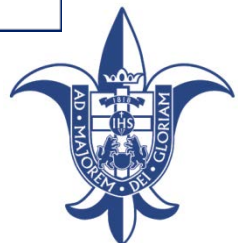
# Ms Clark

	Total annual cost	Ms. Clark's annual out-of-pocket cost
Premium		
Yearly deductible		
Clinical lab: Blood	372	
Clinical lab: Urinalysis	240	
X-Ray	186	
Physician specialist office visit	1530	
Physical therapy initial evaluation	125	
Physical therapy therapeutic exercise	325	
Occupational therapy initial evaluation	114	
Occupational therapy wheel chair evaluation	114	
Wheelchair	275	
Occupational therapy assistive device training	200	
Dietician evaluation	32	
Medication: Methotrexate	300	
Medication: Enbrel	10920	
Total		



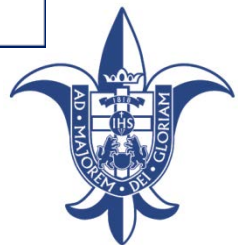
# Ms Clark

	Total annual cost	Ms. Clark's annual out-of-pocket cost
Premium	1122	
Yearly deductible	131	
Clinical lab: Blood	372	
Clinical lab: Urinalysis	240	
X-Ray	186	
Physician specialist office visit	1530	
Physical therapy initial evaluation	125	
Physical therapy therapeutic exercise	325	
Occupational therapy initial evaluation	114	
Occupational therapy wheel chair evaluation	114	
Wheelchair	275	
Occupational therapy assistive device training	200	
Dietician evaluation	32	
Medication: Methotrexate	300	
Medication: Enbrel	10920	
Total	15900	



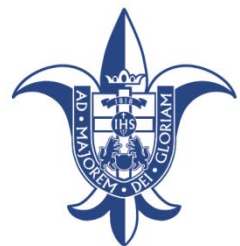
# Ms Clark

	Total annual cost	Ms. Clark's annual out-of-pocket cost
Premium	1122	1122
Yearly deductible	131	131
Clinical lab: Blood	372	0
Clinical lab: Urinalysis	240	0
X-Ray	186	0
Physician specialist office visit	1530	306
Physical therapy initial evaluation	125	25
Physical therapy therapeutic exercise	325	65
Occupational therapy initial evaluation	114	22.8
Occupational therapy wheel chair evaluation	114	5.6
Wheelchair	275	55
Occupational therapy assistive device training	200	40
Dietician evaluation	32	6.4
Medication: Methotrexate	300	300
Medication: Enbrel	10920	10920
Total	15900	12998.8



# Team Report/Reflection Questions

- What % of income will be devoted to health care?
- How will this affect their quality of life and choices for treatment?



# IPE 420 Evolution

- IPE 370 – Health Care Ethics (HCE)
  - Collaborated with Health Care Ethics Faculty Member/Clinical Ethicist
  - IPE faculty facilitated small groups
  - Based on Tenets and Basic Principles of Health Care Ethics
  - How to apply in IP Collaborative Practice (IPCP) context



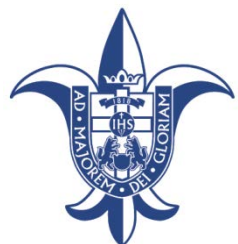
# IPE 420 Evolution

- IPE 420 – Applied Decision Making in Interprofessional Practice
  - Collaborative design with HCE faculty
  - Application of ethical principles in context of patient-centered IPCP
  - Practical / Team Based Approach
  - Incorporate Code of Ethics for various professions



# IPE 420 Themes

- Interactions between Health professionals
- Patient Centered Care
- Interprofessional Teamwork
- Collaborative Decision Making
- Professional Ethics / Professional Duties



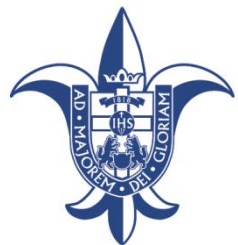
# IPE 420 – Key Principles

- Learning about, from and with other professions improve health care and outcomes.
  - Patient Confidentiality
  - Autonomy
  - Fidelity
  - Justice
  - Beneficence
  - Non-Maleficence
  - Veracity



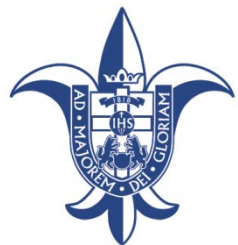
# IPE 420 Assignments

- Case Studies
  - Case Analysis
  - Reflection Papers
- Standardized Patients
- Quizzes
- Exams



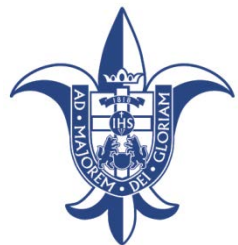
# Case Analysis - 6 Step Process

- Gather relevant information
- Identify the type of ethical issues
- Use theories to analyze the problem
- Explore practical alternatives
- Complete the action
- Evaluate the process and the outcome



# Case Analysis - Facilitator Role(s)

- Lead group (20-26) and team (4-6) conversations about the cases.
- Help students synthesize information.
- Help students make informed decisions.
- Help students collaborate on plans of action
- Help students justify the correction of their actions.
- Facilitate team interactions with standardized patients.
- Help students understand the significance of what they are doing and considering.



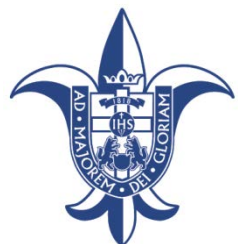
# IPE 420 Case Analysis

- Case Analysis and Reflection
  - Composed of three separate parts
- Part A – In Small Group Session
  - Gathering Relevant Information
  - Determine Stakeholders
  - Describe Decision Making Issue
  - Values Presented or Challenged



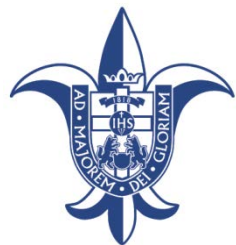
# IPE 420 Case Analysis

- Part B - In Interprofessional Teams
  - Determine options for the patient
  - Determine a recommended action
- Part C - As Individuals
  - Process the information and reflect on the Interprofessional Team response to the case



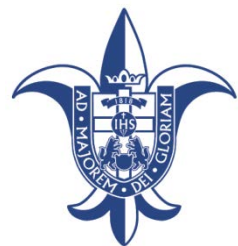
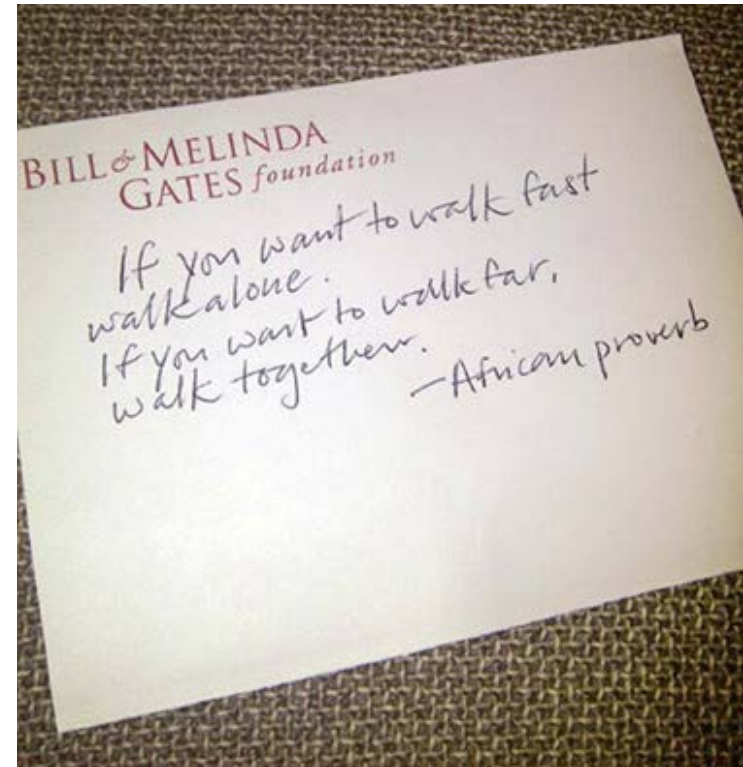
# IPE 420 Case Study - Example

- Mrs. Kolt
  - 47 y/o Female – Huntington’s Disease (HD)
    - HD Mendelian dominant disorder
  - Family background/demographics
  - Mrs. Kolt doesn’t want her family to know about her condition
  - Fear of losing her job, family, friends
  - What should the health professionals do?



# Perspectives for Discussion

- Stakeholders on your campus
- Autonomy of available participants
- Health professions represented
- College that houses your program
- How the IPE message is delivered
- Credit Load for students
- Teaching load of faculty



# Thank you!

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  - SLU AT Program website: <http://at.slu.edu>
  - SLU AT Program blog: <http://sluathletictraining.com>
  
- NATA IPEP Interest Group
  - LinkedIn: <https://www.linkedin.com/groups?home=&gid=8229902>
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