IPE Instructional Design: Concepts from the Literature and Examples from MUSC

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Core Competencies for Interprofessional Collaborative Practice

Core Competencies for Interprofessional Collaborative Practice

- Competency Domain 1: Values/Ethics for Interprofessional Practice
- Competency Domain 2: Roles/Responsibilities
- Competency Domain 3: Interprofessional Communication
- Competency Domain 4: Teams and Teamwork

What’s the Recipe for Success?

IPE Instructional Design

Ingredients:

Who       What
Where     When
Why       How

Prepare ingredients, add to the pan.
Let simmer until flavors come together. Bake at 350 degrees with tender loving care. Let cool and enjoy!
IPE Instructional Design: Implicit vs. Explicit

• Pros and Cons
  – Explicit
  – Implicit

• Hidden Curriculum

Medical Education 2012;46:58-70.
http://www.teachersmind.com/Curriculum.html
Sarah Shannon, PhD, RN. University of Washington. Presentation Vectors for IPE, March 2012.
IPE Instructional Design: A Blueprint

- Interprofessional education using a mix of cooperative and experiential learning, with tasks building in complexity over time

Table I. A framework for creating increasingly complex tasks for interprofessional education

<table>
<thead>
<tr>
<th>Progressive complexity in courses, programs and curricula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasingly realistic tasks</td>
</tr>
<tr>
<td>1. Simple paper case with 2 disciplines</td>
</tr>
<tr>
<td>2a. More complex paper case with 3 or 4 disciplines</td>
</tr>
<tr>
<td>2b. Simple case with simulated or volunteer patient and 2 disciplines</td>
</tr>
<tr>
<td>3b. More complex case with simulated patient(s) and 3 or 4 disciplines</td>
</tr>
<tr>
<td>3c. Simple case (e.g. observing and orienting) realistic or real-life setting and 2 disciplines</td>
</tr>
<tr>
<td>4b. More complex case in realistic or real-life setting and 3 or 4 disciplines</td>
</tr>
<tr>
<td>4a. Very complex case with simulated patient and many disciplines</td>
</tr>
<tr>
<td>5. Very complex case in realistic or real-life setting with many disciplines</td>
</tr>
</tbody>
</table>

IPE Instructional Design: The Ingredients of the Recipe

Ingredients:
Who  What
Where  When
Why  How

Prepare ingredients, add to the pan.
Let simmer until flavors come together. Bake at 350 degrees with tender loving care. Let cool and enjoy!
IPE Instructional Design: WHO

- How many professions?
- What professions?
- What ratio of professions?
- What level of learner?

- What type of faculty or non-faculty will be involved?
- How many faculty or non-faculty will be involved?
IPE Instructional Design: WHAT

• Will the topic benefit from IP learning and collaboration?

• Implicit vs. Explicit Design?

• What is in it for the learners?
• What is in it for your school?
• What is in it for me?
IPE Instructional Design: WHERE

• Where will it be in the curriculum?
  – Required course/activity
  – Elective course/activity
  – Clerkship course/activity
  – Extracurricular activity

• Where will it “live”?

• Where will it take place?
IPE Instructional Design: WHEN

• When will it occur for your learners as it relates to their uniprofessional curriculum?
• When does it occur in relation to other IPE activities/programs?

• When will it occur?
  – You CAN conquer the schedule!
IPE Instructional Design: HOW

• Create something new or modify something that already exists?

• Possible Vectors for delivering IPE
  – Clinical case (paper, TBL)
  – Team skills workshops (synchronous vs. asynchronous)
  – Simulations
  – Clerkships
  – Service-learning
  – Senior/Health Mentors
  – Quality Improvement
  – Online
IPE Faculty Development

• Skills Required to be an IPE Facilitator
  – Professionally neutral
  – Motivate, encourage, and support IP process
  – Listen actively
  – Encourage diplomacy
  – Encourage diversity
  – Flexibility
  – Understand and respond to group dynamics
  – Observe, reflect, summarize

Journal of Interprofessional Care, July 2010;24:375-85.
Recruit and train participants

Build capacity for growth and improvement
Evaluation and Assessment

- Satisfaction
- Attitudes
- Knowledge
- Skills
- Behaviors

- Qualitative vs. Quantitative

- Link evaluation and assessment back to IPEC competency domains
Examples from the trenches at MUSC
### IP Curricula at MUSC- College of Pharmacy Example

<table>
<thead>
<tr>
<th>Year</th>
<th>IPE Activities/Courses</th>
<th>IP DAY</th>
<th>IP ELECTIVES</th>
<th>IP SENIOR MENTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>IP710 COURSE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P2</td>
<td>IP DAY</td>
<td>IP DRUG INFO</td>
<td>IP ELECTIVES</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>[pharm + nursing]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P3</td>
<td>ACLS SIMULATION</td>
<td>SIRE SIMULATIONS</td>
<td>IP SENIOR MENTOR</td>
<td>IP ELECTIVES</td>
</tr>
<tr>
<td></td>
<td>[pharm + PA]</td>
<td>[pharm + nursing]</td>
<td>[pharm + medicine]</td>
<td></td>
</tr>
<tr>
<td>P4</td>
<td>ISLP</td>
<td>SCOP</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[pharm + PA + MHA]</td>
<td></td>
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</tbody>
</table>

**KEY:**

- **RED** = REQUIRED FOR ALL MUSC STUDENTS
- **BLUE** = REQUIRED FOR ALL OF AT LEAST 2 PROFESSIONS
- **GREEN** = REQUIRED FOR ALL PHARMACY STUDENTS (NOT REQ’D FOR ALL STUDENTS FROM OTHER PROFESSIONS)
- **GRAY** = ELECTIVE
- **YELLOW** = PILOT PROGRAM

1=IPEC Values/Ethics for Interprofessional Practice
2=IPEC Roles and Responsibilities
3=IPEC Interprofessional Communication
4=IPEC Teams and Teamwork
Extracurricular IPE Activities at MUSC

- Presidential Scholars Program
- Clarion Competition
- Student Interprofessional Society
What Is YOUR Recipe?
Questions?