

Guidance for Developing Interprofessional Continuing Healthcare Education Activities

This worksheet highlights aspects of interprofessional and team approaches to consider when developing any continuing education activity.

For additional information and resources, visit: <https://cme.jefferson.edu/content/jefferson-continuing-professional-development>

Central CPD Steering Committee members (listed below) are available to help you design interprofessional, team-focused continuing education activities! Please feel free to consult one of us if you have questions not covered by this document or the posted resources.

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What to Consider

➤ What are the features of interprofessional continuing healthcare education?

1. Supports team approach to care
2. Makes interprofessional learning explicit (e.g. learning objectives communicated)
3. Involves two or more professions in the planning and implementation
4. Addresses at least one IPE competency
5. Incorporates active learning formats

➤ **Who should be involved in planning?**

Planning should reasonably represent the relevant healthcare professions and other stakeholders who are the primary target audience of learners for the Continuing Education Activity.

Check the professions involved in providing care for patients in this content area	Who represents this profession in the planning process? (name, degree, credentials, email)	How can/does this profession contribute to the planning of this content?
<input type="checkbox"/> Audiologist		
<input type="checkbox"/> Behavioral Health Professional		
<input type="checkbox"/> Case Manager		
<input type="checkbox"/> Dentist		
<input type="checkbox"/> Educator		
<input type="checkbox"/> EMT/EMS/First Responder		
<input type="checkbox"/> Health Care Executive		
<input type="checkbox"/> Industry		
<input type="checkbox"/> Medical Assistant		
<input type="checkbox"/> Medical Assistant		
<input type="checkbox"/> Nurse		
<input type="checkbox"/> Nurse Practitioner, Advanced Practice Nurse		
<input type="checkbox"/> Nutritionist/Dietician		
<input type="checkbox"/> Optometrist		
<input type="checkbox"/> Patient/Family Member		
<input type="checkbox"/> Perfusionist		
<input type="checkbox"/> Pharmacist		
<input type="checkbox"/> Physician		
<input type="checkbox"/> Physician (Fellow)		
<input type="checkbox"/> Physician (Resident)		
<input type="checkbox"/> Physician Assistant		
<input type="checkbox"/> Podiatrist		
<input type="checkbox"/> Psychologist		
<input type="checkbox"/> Researcher		
<input type="checkbox"/> Social Worker		
<input type="checkbox"/> Student		
<input type="checkbox"/> Technician - Pharmacy		
<input type="checkbox"/> Technician - Sleep		
<input type="checkbox"/> Therapist – OT		
<input type="checkbox"/> Therapist – PT		
<input type="checkbox"/> Therapist – RT		
<input type="checkbox"/> Therapist – Speech		
<input type="checkbox"/> Ultrasonographer		
<input type="checkbox"/> Other		

➤ **What Interprofessional Education competencies might the activity address?**

Review the IPE competencies below and identify which competencies your activity will address. You should plan to address ***at least one*** of these competencies for the target audience. For each competency identified, think about HOW you think the activity can address it.

Interprofessional Competency	How addressed in this activity
<p>Values/Ethics for Interprofessional Practice Work with individuals of other professions to maintain a climate of mutual respect and shared values</p>	
<p>Roles/Responsibilities Use the knowledge of one’s own role and those of other professions to appropriately assess and address the healthcare needs of the patients and populations served</p>	
<p>Interprofessional Communication Communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease</p>	
<p>Teams and Teamwork Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient-/population-centered care that is safe, timely, efficient, effective and equitable.</p>	

Interprofessional Education Collaborative (2016). Core Competencies for Interprofessional Collaborative Practice: Report of an Expert Panel. Washington, DC. Retrieved from: <https://ipecollaborative.org/uploads/IPEC-Core-Competencies.pdf>

➤ **Consider the formats that support interprofessional, team-based approaches to learning in Continuing Education:**

- **Classroom Learning:** Learners participate in a didactic program or course, *with interactive elements* (not simply lectures only)
- **Online Learning:** Learners participate in a synchronous or asynchronous didactic program or course
- **Simulation:** Learners participate in a simulated team-based activity (includes but is not limited to the use of SPs, role play, etc.)
- **Clinical Observation:** Learners observe existing Interprofessional interactions in a clinical setting
- **Hybrid:** Combination of face-to-face and self study
- **Face-to-face:** Practice setting involving patients or SPs
- Are there other formats that address the team's needs?

➤ **Think about how often the learners need to come together to achieve your goals, and they might interact.**

- Frequency in 12-month period:
 - Learners come together in 1 learning session
 - Learners come together for 2-6 learning sessions
 - Learners come together for >6 learning sessions
 - Other (specify)
- Level of IPCE Interactivity:
 - Low level- e.g. small group discussions, panel discussions, observational shadowing, reflection discussion after didactic
 - Moderate level- e.g. debate, case-based learning
 - High level- e.g. team meeting with patients/standardized patients (SP), teach back

➤ **Consider how you will assess the impact of the activity on interprofessional, team approaches to care.**

- Impact on individuals (change in knowledge of own/others' roles, needs, responsibilities)
- Impact on teams (change in team communications, processes, functions)
- Impact on systems/processes (change in systems related to teams)
- Identifying barriers/strategies (initiating PI approach)