THE ESSENTIAL ROLE OF THE ACADEMIC-PRACTICE PARTNERSHIP IN INTERPROFESSIONAL CLINICAL EDUCATION

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Collaboration Across Borders VI
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The Challenge

- Mandate to focus on IPP for safety and quality in the provision of patient-centered care.
- IPE is essential to prepare a collaboration ready workforce
- Difficult to translate IPE into IPP—connecting didactic information directly to clinical practice
- Critical to develop collaborative partnerships between academic institutions and clinical sites
Interprofessional Collaboration

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

- Role clarification
- Team functioning
- Collaborative leadership
- Patient/client-centered care
- Interprofessional communication
- Interprofessional conflict resolution
Objectives

- Discuss the impact of academic-practice partnerships and leadership for creating strong interprofessional clinical relationships.

- Discuss strategies to address challenges to implementing interprofessional clinical education that strengthens academic and clinical environments.

- Develop ideas for building a strong academic-clinical partnership to support interprofessional clinical experiences in your own settings.
MGH Institute of Health Professions (IHP)

School of Health and Rehabilitation Sciences
- Communication Sciences and Disorders
- Occupational Therapy
- Physical Therapy
- Physician Assistant
- PhD in Rehabilitation Sciences

School of Nursing
- BSN (post-baccalaureate)
- MS (NP)
- RN to MS
- Doctor of Nursing Practice
Massachusetts General Hospital

- Founding member of the Partners HealthCare System
- 1,050 bed medical center in Boston
- Teaching hospital affiliated with Harvard Medical School
- Patient Care Services
- Commitment to interprofessional patient-centered care
Alignment & Timing

- Leadership with a vision and commitment to IPE & IPP
- 2011 IPEC competencies
- Interprofessional initiatives
  - Collaborative Governance
  - IHP IMPACT program
- Emerging focus on IPE mandates for accreditation
Building a Collaborative Relationship

- Shared commitment to exemplary professional practice and student success
- Established discipline-specific academic-clinical partnerships over many years
- Established leadership relationships through various initiatives at all levels
  - Relationships ≠ placements
- Shared incentives and resources
Common Interests
Common Values
Common Goals
Interprofessional Education at IHP

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- Occupational Therapy
- Physical Therapy
- Physician Assistant
- PhD in Rehabilitation Sciences

School of Nursing

BSN (post-baccalaureate)

MS (NP)

RN to MS

Doctor of Nursing Practice
History of Dedicated Education Units

First DEU, 1990

Exclusive academic-practice partnership

Nursing model

- Addressing nursing faculty shortages
- Involving nursing staff as clinical instructors
- Increasing capacity for clinical education
- Focus on nursing knowledge and skills
Evolution of the IPDEU
For video:

www.mghihp.edu/overview/interprofessional-education
THE IPDEU JOURNEY
Initial IPDEU Model

- 12 half day sessions/semester - 12 students
  - In IMPACT simultaneously, early in programs
- Assigned to a nurse clinical instructor
- Student dyads assigned to follow to one patient
- Disciplinary and IP objectives
- Clinical Faculty Coordinators (CFCs)
- 1 hr debriefing
- Brief orientation
- Rich experiences
IPDEU – First Iteration Challenges

- Required over-staffing - productivity & staffing
- Lack of interprofessional focus
  - CIs struggled with new teaching role
  - Dual learning objectives
- Insufficient CI training
- Some disengaged students & faculty
- IPDEU experience seen as extra work
- Logistics and scalability
IPDEU – Considerations for Revision

- Cost neutral and patient-centered
- Clinical faculty had to maintain productivity
- Develop interprofessional teaching strategies
- Focus on IPEC competencies only
- Add additional units
- Accommodate more students
- Student and instructor workload
- CI title
IPDEU – Current Model

- Three units
- Two ½ day sessions (over two consecutive weeks) - 16 students every 2 weeks/unit
- Increased students from 12 to 144 per semester
- Interprofessional Practice Instructors (IPIs)
- IPIs maintaining responsibilities in real time
- No discipline-specific clinical skills
- Revised teaching model and IPI training
IPDEU: Process for Revisions

- From Steering Committee to Leadership Team
- From quarterly to bi-weekly meetings
- From CI to Interprofessional Practice Instructor
- Focus groups → Revised training
- Creation of a new model
- Grant funding
Old Model

New Model
Low Impact  
- Over staffing  
- Decreased productivity

High Impact  
- No additional staffing  
- Maintain productivity

High Resource  
Low Resource

Low Impact  
High Impact
• CIs not skilled in IPE

• IPI training
- Low Impact
  - ~200 students/semester
  - High Impact
  - ~200 students/semester

- High Resource
  - 24 students/semester
  - Low Resource

MHG INSTITUTE OF HEALTH PROFESSIONS
MASSACHUSETTS GENERAL HOSPITAL
- IPE and discipline objectives

- IPE objectives only
Low Impact  

• 1 hour debriefing

High Impact

• ½ hour debriefing

Low Resource  

High Resource
IPDEU STRUCTURE
Overcoming Challenges Together

- Costs and productivity
- Scalability
- Scheduling and Logistics
- Training interprofessional practice instructors
- Making IPP visible and valued
- Curriculum considerations
- Sustainability
Future Directions

- Exploring outcomes for different stakeholders
- Expand visibility of health professions across the institutions
- Additional grant funding
- Identify future opportunities for collaboration
What are your goals for IPE/IPP partnerships?

What are your opportunities?

What are your potential barriers?

What are potential strategies?