Tips for Planning an Interprofessional Continuing Education Activity

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Alexis Skoufalos, EdD - Associate Dean, Strategic Development (JCPH)
Jeanne G Cole, EdD - Assistant Dean, CME (SKMC)
Lauren Collins, MD - Co-Director, JCIPE
Rebecca Finley, PharmD - Dean (JCP)

Features of Interprofessionally Planned and Implemented Continuing Education Programs

1) Supports a team approach to care delivery
   - Focus on the quality of the interaction among team members

2) Makes interprofessional learning explicit
   - Include clear learning objectives related to each profession in relation to the topic at hand

3) Involves at least 2 or more professions in planning & execution

4) Addresses at least one IPE competency

5) Incorporates active learning formats
   - Didactic lecture alone is insufficient in improving teamwork, communication, interaction and role clarity
Planning Interprofessional Education Activities

Who should be involved?

- It's important to think about the continuum of healthcare professions involved in the particular issue or problem you are working to address:
  - Which professionals have primary responsibility in the specific content area/problem?
  - Who else do they interact with in the provision of care?
  - How (and how much) do they interact with the patient or his/her family?
  - Who could benefit from learning more about this topic (individual, team)?
  - Who has something of value to contribute to the planning?

Interprofessional Education (IPE) Competencies

What and How

There are 4 IPE competencies to consider
  - Values/Ethics for Interprofessional Practice
  - Roles/Responsibilities
  - Interprofessional Communication
  - Teams & Teamwork

You should include at least one, and ideally more. For each competency you plan to address, you must be able to show how it is addressed within the activity and how learners can demonstrate understanding.
Active Learning Formats Support IPE

- The format, setting and frequency of activities will vary based on the target audience(s), the competency being addressed, and the complexity of the issue/problem.
  - Classroom Learning (with interactive elements)
  - Online Learning (synchronous/asynchronous)
  - Simulation (eg, role play, use of Standardized Patients [SP])
  - Clinical Observation/Analysis
  - Hybrid (combination of face to face and self-study)
  - Face to Face Practice Setting (w patients or SPs)

*Can you think of others?*

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Frequency of Programming

*How many sessions do you need to make learning “stick”?*

- This type of learning (improving communication, teamwork, and culture change) requires practice in order for the skills to take hold and become routine.

- Take this into consideration when planning programs, and think about how many sessions will be required over a specific timeframe (month, quarter, year) to make a difference.
Practice Makes Perfect
Learn how to interact effectively and respectfully

Interprofessional Education is all about understanding and respecting each team member’s role, their contribution to the whole, and how the team works collaboratively to improve patient care.

- **Low level interaction** - small group/panel discussions, observational shadowing, reflection after didactic lecture
- **Moderate level interaction** - debate, case-based learning
- **Highly interactive** - meeting with patients/SPs and/or family members, teach back method

Assessing the Impact of the Activity
How did we do? And how do we know?

- This goes beyond a simple multiple choice test. We will want to understand the impact of the activity on:

  - **Individuals** - change in knowledge of their own or others’ roles, needs and responsibilities
  - **Teams** - change in team communications, processes, functions
  - **Systems/Processes** - change in systems related to teams
  - **Performance Improvement** - identifying barriers and strategies to improving performance
Putting it All Together

Let’s try one together!

- **Features**
  - Team approach
  - Explicit IPE
  - 2 or more professions
  - At least 1 IPE competency
  - Active learning format

- **Active Learning Format**
  - Classroom
  - Online
  - Simulation
  - Clinical Observation
  - Hybrid
  - Face to Face

- **Who should help with planning?**

- **IPE Competencies**
  - Values/Ethics
  - Roles/Responsibilities
  - Interprofessional Communication
  - Teams & Teamwork

- **Level of Interactivity**
  - How to Assess the Impact
    - Individuals
    - Teams
    - Systems & Processes
    - Performance Improvement

Who to call on for HELP!

- **Jeanne Cole, EdD (SKMC), Co-Chair - 215 955 8411**
- **Alexis Skoufalos, EdD (JCPH), Co-Chair - 215 955 2822**
- **Lauren Collins, MD (SKMC) -215-503-6284**
- **Rebecca Finley, PharmD, MS (JCP) - 215-503-9082**
- **MaryLou Manning, PhD, CRNP (JCN) - 215-503-6354**
- **Rohit Moghe, PharmD, MSPH (TJUH/Pharmacy) - 215-955-9031**
- **Karen Novielli, MD (SKMC/Provost’s Office) - 215 955-2361**
- **Rachel Sorokin, MD (TJUH Patient Safety) - 215-955-0733**
- **Debra S. Zelnick, OTD, OTR/L (JCHP) - 215-503-8707**
Please share your ideas with us!

Questions/Comments?

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