PACER

Progress Report: Inter-Professional Education (IPE) Module

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WRIGHT STATE UNIVERSITY

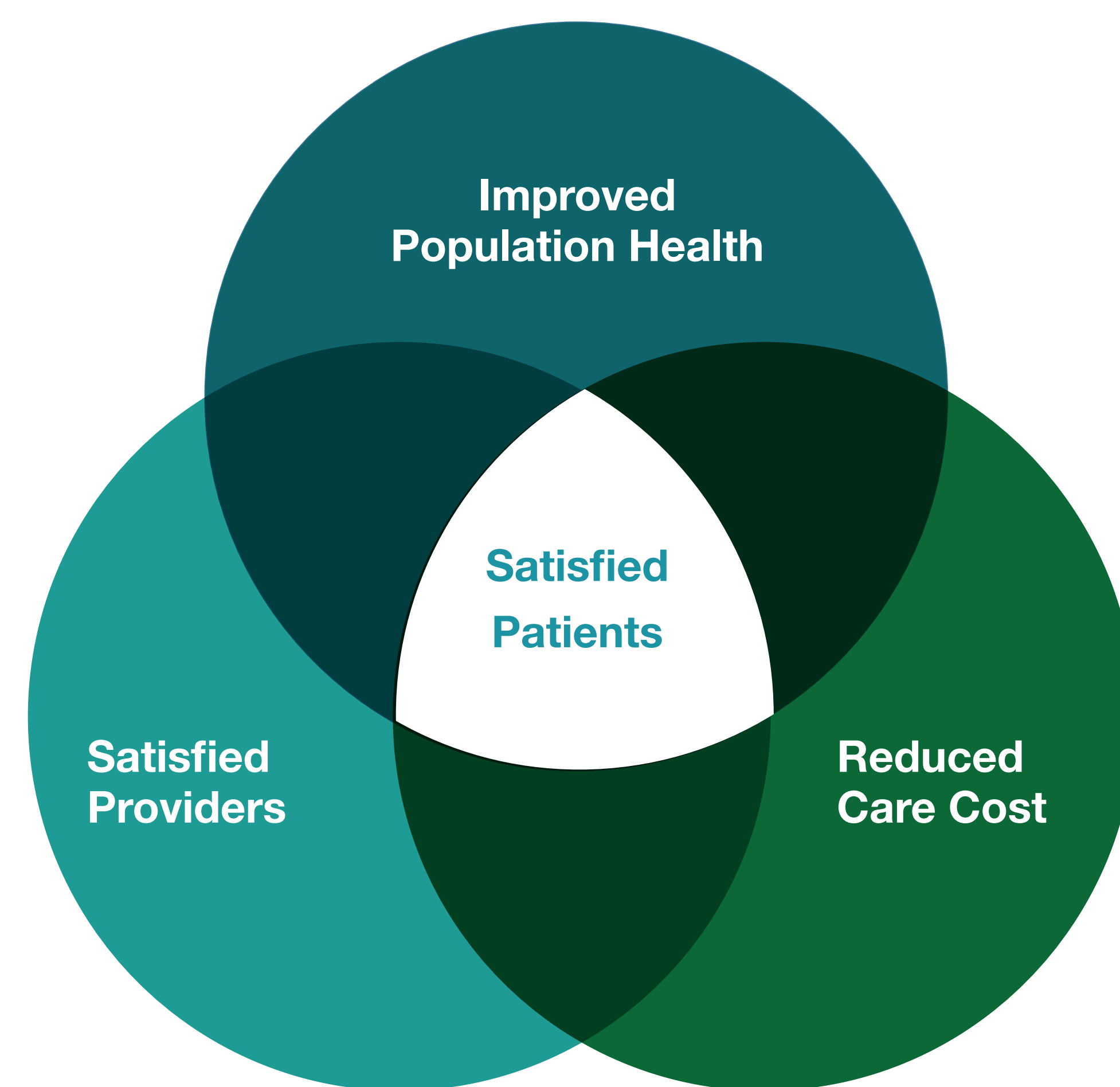| Educational Modules	1 Inter-Professional Team-Based Care	2 Social Determinants of Health	3 Stewardship of Resources	4 Patient Self-Management	5 Quality Improvement /Population Health	6 Leadership Change

Purpose

The purpose of this three year PACER project is to catalyze meaningful change by building inter-professional teams equipped with the skills to transform clinical practice and educational programs within various primary care settings.

Quadruple Aim

- Improved Population Health
- Satisfied Patients
- Satisfied Providers
- Reduced Care Cost

Why IPE?

According to Professionals Accelerating Clinical and Education Redesign (PACER), high functioning inter-professional teams that work together create high performing patient-centered medical homes[1].

Inter-professional education is shaped by building collaborative teams, developing team culture, improving patient experience, and cultivating the training programs.

The PACER Learning Communities create cohesion and foster collaborative work teams. Many studies focus on the development of inter-professional education programs[2], but few address the challenges and outcomes related to team development.

Method

Didactic

Goal: The learner will have a beginning understanding of how to work as an inter-professional (IP) team and will be able to identify, describe and demonstrate skills necessary for effective IP collaboration.

- IP faculty teams facilitated the face-to-face didactic session.

- A pilot project of three small groups consisted of resident physicians (internal medicine, family medicine, pediatrics), nurse practitioner students, physician assistant students, doctorate of pharmacy students, and doctorate of psychology students.

- Participants watched the video of a simulated patient (SP) encounter[3]. Then each IP group developed a treatment plan that addressed the patient's needs.

- Participants reflected on their experience, using small and large group formats.
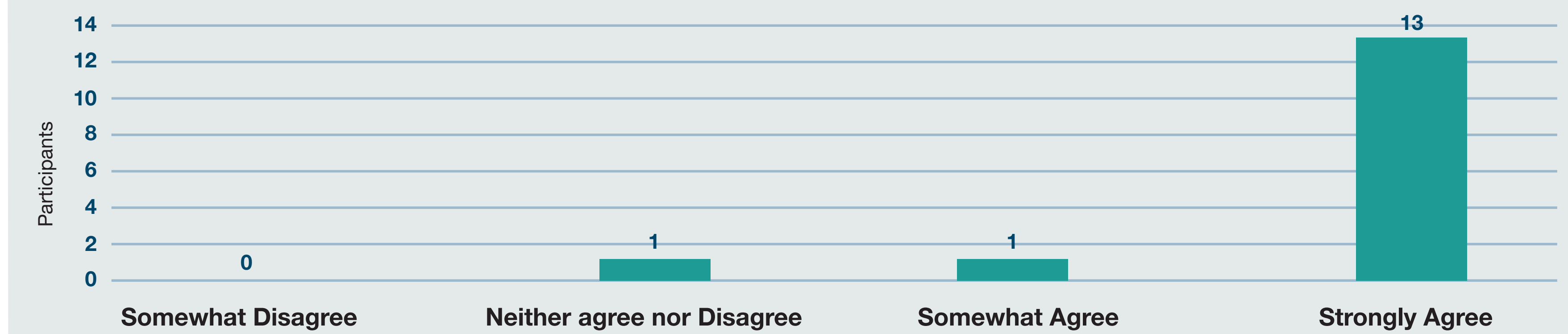

Evaluation

A participant *"enjoyed working with other disciplines and seeing their point of view"*.

A faculty facilitator *"really liked putting the students together with a task to solve, naturally creates inter-professional learning"*.
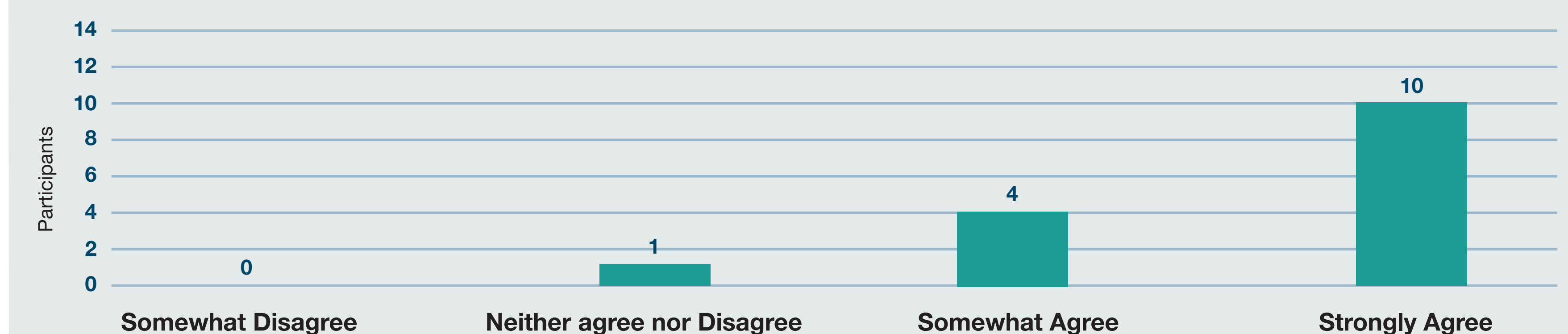
Results (n=15)

Objective 1

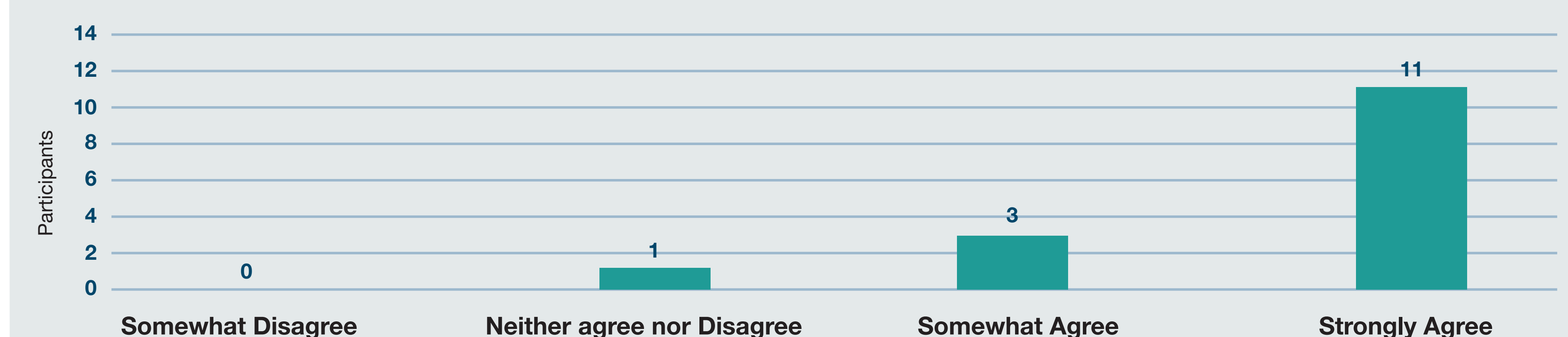I was able to work effectively with inter-professional team members to enhance care.

	Somewhat Disagree	Neither agree nor Disagree	Somewhat Agree	Strongly Agree
Participants	0	1	1	13

Objective 2

I was able to learn with, from, and about IP team members to enhance care.

	Somewhat Disagree	Neither agree nor Disagree	Somewhat Agree	Strongly Agree
Participants	0	1	4	10

Objective 3

I was able to understand the abilities and contributions of IP team members.

	Somewhat Disagree	Neither agree nor Disagree	Somewhat Agree	Strongly Agree
Participants	0	1	3	11

Moving Forward

- Assign faculty to small groups prior to the event.
- Use pre and post evaluation tool during the event.
- Engage residents and PACER faculty during curriculum development.
- Strive toward more effective communication among stakeholders.

References:

1. https://pcpacer.org
2. Curran V, Sharpe D, Medical Teacher 2008; 30: 431–433
3. Inter-professional Health Education and Research website http://www.ipe.uwo.ca/index.html

Acknowledgments: