Interprofessional Clinical Education Model: Planning, Development and Implementation

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Pomona, CA
Western University of Health Sciences

- Private Graduate Health Sciences University
  - 9 colleges
  - 22 programs

- Pomona, CA (30 miles east of LA)

- Students
  - 2633 (University wide)
  - 48 DPT per year/per class
DPT Curriculum – Western U

• 3 years (9 semesters)
  ➢ Year 1 - 2 week clinical experience end of Semester II
  ➢ Year 2 - 12 week clinical experience Semester VI
  ➢ Year 3 - 12 week clinical experience Semester VIII
    12 week clinical experience Semester IX

• IPE clinical model: Interprofessional Practice (IPP)
  ➢ Patient care center – imbedded within curriculum
  ➢ Year 3 clinicals total 24 weeks - as an IPP team at one site
Interprofessional Education Model

Nine Health Care Disciplines
- Physical Therapy
- Osteopathic Medicine
- Physician Assistant
- Pharmacy
- Nursing
- Veterinary Medicine
- Optometry
- Dental Medicine

Phase 1
Case-based small group course

Phase 2
Team based activities

Phase 3
Patient care diagnostic suite Off campus rotations

On-going evaluation of all activities

* Full Implementation Anticipated 2012
Logistics for Implementation

- Administrative support
- Permanent IPE unit & personnel
- Faculty effort/faculty participation
- Faculty training
- Academic calendar/Dedicated time
- Space – 94 groups (didactic component)
- Development of course/cases
- Initiation → Data Collection → Data analysis
- Clinical Community Partnership Development (buy-in) ➢ DPT Clinical Advisory Board
- On-going assessment – Assessment team
DPT Clinical Model: Interprofessional Practice (IPP)

• Component of our University-wide Interprofessional Education Initiative (third phase)

• IPP within Western University Patient Care Center
  ➢ Interprofessional Practice Suites
Patient Care Center

- Interprofessional (IP) Diagnostic Suites: 9 health professions
- Students participate in an interprofessional history & evaluation
- Students can observe as well as be part of a team-based examination
- Living laboratory of interprofessional practice & research
- Cases will be utilized for IP grand rounds & journal clubs
DPT Clinical Model: Interprofessional Practice (IPP)

- Year 3 – 24 week clinical
  - 2-3 DPT students accompanied by other student members of IPP team
    - preferably 1 site
  
  - Site selection is based on depth & breadth
    - Palomar Pomerado Health
Palomar Pomerado Health

- Student experiences
  - Acute care
  - Outpatient
  - Skilled nursing facility
  - Pediatric – NICU
  - Cardiac rehab
  - Balance Disorders Program
  - Hand Therapy Center
  - Lymphedema management
  - Women’s Health Center
DPTE Expectations

- DCE
  - Clinical community liaison
  - Build and maintain on-campus program collaborations
  - Site evaluation
  - Student advising regarding clinical selection

- CCE
  - Evaluate and facilitate
  - IPP Coordination

- CI
  - IPP Training
  - Facilitate & expect interprofessional patient care
  - Assess student on clinical skills as well as IPP skills
IPP Program Outcomes

- DPTE student expectations
  - Demonstrate an understanding of other health professionals
  - Provide and promote team approach to patient care
Resources

- University Cost
  - 440,000 per year
  - University-wide training
  - On-going interprofessional dialogue

- DPTE
  - Training time
  - Scheduling
  - Site identification & assessment
    - Site required at full implementation = 25 – 35
  - Cost year: 3,500 – 5,000 per year
Data to date

- Publication in upcoming Journal of Allied Health
  - Preliminary results – positive experience both faculty & students
  - Focus group of class reps - overall positive & valuable experience
  - Focus group of faculty – training good & feedback provided for enhancement such as need for increase in case complexity as progress through didactic component
  - Students seeking knowledge from faculty outside their discipline
Student Participant Feedback

- "The PT wanted to order labs and do exams, the nursing student wanted to know his pain level, etc.; as a PA that wasn't my first thought. That reminded me that one person can't do the whole job and to do a more efficient job, you have to be aware of everybody's role in the health-care system." **MSPA Student**

- "When you go out to the field right now, I don't think the professions necessarily work in unison and that's sad for the health-care system. This is the direction our health-care system needs to go and by incorporating more of these activities we can be part of that new movement." **DO Student**
Student Participant Feedback

“Working together on cases enabled me to begin networking with future professionals from many different health professions. It gave me a stronger knowledge base from which to build professional relationships and ask educated questions of other health professionals “ DPT Student
Successful Implementation

It takes a team...

Special thank you & acknowledgement of our IPE leadership

- Sheree J. Aston, OD, PhD
  - Vice Provost, Academic Affairs
  - Chair of the IPE Steering Committee

- Susan Mackintosh, DO, MPH
  - Director of Interprofessional Education

- IPE faculty work teams
Thank-you!

- Contact Information
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- IPE Website
  http://www.westernu.edu/xp/edu/interprofessional/interprofessional-about.xml
“Patient Centered Cases – An Interprofessional Approach”

Small groups of 9 health professional students + 1 faculty facilitator

- Obesity and Asthma
- Rheumatoid Arthritis
- Tuberculosis
- Diabetes
- Cardiovascular/HT

Pediatric ➔ Adolescent ➔ Young Adult ➔ Middle Age Adult ➔ Older Adult (65 plus)
Course Competencies

- Describe the scope of practice, roles and unique contributions of other health professions
- Demonstrate effective communication and interpersonal skills for collaborative patient based care
- Recognize own role as member of an interdisciplinary health care team in providing patient centered care
- Effectively participates as a member of an interprofessional health care team
- Discuss the impact of ethical dilemmas in clinical care
- Recognize various professional roles related to end of life issues
Why Interprofessional Education (IPE)?

- Changing needs of the population
- State of the health care system
- Training in “silos”
- The call for IPE
Top-Down Approach

• Initial leadership from the President with strong support by the Provost

• Commitment by all College Deans to participate

• University committees of faculty, staff and deans, chaired by Vice Provost

• Clinical Community Partnerships (buy-in)
  ➢ DPT Clinical Advisory Board