

Advancing an Interprofessional Healthcare Partnership The Crimson Care Collaborative

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AACN Master's Education Conference
February 22, 2019



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Financial Disclosure

This project is funded by the
US Department of Health and Human Resources Health
Resource and Service Administration
Bureau of Health Resources
Advanced Nursing Education and Workforce
Grant: T94HP30909



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Objectives

- Identify resources for implementing a team based student-faculty practice.
- Incorporate curricular content into interprofessional practice.
- Share teaching experiences with interprofessional learners.



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Aims of the grant

- Enhance an academic-clinical partnership with MGH Institute of Health Professions and Crimson Care Collaborative to improve access to primary care.
- Establish an interprofessional co-precepting model at the CCC sites.
- Formalize curriculum that supports clinical and interprofessional competencies.
- Provide high quality safe effective patient care to vulnerable populations.



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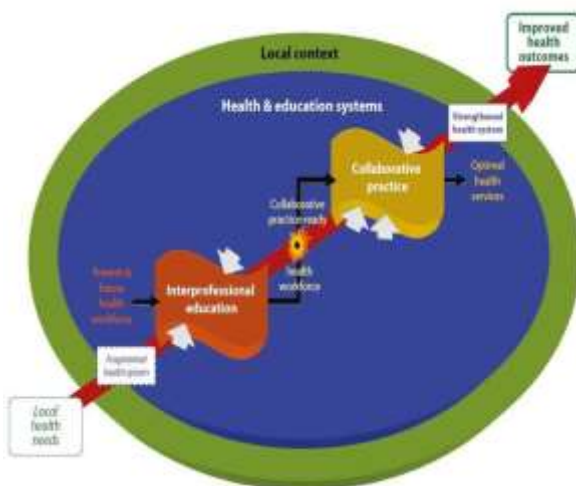
Interprofessional Collaborative Practice

Multiple health workers from different professional backgrounds provide **comprehensive** services **by... working with** patients, their families, carers and communities to deliver the highest **quality** of care **across settings**. (WHO, 2010*)

*World Health Organization: Framework for Action on Interprofessional Education and Collaborative Practice. Geneva, WHO, 2010. Available at: http://www.who.int/hrh/resources/framework_action/en



Interprofessional Collaborative Practice



- Student run clinics advance clinical reasoning and interprofessional attitudes in the academic setting

(Sief et al, 2014, control group)

WHO: Framework for Action on Interprofessional Education and Collaborative Practice. Geneva

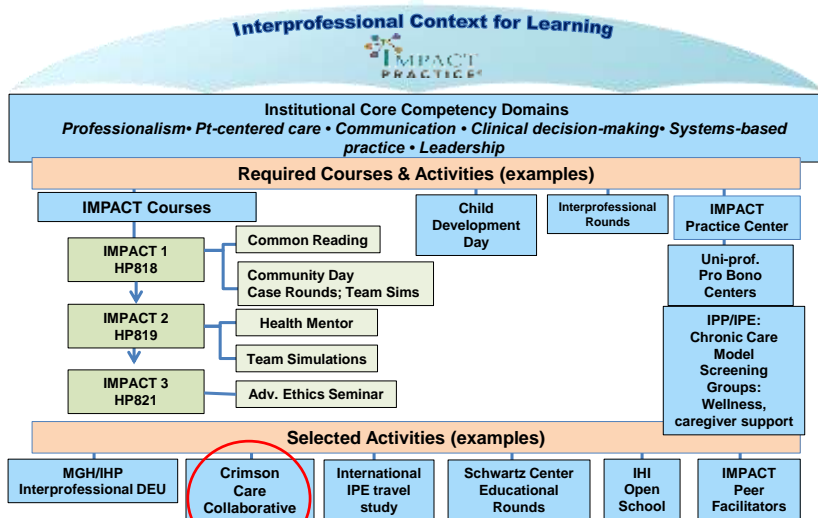


IPEC Interprofessional Collaboration Competency Domains

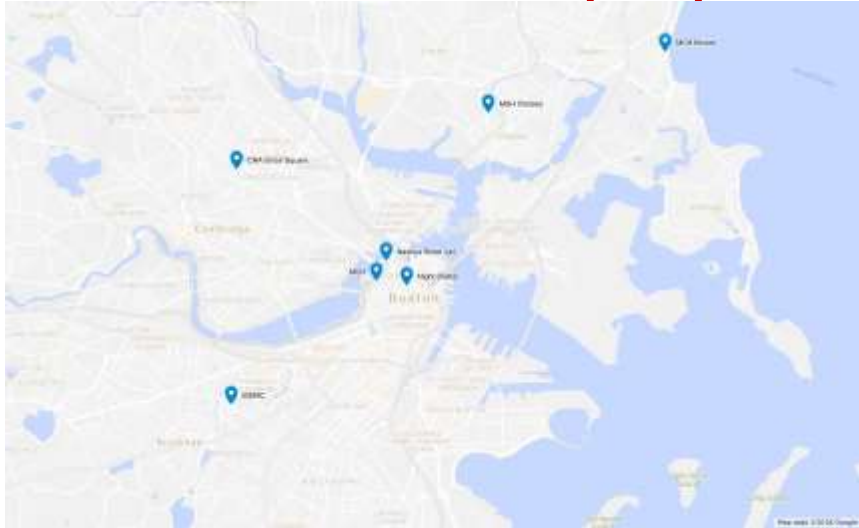
- Values/Ethics
- Roles and Responsibilities
- Interprofessional Communication
- Teams and Teamwork



IPEC
Revision, 2016



Crimson Care Collaborative (CCC)



THE JOHN D. STOECKLE CENTER
FOR PRIMARY CARE INNOVATION
Your Primary Care is Our Primary Concern



CRIMSON CARE
COLLABORATIVE

Crimson Care Collaborative (CCC)



- Dental
- Medical
- Nurse Practitioner
- Physician Assistant
- Harvard College
- Social Work



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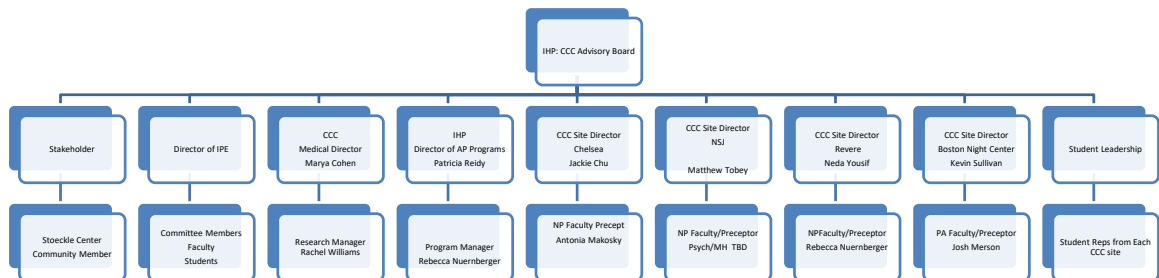
Our Team

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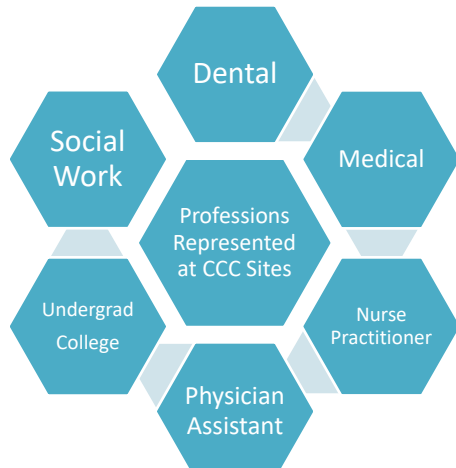
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Academic-Clinical Partnership Advisory Board



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Interprofessional Clinical Dyads



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Crimson Care Website



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Faculty Development

- Preceptors in the Nexus
- Train the Trainer
- TeamSTEPPS
- Addressing the Hidden Curriculum
- Preceptor Evaluation



AHRQ Agency for Healthcare Research and Quality
Advancing Excellence in Health Care



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Co Precepting

- Shared Model
- Clinical Observation
- Coaching
- Honing Clinical Skills
- Facilitates IP Teaching Session



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Interprofessional Precepting Tips

- Set the Stage
- Role Model Interprofessional Collaboration
- Ask Questions to All Learners on the Team
- Be Aware of Professional Sensitivities
- Encourage Learners to Huddle Before Presenting
- Keep it Patient-Centered
- Co-Precept with Other Professions
- Consider Interchangeable Preceptors
- Develop a Common Language
- Rethink Patient Presentations
- Develop a Process for Team Documentation
- Develop Methods of Team Evaluation
- Debrief about Interprofessional Collaboration

Shrader S, Zaudke J. Top Ten Best Practices for Interprofessional Precepting. *Journal of Interprofessional Education and Practice* 2018; 10: 56-60.

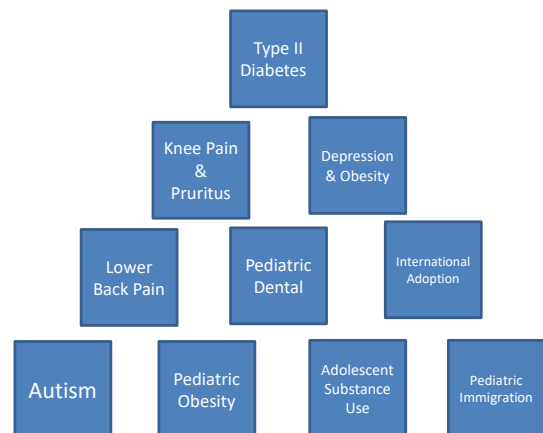


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Interprofessional Teaching Sessions

- Interactive case-based curricula
- Monthly 30 minute teaching session
- IP Evaluation Tool
- Incorporating:
 - IPEC competencies
 - Clinical decision making
 - Social determinants of health



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Case Example and Faculty Guide

Wyatt is a 29 year old construction worker who presents to the clinic today reporting a 1 week history of low back pain that began after lifting a heavy metal beam last week with a coworker.

Question for Students

1. From all our different disciplinary perspectives, what do we identify as the main areas of concern for further questioning?

Guidance for Faculty

(R,T) Understanding differences in points of view and highlighting the skills of each profession helps students identify ways to work together and enhance patient care. Each unique perspective contributes to our understanding of patients in different ways and can inform our decision making about treatment.

Team Question #1:

From the perspective of your health care discipline, discuss with your team and select your team's "Top 5" history questions that you believe are the *most important* things to know more about.



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Interprofessional Education Evaluation

Health Profession: _____ Year in Training ____ Today's Date _____
 Number of CCC Interprofessional teaching sessions I have attended this academic year:

0 1 2 3 4 5 or more

My knowledge of interprofessional education **PRIOR TO** today's session.

1- None 2-Some 3- Good 4-Very good 5- Excellent

This session improved my understanding of interprofessional education.

1- Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree

This session improved my understanding of the roles of different health professionals.

1- Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree

This session improved my knowledge of how to communicate with other health professionals.

1- Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree

This session improved my knowledge of how to function as part of a team.

1- Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree

My knowledge of interprofessional education **AFTER** today's session.

1- None 2-Some 3- Good 4-Very good 5- Excellent

Due to this session, I am more likely to take an interprofessional, collaborative approach to care.

1- Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly Agree

What were the strengths of today's session?

What would you change about today's session and how?

Any additional feedback or areas you would like to learn more about in future sessions?



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Interprofessional Teaching Cases

Results: N=66

Mean score (Likert scale; 1=Strongly disagree; 5=Strongly agree)

This session improved my understanding of interprofessional education.	3.6±1.2	
This session improved my understanding of the roles of different health professionals.	4.2±0.7	
This session improved my knowledge of how to communicate with other health professions.	3.9±0.8	
This session improved my knowledge of how to function as part of a team.	4.0±0.7	
Due to this session, I am more likely to take an interprofessional, collaborative approach to care.	3.9±0.8	
My knowledge of interprofessional education is excellent.	Before session: 2.2±1.2*	After session: 3.9±0.8*

*Significant change, $p < 0.0001$, using 1-tailed Student's t-test



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Curriculum Development Checklist

● Clinical logistics and model

- Identify patient need
- Determine the disciplines that should be involved in care
- Develop IP care model – primary teaming versus warm handoffs.

● Precepting and faculty development

- Develop precepting model
- Support faculty members' understanding of the unique contribution of each learner.
- Engage all learners in IP team discussions.

● Didactic teaching

- Establish learning objectives
- Determine methodology for teaching content and design teaching sessions Implementation

● Implementation

- Establish credentialing and orientation procedures
- Be explicit and intentional about interprofessional education
- Use plan–do–study–act cycles to refine program

● Assessment

- Develop and carry out assessment plan to evaluate program outcomes

● Sustainability

- Continue to obtain high-level administrative support, resources and funding when possible
- Grow support for IPE and IPCP culture change and collaboration



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Weinstein, A.; Reidy, P.; Simon, L.et.al. (2018) Creating interprofessional learning in practice. *The Clinical Teacher* 15: 1–9

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Next Steps:

- Introduce a Peer Coaching Model for IP Precepting
- Implement Interprofessional Simulation Scenarios
- Expand Interprofessional Faculty Development
- Secure additional external funding
- Explore expansion of clinical sites



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Advancing Interprofessional Healthcare IN Practice



Cahn P, Bzowycjy A, Collins L, et al. A design thinking approach to evaluating interprofessional education. J of Interprof Care 2016; 30: 378-80



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THANK YOU

“If your attitude is that only smarter people have something to teach you, your learning opportunities will be very limited. But if you have a humble eagerness to learn something from everybody, your learning opportunities will be unlimited”
Clay Christensen

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