APPROACHES FOR PRECEPTOR AND PRACTICE SITE DEVELOPMENT TO FACILITATE INTERPROFESSIONAL LEARNING IN PRACTICE

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Collaborating Across Borders VI Symposium
October 2017
Disclosures

The presenters have a current partnership with the National Center for Interprofessional Practice and Education and are a part of the professional development programming offered through the National Center.
Acknowledgements

• Partnership between the University of Kansas and the National Center for Interprofessional Practice and Education
• Funding from Josiah Macy Jr. Foundation
• National Center for Interprofessional Practice and Education Staff
Learning Objectives

1. Describe the need for professional development that targets preceptors and practice sites for interprofessional learning in practice.

2. Compare and contrast a variety of approaches for interprofessional preceptor and practice site development.

3. Identify existing resources or opportunities for preceptor and practice site development that are available for customized needs at the participants’ institutions.
Interprofessional Learning IN Practice: Key Concepts
The Preceptors in the Nexus: Interprofessional Learning IN Practice Institute was developed by the National Center for Interprofessional Practice and Education through a collaboration with Sarah Shrader, PharmD, & Jana Zaudke, MD, & Stephen Jernigan, PhD, PT and the University of Kansas Medical Center. Workshop attendees may use this workshop resource for non-commercial, professional development.

Interprofessional Jargon

• **Agree on preceptor and agree on rotation**

• **Interprofessional Learning IN Practice**
  – Interprofessional education in clinical settings
  – Interprofessional practice-based learning
  – Interprofessional placements
  – Interprofessional workplace-based learning
  – Interprofessional practice

• **Interprofessional Preceptor**
  – Intentionally including/educating learners from multiple professions in authentic practice-based environments, combining patient care and clinical teaching with explicit conversations/reflections about how interprofessional collaboration and the IPE competencies contribute to high-quality, patient-centered, team-based care

• **Interchangeable Preceptor**
  – Similar to above, except a preceptor from a different profession precepts the learner(s)
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Key Concept #1: Co-Location is NOT Interprofessional Learning IN Practice...You Must be Intentional and Explicit
What Do the Learners Say?

- Series of longitudinal studies regarding student attitudes about IPECP\textsuperscript{1,2}
  - Initial: favorable
  - Middle: skepticism (while on rotations)
  - 1-year practice: beginning to be favorable again
- Qualitative study of recent grads on IPE experiences\textsuperscript{3}
  - Unanimous value of IPE (best experiences “authentic” and “practice-based”)
  - Want more in clinical environment (many “missed opportunities”)
- Qualitative assessment of learners on longitudinal IPE in practice\textsuperscript{4}
  - Preceptors need development
- Qualitative assessment of the hidden curriculum influence on clinical placements\textsuperscript{5}
  - Students saw many demonstrations of poor interprofessional collaboration among clinicians and learned inappropriate behaviors
What Do the Learners Say?

– Series of longitudinal studies regarding student attitudes about IPECP\textsuperscript{1,2}
  • Initial: favorable
  • Middle: skepticism (while on rotations)

Key Concept #2: Hidden Curriculum has a Powerful Influence on Interprofessional Learning IN Practice

– Qualitative assessment of the hidden curriculum influence on clinical placements\textsuperscript{5}
  • Students saw many demonstrations of poor interprofessional collaboration among clinicians and learned inappropriate behaviors
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Key Concept #3: The Learners are Not Only Students in Interprofessional Learning IN Practice
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Key Concept #4: Reflection and Debriefing on Action is Critical for Interprofessional Learning IN Practice
Interprofessional Learning IN Practice

Interprofessional Learning IN Practice

Key Concept #5: Learners are Value-Added and Can Create Practice Transformation for Interprofessional Learning IN Practice

Approaches to Preceptor and Practice Site Development

• Basic content delivered via website, brochures, presentations
• Online modules and tools
• Workshops
• Simulation
• Comprehensive site assessment
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Preceptors in the Nexus Toolkit

https://nexusipe.org/engaging/learning-system/preceptors-nexus-toolkit
Preceptors in the Nexus: Interprofessional Learning IN Practice
A New Models of Care Require New Models of Learning Institute

March 8-9, 2018
Doubletree by Hilton Minneapolis - University Area
511 Huron Boulevard, Minneapolis, MN 55414

The National Center for Interprofessional Practice and Education is pleased to present Preceptors in the Nexus: Interprofessional Learning IN Practice. This two-day workshop offers interprofessional teams the knowledge to enhance interprofessional learning and team-based collaborative practice at their site. To further support networking and learning after six months, the Preceptors in the Nexus (PIN) team will offer a two-hour online symposium and "office hours". This feature will encourage accountability for the teams to implement an interprofessional learning IN practice project to work toward implementing intentional interprofessional education and transforming practice environments.

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Simulation Approach to Preceptor and Practice Site Development
Interprofessional OSTE (iOSTE)

• Interprofessional Objective Structured Teaching Experience (iOSTE)
  – Full Version=Simulation Using Standardized Students
  – Short Version=Simulation Using Participant Role Play

Interprofessional Precepting Module

Uncertain about the best way to precept interprofessional teams of learners?

Learn some best practices for interprofessional precepting and make a plan for implementing them with your next group of learners.  

Begin!

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Five iOSTE Scenarios

Coaching and debriefing throughout

1. **debrief a small group** of IP students, even in the face of reluctant and disruptive behavior
2. **precept an IP student team**, even when the team is dysfunctional and dominated by one voice
3. **evaluate an IP student team’s** communication and patient care, offering up difficult and timely feedback
4. **precept an IP student team** “with and in front of the patient”, even when the team is used to the more traditional style of patient presentations
5. **co-precept an IP student team**, debriefing about the interprofessional teamwork and communication
iOSTE for Faculty Development

• From Simulation to Live Practice
  – Nurse preceptor: *I really appreciated the opportunity to practice in a setting that had no risk…which is why we do simulations for our students.*

  – Physician preceptor: *I have already changed how we present from the formal H&P with the med student/resident dominating, to a problem-based presentation that includes all [med, pharm, PT and OT] student voices.*
Interprofessional Debriefing

• What went *well* in regards to interprofessional collaboration?
• What would you *change* in regards to interprofessional collaboration?
• Major “take-away” (golden nuggets)?

The Plus/Delta Debrief Approach
Video Trigger Debriefing Activity

1) Identify opportunities for debriefing

2) Consider how you might debrief the student(s) around this opportunity

3) Practice debriefing with the person next to you
KUMC IPE

Video of Ineffective Interprofessional Teamwork
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Additional Debriefing Resources


The Institute for Medical Simulation. Comprehensive Instructor Workshop

Comprehensive Site Assessment Approach to Preceptor and Practice Site Development
InSITE
Interprofessional Education Site Evaluation

• Developed with the National Center and with real-world use by the University of Kansas

• Purpose
  – Define IPE – don’t know what we don’t know
  – Culture change – heighten team awareness
  – Learning IN Practice – learn about IPE, learn about yourself, reflect, debrief
InSITE
Interprofessional Education Site Evaluation

• Key Concept #1: Co-Location is NOT Interprofessional Learning IN Practice...You Must be **Intentional and Explicit**

• Key Concept #2: **Hidden Curriculum** has a Powerful Influence on Interprofessional Learning IN Practice

• Key Concept #3: The **Learners are Not Only Students** in Interprofessional Learning IN Practice

• Key Concept #4: **Reflection and Debriefing** on Action is Critical for Interprofessional Learning IN Practice

• Key Concept #5: **Learners are Value-Added** and Can Create Practice Transformation for Interprofessional Learning IN Practice
InSITE
Interprofessional Education Site Evaluation

• InSITE – Interprofessional Education SITE Readiness Assessment Tool

• Addresses these Key Concepts
InSITE
Interprofessional Education Site Evaluation

• Tool and Process

• Tool – 4 Domains
  – Learner Experience
  – Preceptors at the Site
  – Site Infrastructure
  – Culture
  – Organizational Support

• Tool completed individually by people representing multiple professions
  – Helps to define IPE as you go through it
InSITE
Interprofessional Education Site Evaluation

• Process
  – Those from a site who completed it individually come together for a facilitated discussion.
  – The end goal is a consensus survey for the team.

• Consensus - goal is one survey representing the view of the team
  – Starts culture change
  – Learning IN Practice

• Facilitated – best if done by a neutral person
  – Innocent bystander
  – Can ask about elephants in the room
InSITE
Interprofessional Education Site Evaluation

• Use the findings to focus changes for your site
  – Highlight strengths
  – Work on weaknesses

• Redo the process when it makes sense for the changes you make.
• Today
  – Exposure to two of the five domains
    • Site Infrastructure
    • Site Culture
  – Think of your own clinical site or one you know and complete these two domains
  – Mock facilitated discussion
Using the InSITE

• Fill out the 2 domains on the InSITE survey on your table

• Think of your own clinical site or one you know and complete these two domains
Mock Facilitated discussion

- Bringing the individuals together for facilitated discussion
- Reach consensus on entire survey

- Video
• Debriefing
  – How might you use this tool at home?
Preceptors in the Nexus – March 8-9, 2018

Preceptors in the Nexus

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Minneapolis, Minnesota

For more information: www.nexusipe.org
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THANK YOU!

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