Interprofessional (IPE) and Practice: Enhancing Oral Health and Health Outcomes

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“The Oral Health Nursing Education and Practice” (OHNEP)
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At the end of this session, participants will be able to:

• Describe national work being done to prepare faculty to teach IP team-based care
• Recognize and address the challenges of teaching in interprofessional teams
• Implement effective strategies for teaching in interprofessional teams
• Describe a model team training program designed to improve collaborative interprofessional communication and teaching
Current State of IPE Efforts

• 2010
  – IOM Report – *The Future of Nursing: Leading Change, Advancing Health*

• 2011

• 2012
  – IOM Forum on Innovation in Health Professional Education
Current State of IPE Efforts

IOM - Global Forum on Innovation in Health Professional Education (HPE)

- 54 Forum members & growing
- 14 Different health disciplines
- 8 Countries (USA, Belgium, Canada, India, China, Thailand, South Africa, Uganda)
IOM Global Forum on Innovations in HPE

2012:
**Workshop I:** Educating for Practice: Improving Health by Linking Education to Practice Using IPE
**Workshop II:** Educating for Practice: Learning How to Improve Health from IP Models Across the Continuum of Education to Practice

2013:
**Workshop I:** Establishing Transdisciplinary Professionalism for Health
**Workshop II:** Assessing Health Professions Education (10/9/13)

2014:
**Workshop I:** Envisioning the Future of Health Sciences Education: Bold Ideas and Solutions
**Workshop II:** Community-Based Health Professional Education
IPE as an Innovative Tool

• Links the education system and the healthcare delivery system to address the “Triple Aim” (Goal of IOM Global Forum)
  – To achieve better patient care
  – To achieve better public health
  – To achieve a more efficient and affordable healthcare system (lower costs)

Interprofessional Collaborative Practice Competency Domains

<table>
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<th>Competency Domain 1:</th>
<th>Values/Ethics for Interprofessional Practice</th>
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<td>Competency Domain 2:</td>
<td>Roles/Responsibilities</td>
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<td>Competency Domain 3:</td>
<td>Interprofessional Communication</td>
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<td>Competency Domain 4:</td>
<td>Teams and Teamwork</td>
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National Center for Interprofessional Practice and Education

- Public-private partnership
- Funded by HRSA and four private foundations
- Launched in fall 2012
- Located at the University of Minnesota
- National Center Director: Barbara Brandt, PhD
- Join the National Center’s conversation at www.nexusipeblog.com
- Coming soon: Twitter, LinkedIn, and a new website
Current State of IPE Globally

• World IPE Committee (reps from North America, Asia, Australia, Europe)

• “All Together Better Health” Symposia (ATBH)

• Leading international interprofessional education and collaborative practice symposia.

• Canadian Interprofessional Health Collaborative in collaboration with American Interprofessional Health Collaborative – support and sponsor:

• “Collaborating Across Borders Meeting” (CAB IV)
The Case for IPE- Why?

• Evidence from literature – high functioning teams improve outcomes of care
  – 70% of errors related to poor communication within and across teams

• We educate students in silos with no opportunity to learn and practice together

• Accreditation coming (July 2013 for Dentistry)
The Case for IPE - Why?

• Oral health disparities – major public health problem

• Won’t be solved by dentists alone—need team of health providers
July 2013
New IPE-Related CODA Standards

- **Standard 1-9**: “the dental school must show evidence of interaction with other components of the higher education, health care education, and or health delivery system”

- **Standard 2-19**: “Graduates must be competent in communicating and collaborating with other members of the health care team to facilitate the provision of health care”
Team-based Care - Dentistry

• Oral Health Team (envision team members)
  • Parents & Family, Primary care providers (MDs/NPs), school nurses, pediatricians, mental health workers, social workers, oncologists, child development specialists, dental hygienists, dental techs, dental therapists, anesthesiologists (moderate sedation), midwives

• Example of partners: NYUCN Oral Health Nursing Education and Practice (OHNEP) – Dr. Judi Haber

• Organizational Structures
  • Primary Care Medical Homes, ACOs, private clinics, Centers for Pediatric Dentistry, FQHCs, dental vans, academic health centers, oncology clinics
Exams – who could conduct these?

- *Knee-to-Knee*
- *Lift the Lip*
- *Fluoride Varnish Application*
Knee-to-Knee Exam: Steps

Provides good positioning for an oral exam and fluoride varnish application and can be used by parents at home if they are having difficulty brushing their child’s teeth

To complete a knee-to-knee exam:
1. The parent and the examiner sit knee-to-knee
2. The parent places the child on their lap facing the parent
3. The parent puts the child’s legs around the parent’s waist and secures the child’s legs under their arms
4. The child is tipped back into the examiner’s lap
5. The parent holds the child’s hands
6. The examiner stabilizes the child’s head with one hand and “lifts the lip” with the other
Team-based Care – Oral Health

• Five learning themes using Spiral Curriculum
  • Dental public health
  • Caries
  • Peridontal Disease
  • Oral Cancer
  • Oral – systemic interactions

• Mouradian W et al. Academic Medicine, 2005
The Intersection

Interprofessional
Team-based
Care

Interprofessional
Education

Faculty Development
Developing Faculty to be IPE Competent

• Why?
  – Socialization, culture, perspective – learned early in uni-profession education
  – Role models for students
  – Building capacity of IPE experts
  – Excellent teams in practice (but do they facilitate team skills or clinical skills?)
Possible Approaches for Engagement of Faculty

- Case-based workshops
- Team-based rounds
- Team-building exercises
- Peer coaching and mentoring
- Web-based learning
- Longitudinal programs
- Communities of practice

What are the simple rules for faculty development? *(same as for students)*

- Integrate efforts into real work in which the faculty member is engaged
- Use active learning
- Spend time building relationships
- Track and use a few meaningful outcomes
- Align incentives
- Celebrate and spread successes; learn from failures
Examples of Faculty Development

Language and dress
FD: Collaborative Leadership

Macy IPE Teaching Scholars Program
FD Training – Team Building Exercises
Barnsteiner's 6 characteristics needed for successful IPE

1. Explicit philosophy of IPE within organization (observable/measurable)
2. Faculty from multiple professions need to co-create learning experience
3. Integrated and experiential learning opportunities to learn collaboration
Barnsteiner's 6 characteristics needed for successful IPE

4. Embedded within curricula and required (not voluntary)
5. Demonstrated competence by students according to single set of IPE competencies
6. Organizational infrastructure that supports/fosters IPE and Revised mission statement for school, college, university

Barnsteiner et al., 2007 *Nursing Outlook*
Josiah Macy, Jr. Foundation Grant

• One year pilot study implement and evaluate “train-the-trainer” model for developing faculty
  – 3.5 day Faculty Development Training at UW (March 2012)
  – 1.5 day training at Missouri U at Columbia (Feb. 2013)

• 8 academic health centers and Puget Sound VA COE

• Immerse faculty in experiential learning & teaching

• ~Monthly coaching/mentoring/checking-in

• Determine exportability of training modules (includes teaching content, faculty development strategies, evaluation tools)
IPE Competency Domains-Teaching Example

- Role Clarity and Responsibility (what to teach)
- IPE Pictionary (example of how to teach)

Interprofessional Pictionary
Role Clarity

• Faculty need to understand roles and responsibilities in order to teach students

• **Interactive Exercise**: As a team, decide who the health care professional is based on information provided by that discipline

• Draw a representation of the health care professional **without** using letters or numbers (MD, RN, Rx, etc – not allowed)
Training Requirements:
Doctoral Degree

Usual Practice settings:
Hospitals (inpatient and outpatient care), Community Settings, Clinics

Scope of Practice includes:
Health and medication education, treatment consultation, prescribe under protocol, administer medications, provide immunizations

Unusual Practice setting:
NASA
Training Requirements:
Doctoral degree

Usual Practice Settings:
Outpatient clinic/office

Scope of Practice includes:
Performing minimally invasive procedures, prescribes medications, provides oral care

Unusual Practice Setting:
Acute care hospital
IP Pictionary: Reflection

• What assumptions am I making?
• Where did I learn these values?
• What values/beliefs orient me?
• How might someone whose role is different than mine look at this?
• What are the biases and stereotypes about the profession? Do I perpetuate them with students?
Faculty Development – Unanswered Questions

• What is the relative importance of:
  • High quality training material?
  • Online support?
  • On site coaching/mentoring?
  • Off site coaching/mentoring?

• How much development is needed for IPE experiences?
  – Example: Just in time training
  – How do we scale up to reach all health professions faculty?
  – How do we train faculty in IPE who teach at single profession campuses?
Administrative Barriers – Partnerships

• Academic Health Centers
  – ~100 academic health centers

• Who will your students partner with?
  – 62 dental schools
  – 137 medical schools
  – 129 pharmacy schools
  – 1711 nursing schools (pre-licensure)

• Partnerships with non-traditional students
  • Nutrition
  • Business
  • Social work
  • Design
  • Law
  • Industrial engineering

Disch, J  Outlook 2013
Examples from University of WA

- Three types of communication large scale Events
  - Acute and chronic simulation scenarios
  - Error disclosure and early apology team training
  - Team-based Clinical Problem Solving
  - QI projects and joint clinical placement
UW: IPE Opportunities & Multimodal Approach

- IPE Events (large scale quarterly; small scale monthly)
- IPE Courses (integration of IPE competencies)
- IP Projects (Capstone/Scholarly)
- IP Collaborative Practice (joint placements)
- Service Learning
- IPE Scholarship (graduate students, faculty)
- Faculty Development (Teaching Scholars, Train-the-Trainer and Use of Technologies)
Examples of Team Training for Oral Health

• Introduction to TeamSTEPPS – tools to improve communication and teamwork
  – Communication across hierarchy
  – Resolving conflict
• Team Based Clinical Problem Solving
  – Managing Complex oral pain
  – Oral health disparities
  – Oral health issues in the elderly
• Care During Patient Transitions
• Error Disclosure
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