Longitudinal Integration of Patient- and Family-Centered Care Teaching and Practice within Interprofessional Education Curriculum

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Learning Objectives

• Describe the structure and common elements used to align interprofessional learning activities and patient- and family-centered care goals at an academic health center
• Describe the incorporation of PFCC staff in IPE initiatives
• Identify resources for integration of PFCC concepts and IPE
About UAMS

- Established in 1879
- Arkansas’ only academic medical center
- More than 10,000 employees + 2,890 students + 804 residents
- Regional clinics and educational centers
- Level 1 trauma center
- 416 beds + 64 NICU + 40 Behavioral Health
- Affiliates – Arkansas Children’s Hospital and Veterans’ Affairs Medical Center
- 7 institutes – cancer, eye, aging, myeloma, psychiatry, research, spine
- UAMShealth.com – 1.7 million visits per year
We believe that to become safe, effective, high reliability organizations, health care organizations must implement five major transforming concepts:

1. *Transparency must be a practiced value in everything we do*;
2. *Care must be delivered by multidisciplinary teams working in integrated care platforms*;
3. **Patients must become full partners in all aspects of health care**;
4. *Health care workers need to find joy and meaning in their work*; and
5. **Medical education must be redesigned to prepare new professionals to function in this new environment.**
PFCC Integration at UAMS:

- 12 Advisory Councils Operational
- Alignment with Service Line Development
- Patient/family membership on 33 UAMS Committees/Workgroups
- 132 Patient and Family Advisors Engaged
- Contributing over 4,600 volunteer hours annually
- Family Faculty participated in 32 events reaching 2,816 students/faculty/public
Why Integrate PFCC and IPE?

• Interprofessional education constitutes a unique opportunity to make patient engagement a reality.

~ Macy Foundation, 2014
What Are the Benefits of Involving Patients and Families as Educators in IPE? ★★★★★★

• Better understanding of and respect for the challenges and burdens that illness and injury cause patients and their families.

• Enhanced skills in communicating and partnering with patients and families in clinical encounters.

• Improved ability to raise issues and concerns constructively.

• Enhanced skills in managing conflict and resolving issues.
Recognition of the need to include the “voice” of patients and families in every aspect of health care to improve **quality**, **safety**, and **experience**.

Involving patients and families in education offers insight and perspective about the health care system and can enhance learning for clinicians at all levels (students and experienced practitioners) and of all disciplines.

*Institute for Patient- and Family-Centered Care*
Key Elements of Involving Patient/Family Educators

1. Co-design education model
2. Co-develop curriculum
3. Deliver curriculum
4. Evaluate effectiveness of education
IPE at UAMS

• Office of IPE established in 2013
  • 2013 model: 0.5 FTE Director and 1 support staff
  • Current model: 2 Directors (0.25 each), Program Manager, Program Administrator, Administrative Assistant, 0.5 FTE Assessment Associate, 20 hrs/wk Education Coordinators

• 5 Pillar Teams

• Campus-wide IPE graduation requirement approved Spring 2015 for students matriculating Fall 2015 and forward

• Reorientation of Education, Research, Practice, Health-system

SO MANY OPPORTUNITIES for students and faculty!
Office Infrastructure

Office of IPE

- Curriculum Implementation & Evaluation
- Development
- Scholarship and Research
- Faculty Development
- Collaborative Practice
UAMS Triple Aim IPE Framework: The Institute for Healthcare Improvement...

... articulates that the goal of health care transformation is to meet the **Triple Aim**.

- Productivity
- Sustainability
- Cost effective
- Comparatively effective

- Patient satisfaction
- Outcomes
- Quality
- Safety

- Risk management through pooling
- Preventive care
- Socio-economically impactful

IPE Curriculum at UAMS

**EXPOSURE (NOVICE)**
- ½ day workshop
- Content: Triple Aim, PFCC, Health Literacy, Cultural Competence, SDOH, etc

**IMMERSION (INTERMEDIATE)**
- Triple aim Project
- Error disclosure simulation

**COMPETENCE (ADVANCED)**
- ½ day workshop
- Practice Activity
- Student Educator Activity

Bridge activity: Common book, Clinical rounds, 12th St HWC Center, reflection

Bridge activity: Evaluation, reflection
1 - EXPOSURE WORKSHOP – 11 Workshops (2 Online), ~1940 students
2 – BRIDGE TRANSITION - > 20 activities (3 Online) ~1200 students
3 – TRIPLE AIM PROJECT – 32 projects, 66 teams, ~360 students
4 – SIMULATION – 8 simulations, ~ 930 students
5 - COMPETENCE WORKSHOP – 1 Workshop, ~ 200 students
6 – PRACTICE ACTIVITY - 120 students
7 – STUDENT EDUCATOR ACTIVITY – 120 students
PFCC/IPE at UAMS

Invite PFCC staff and patient/family advisors to serve (IPE Steering, Curriculum Pillar, Collaborative Practice Pillar)

Engage patients and families as co-developers of curriculum

Advisors and students understand their participation has the potential to make a difference through patient/family evaluation of performance.

**Recognized by the IPFCC as a Best Practice Exemplar.**
Objectives from IPE Core Activities

• Recognize the *interests of patients* and populations belong at the *center* of interprofessional health care delivery.

• List the three components of the Triple Aim. – *Improve the patient care experience*

**EXPOSURE WORKSHOP (~ 3 hours)**
This introductory ½ day workshop includes exposure to the key concepts of:
- The Triple Aim
- IPEC Domains: Roles and responsibilities, Effective communication, Values and Ethics, Teamwork
- **Patient and Family Centered Care**
- Health literacy
- Social determinants of health and Arkansas’ most prevalent health disparities
- Cultural competency coordinated by the Office of Global Health
- Health economics: the role of the provider, the payers, and society

**TRANSITION (EXPOSURE to IMMERSION): bridge IP activity (~ 3-4 hours)**
Participate in (1) UAMS Common Book/movie, (2) volunteer at the 12th Street Health and Wellness Center or other interprofessional free or reduced cost clinic, or (3) observe interdisciplinary rounds/clinic AND complete a reflection.

- Movie - discussion of patient and family experience
- Reflection - impact on Triple Aim (improvement of patient experience)

**IMMERSION**

**TRIPLE AIM PROJECT (~ 6-8 hours)**
Interprofessional teams (3-8 students) participate in 1 of 3 Triple Aim Tracks:
- Patient experience/care improvement;
- Population health improvement; or
- Health care cost reduction.

Teams develop a structured and complete proposal to meet triple aim goals and objectives. Teams present at an event to compete for the best proposal.

- 21 teams to date:
  - Patient Complaints
  - Non-English Speaking Patients
  - LGBTQ Education

**SIMULATION ACTIVITY (~ 1-2 hours)**
Teams participate in a simulation session.
- Error Disclosure
- Immunization Education
- Hypertensive Emergency

All simulations include a standard PFCC checklist and debriefing.

**COMPETENCE WORKSHOP (~ 2.5 hours)**
Summative ½ day workshop delivering advanced triple aim content relevant to learners entering practice or post-graduate training.
- Up to date literature review to support IPC practice, Health Literacy, **Patient and Family Centered Care**, Cultural Competency, and other social determinants of health.
- Quality improvement processes and initiatives that exist to affect system change.
- Update on successful IMMERSION projects to demonstrate how team-based efforts contribute to meeting the triple aim.

**REQUIRED “PRACTICE” ACTIVITY (~ 2-4 hours)**
Completion of a service learning project/activity or high fidelity simulation with an IP team - Health Fair, IP clinic, SIM Wars, seminar presentation, etc. AND complete a reflection.

**STUDENT EDUCATOR ACTIVITY (~ 2-4 hours)**
Students “circle back” in the IPE coursework AND complete a reflection:
- Co-facilitators for EXPOSURE/IMMERSION sessions
- Mentor students in simulation activities, health fairs, etc that target improved outcomes with a **patient-centered** or healthcare focus.
- Serve on student advisory board/leader for interprofessional clinics or similar event.
Interprofessional Simulations

• ~ 930 students
  • Error Disclosure
  • Hypertensive Emergency
  • Immunization Education
  • Research Advocacy
  • Positive Syphilis Test Result
• PFCC course
• Continuous Professional Training for Clinicians

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Patient and Family Centered Care

<table>
<thead>
<tr>
<th>I introduced myself.</th>
<th>I explained my role.</th>
</tr>
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<tbody>
<tr>
<td>I/we invited patient/family to talk and share their perspective.</td>
<td>I/we actively listened to the patient/family without interrupting.</td>
</tr>
<tr>
<td>I/we invited patient/family to ask questions.</td>
<td>I answered questions in relation to my role/responsibilities on the team.</td>
</tr>
<tr>
<td>I/we solicited information from patient/family.</td>
<td>I/we asked patient/family if we addressed all concerns.</td>
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IPC and PFCC *In Situ* Simulations

- Stat C-section
  - Nurses; obstetricians; anesthesiologists; surgical technologists
  - Standardized patient

- Myocardial infarction in Oral Health Clinic
  - Dental assistants; dental hygienists; dentists; office staff
  - Standardized patient
Practice Activity

• Great Strides Walk for Cystic Fibrosis
• ~ 9 students, 3 faculty
• Followed completion of PFCC-focused Triple Aim Project to increase Cystic Fibrosis Awareness
Triple Aim Project Proposal

Teams of 3-7 students develop a proposal to address a Triple Aim Goal

- *Improve patient experience*
- *Improve population health*
- *Reduce cost of care*

- Written summary (< 3 pages)
- Presentation (~ 10 min)
- Faculty and peer student teams assess projects using a rubric with 7 criteria.

- 21 projects completed
- 188 students from 13 programs (35 teams)

Example Topics

- LGBTQ Awareness
- Patient Satisfaction Scores
- Non-English Speaking Patients
- Cystic Fibrosis Awareness
- Patient Complaints
Book and Movie IPE Events

• IPE Movie Night – 20 films partnered with Health Awareness focus/topic
• PFCC section in every discussion of “Look for it, Listen for it”
• Common reading – The Deadly Choices at Memorial

Lessons Learned

• Meet/exceed all IPE accreditation standards.
• Minimize “add-on” impact to current curricula.
  • Inclusion of basic science students enhances impact.
• Ensure curriculum contributes to institutional mission/goals.
• Design curriculum with focus on state/region-specific issues.
  • Include Patient/Family Faculty on teams & committees.
• Keep the model simple & focused on health outcomes.
Office of Interprofessional Education

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