IPE and Simulation

Advancing Nursing Education and Practice

Martha A. Conrad, RN, MSN
Director of Interprofessional Simulation

mconrad@uakron.edu
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Objectives

• Define Interprofessional Education (IPE)
• Identify the IPE competencies developed by the Interprofessional Education Collaborative (IPEC)
• Discuss ways to embed IPE competencies in nursing simulation activity.
Interprofessional Education

IPE
1972

IOM report
2009

**Interprofessional Education Collaboration (IPEC) formed**

Association of American Medical Colleges
American Association of Colleges of Nursing
American Association of Colleges of Pharmacy
American Dental Education Association
Association of Schools of Public Health
American Association of Colleges of Osteopathic Medicine
Overview of IPEC

– Developed a statement on interprofessional education collaboration

– Vision to foster meaningful interprofessional learning experiences to support team-based care of the future
2010

- IOM report on the Future of Nursing
- WHO Study Group on Interprofessional Education and Collaborative Practice
Definition

Interprofessional Education (IPE)

When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes. (WHO, 2010)
Definition
Interprofessional Collaborative Practice (IPC)

When multiple health workers from different professional backgrounds work together with patients, families, carers [sic], and communities to deliver the highest quality of care” (WHO, 2010)
2011

- HRSA and Macy Foundation in partnership with the IPEC
  - Team-Based Competencies: Building a Shared Foundation for Education and Clinical Practice.

- IPEC
  - Core Competencies for Interprofessional Collaborative Practice (IPCP)
2012

- IPEC Institute for faculty development
IPE: Healthcare Education Transformation

- Engage in interactive learning with those outside their profession as a routine part of their education

- Prepare all health professions students for *deliberately working together*

- Create a safer and better patient-centered and community/population oriented U.S. health care system
IPE

Competencies
Interprofessional Collaborative Practice Competency Domains

- Values/Ethics
- Roles/Responsibilities
- Interprofessional Communication
- Teams and Teamwork
Values and Ethics
**Specific Values/Ethics Competencies:**

- VE1. Place the interests of patients and populations at the center of interprofessional health care delivery.
- VE2. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care.
- VE3. Embrace the cultural diversity and individual differences that characterize patients, populations, and the health care team.
- VE4. Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions.
- VE5. Work in cooperation with those who receive care, those who provide care, and others who contribute to or support the delivery of prevention and health services.
Specific Values/Ethics Competencies:

• VE6. Develop a trusting relationship with patients, families, and other team members (CIHC, 2010).
• VE7. Demonstrate high standards of ethical conduct and quality of care in one’s contributions to team-based care.
• VE8. Manage ethical dilemmas specific to interprofessional patient/population centered care situations.
• VE9. Act with honesty and integrity in relationships with patients, families, and other team members.
• VE10. Maintain competence in one’s own profession appropriate to scope of practice
Roles and Responsibilities
Specific Roles/Responsibilities Competencies:

- RR1. Communicate one’s roles and responsibilities clearly to patients, families, and other professionals.
- RR2. Recognize one’s limitations in skills, knowledge, and abilities.
- RR3. Engage diverse healthcare professionals who complement one’s own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs.
- RR4. Explain the roles and responsibilities of other care providers and how the team works together to provide care.
- RR5. Use the full scope of knowledge, skills, and abilities of available health professionals and healthcare workers to provide care that is safe, timely, efficient, effective, and equitable.
**Specific Roles/Responsibilities Competencies:**

- RR6. Communicate with team members to clarify each member’s responsibility in executing components of a treatment plan or public health intervention.
- RR7. Forge interdependent relationships with other professions to improve care and advance learning.
- RR8. Engage in continuous professional and interprofessional development to enhance team performance.
- RR9. Use unique and complementary abilities of all members of the team to optimize patient care.
Communication
Patient/Family Centered
Specific Interprofessional Communication Competencies:

• CC1. Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.

• CC2. Organize and communicate information with patients, families, and healthcare team members in a form that is understandable, avoiding discipline-specific terminology when possible.

• CC3. Express one’s knowledge and opinions to team members involved in patient care with confidence, clarity, and respect, working to ensure common understanding of information and treatment and care decisions.

• CC4. Listen actively, and encourage ideas and opinions of other team members.
Specific Interprofessional Communication Competencies:

• CC5. Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.

• CC6. Use respectful language appropriate for a given difficult situation, crucial conversation, or interprofessional conflict.

• CC7. Recognize how one’s own uniqueness, including experience level, expertise, culture, power, and hierarchy within the healthcare team, contributes to effective communication, conflict resolution, and positive interprofessional working relationships (University of Toronto, 2008).

• CC8. Communicate consistently the importance of teamwork in patient-centered and community-focused care.
Teamwork
Specific Team and Teamwork Competencies:

• TT1. Describe the process of team development and the roles and practices of effective teams.
• TT2. Develop consensus on the ethical principles to guide all aspects of patient care and teamwork.
• TT3. Engage other health professionals—appropriate to the specific care situation—in shared patient-centered problem-solving.
• TT4. Integrate the knowledge and experience of other professions—appropriate to the specific care situation—to inform care decisions, while respecting patient and community values and priorities/preferences for care.
• TT5. Apply leadership practices that support collaborative practice and team effectiveness.
Specific Team and Teamwork Competencies:

- TT6. Engage self and others to constructively manage disagreements about values, roles, goals, and actions that arise among healthcare professionals and with patients and families.
- TT7. Share accountability with other professions, patients, and communities for outcomes relevant to prevention and health care.
- TT8. Reflect on individual and team performance for individual, as well as team, performance improvement.
- TT9. Use process improvement strategies to increase the effectiveness of interprofessional teamwork and team-based care.
- TT10. Use available evidence to inform effective teamwork and team-based practices.
- TT11. Perform effectively on teams and in different team roles in a variety of settings.
Model Idea

IPE Competencies

Education

Ethics

Roles Responsibilities

Teamwork

Communication

Collaborative Practice/Care

Practice

Mconrad 2012
Simulation and IPE

- Values and Ethics
- Roles and Responsibilities
- Communications
- Team/Teamwork
Design IPE with IP Faculty
Engage students from 2 or more disciplines to learn with one another
Bring simulation to the lecture hall
Challenges for Design & Implementation of IPE Activities

• Who?
  – Leadership/administrative commitment
  – Recruiting students, faculty, & facilitators
• What?
  – Identifying outcomes/objectives
  – Selecting a learning activity
• Where?
  – Creating a “safe” learning environment
  – Securing space & location
• When?
  – Coordinating schedules & timings
  – Preparing students, faculty, & facilitators
• Why?
  – Designing a replicable activity with instructional support
• How?
  – Coordinator
IPE and Simulation Strategies for Success

• Support from Leadership
• Focus on needs
• Develop a budget
• Choose a Coordinator/Director
• Develop faculty
• Design with your resources (space, students, faculty, time)
• Communicate outcomes to students, faculty, staff, leadership
• Evaluate outcomes/return on investment
**IPE and simulation**  
**Improving patient outcomes**

- Worksite civility
- Safety
- High risk, low frequency, high stakes encounters
- Falls
- Readmission
- Nosocomial infections
- Highly reliable OR suites
- Handoff
- Medication errors
- Transitions in care


Agency References
