

Addressing the IHI Triple Aim using the TIPEL Model

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Presentation Objectives

- Describe a community-based IPCP program;
- Demonstrate how the TIPEL model can be tailored to address IPCP Core Competencies and the IHI Triple Aims; and
- Evaluate effectiveness of a community-based IPCP program.



2015-2016 IP Fellows

About the IP Fellow Initiative @ USA

Three year grant project funded through HRSA (2013-2016)

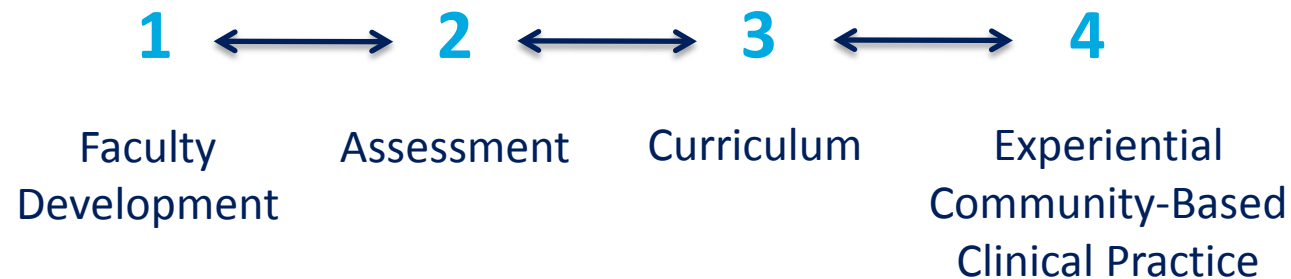
The goal of this project was to:

- o collaborate among health professions' to develop interprofessional community-based clinical experiences,
- o build faculty and student IP core competency skills, and
- o utilize interprofessional teams to structure solutions to clinical issues to improve patient outcomes.



About the IP Fellow Initiative @ USA

The mission of the IPCP experiences is to "... increase exposure to interprofessional education and clinical practice environments for all health professionals. This transformation will focus on the F.A.C.E. of the next generation of health care delivery.



Collaborative partnerships with community-based settings serving diverse populations is an authentic application.

About the IP Fellow Initiative @ USA



All students who completed a minimum of 1 semester were recognized at the end of the year as an "***Interprofessional Fellow***" receiving an IP Fellow Certificate and lapel pin with the IP Fellow Logo.

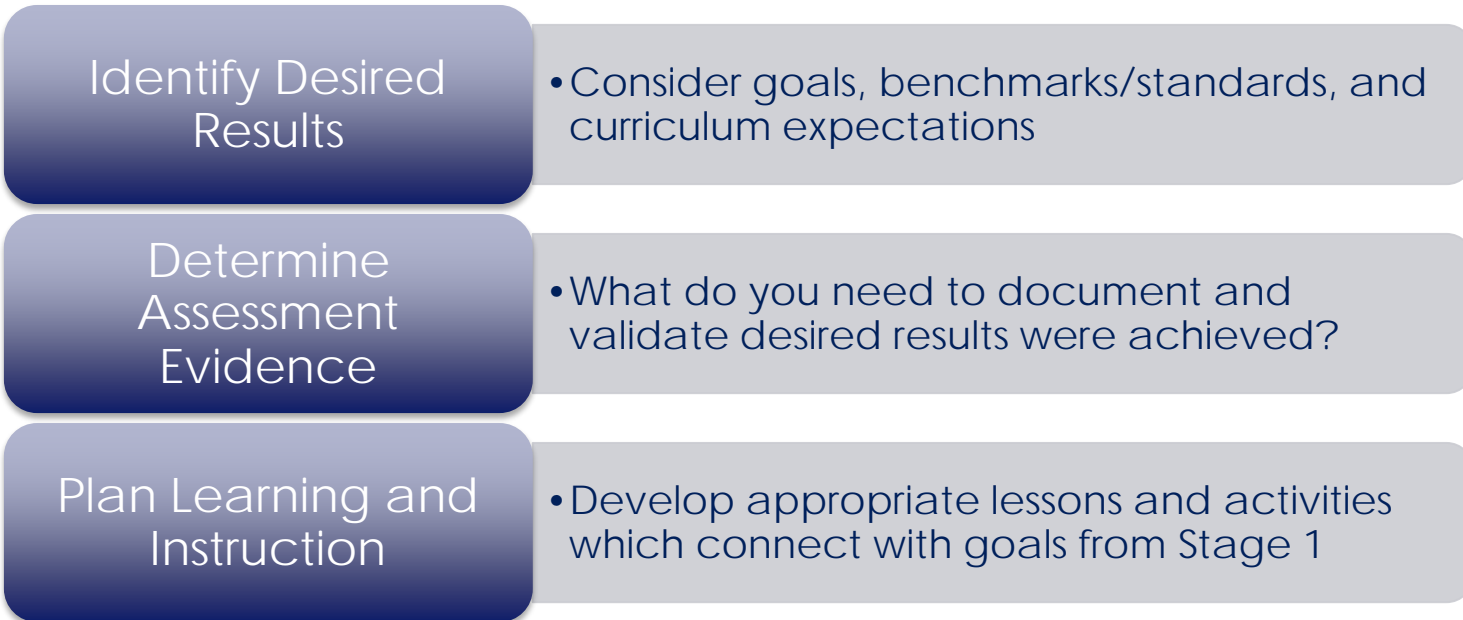
In year 3 (2015-2016) the TIPEL Model was deployed and the top interprofessional team (based on iRAT and tRAT scores) were awarded the "***Interprofessional Transformer Award***".

Project faculty and students were recognized for their interprofessional service and scholarly work over the academic year.

Designing IPCP Experiences

Understanding by Design (McTighe & Wiggins, 2005)

Propose a three-stage Backward Design model which focuses on assessment of understanding and learning transfer.



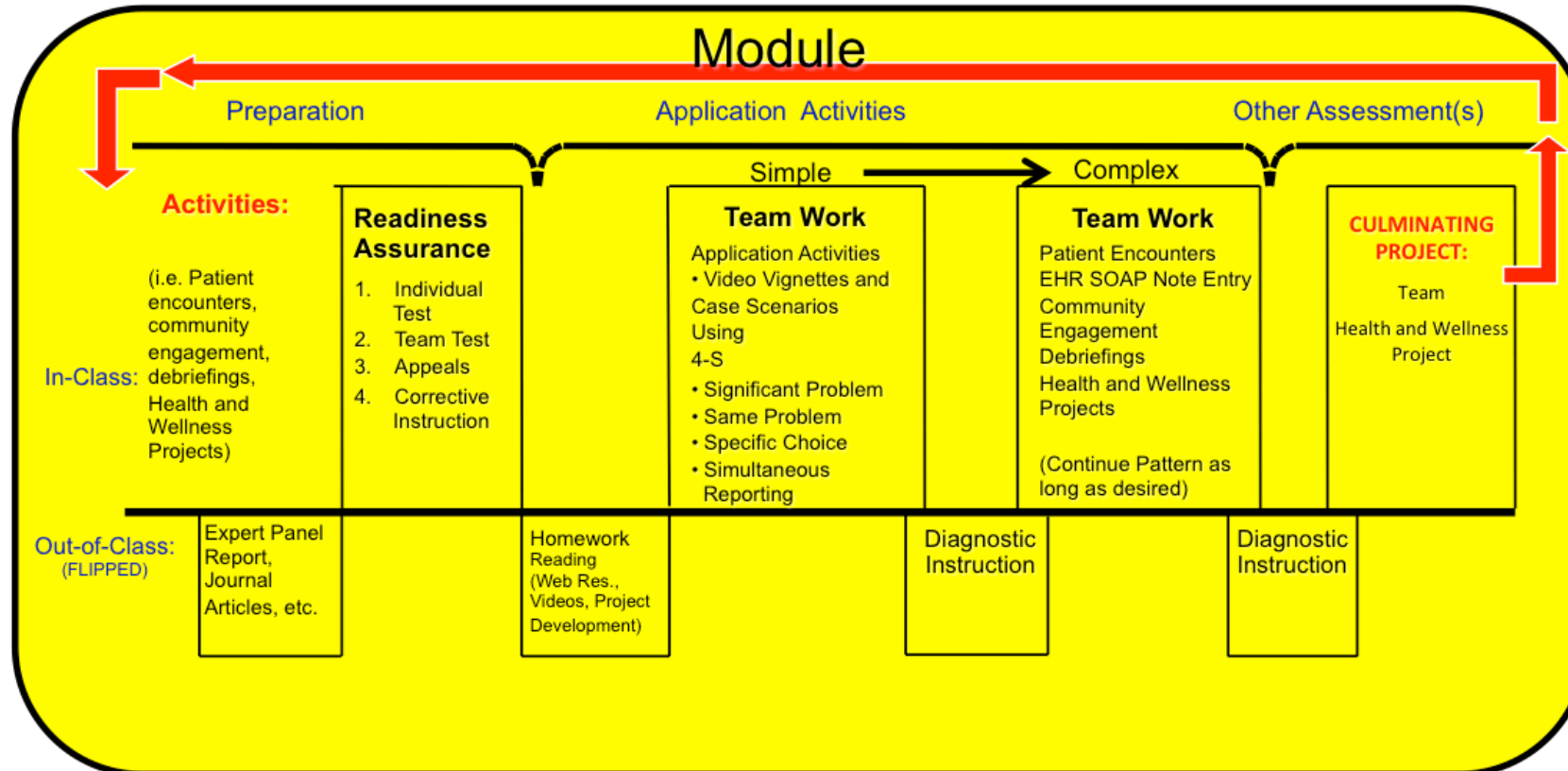
Team-Based Learning

Team-Based Learning (Michaelsen & Richards, 2005)

A collaborative learning strategy that uses a three-step cycle to improve critical thinking, communication, and collaboration skills.



Team-Based Learning Implementation



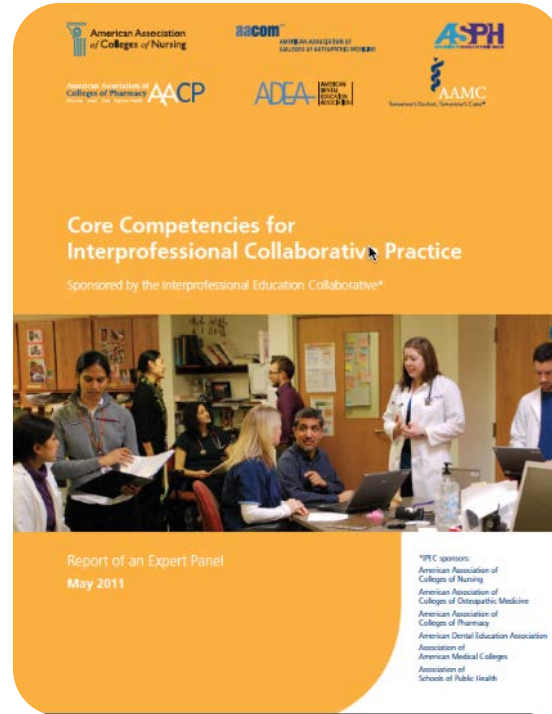
TBL Modules IPCP Core Competencies

Core Competency 1 Values/Ethics for IP Practice

Work with individuals of other professions to maintain a climate of mutual respect and shared values.

Core Competency 2 Roles/Responsibilities

Use the knowledge of one's own role and those of other professions to appropriately assess and address the healthcare needs of the patients and populations served.



Core Competency 3 Interprofessional Communication

Communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease.

Core Competency 4 Teams and Teamwork

Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient-/population-centered care that is safe, timely, efficient, effective, and equitable.

National Society for Experiential Education

Eight Principles of Good Practice for All Experiential Learning Activities

- ✓ **Intention:** Purposefulness in choosing the learning experience and the demonstration of knowledge applied
- ✓ **Preparedness and Planning:** Sufficient foundation to support a successful experience while adhering to the intention
- ✓ **Authenticity:** Real world context that is useful and/or meaningful to the applied setting or situation
- ✓ **Reflection:** Transforms simple experience to learning experience where knowledge is discovered and internalized. Essential for adjusting the experience and measuring outcomes

Source: National Society for Experiential Education. Presented at the 1998 Annual Meeting, Norfolk, VA.

National Society for Experiential Education

Eight Principles of Good Practice for All Experiential Learning Activities

- ✓ **Orientation and Training:** Learners get important background information about each other and understand the context, environment and skill required for the experience to take place
- ✓ **Monitoring and Continuous Improvement:** Represents the formative evaluation tools
- ✓ **Assessment and Evaluation:** Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes
- ✓ **Acknowledgement/Recognition:** Recognition of the learning and impact of the experience. All parties involved should be recognized and/or acknowledged.

Source: National Society for Experiential Education. Presented at the 1998 Annual Meeting, Norfolk, VA.

Experiential Learning Implementation

Community Based Site

- Work with 15 PLACE Staff and Social Work (as available)
- Conduct Patient Health and Wellness Visits
 - Visits could include:
 - BP/BG Checks
 - Vitals
 - PE (heart, lungs, periphery)
- Acute Care Assessment
- Generate medical history list (medical/social history, medications, allergies, surgeries, problem list)
- Facilitate Emergency Medical Services
- Conduct Health/Mental Illness Screenings
- Refer to Healthcare for the Homeless and other providers
- Provide/Develop Resources

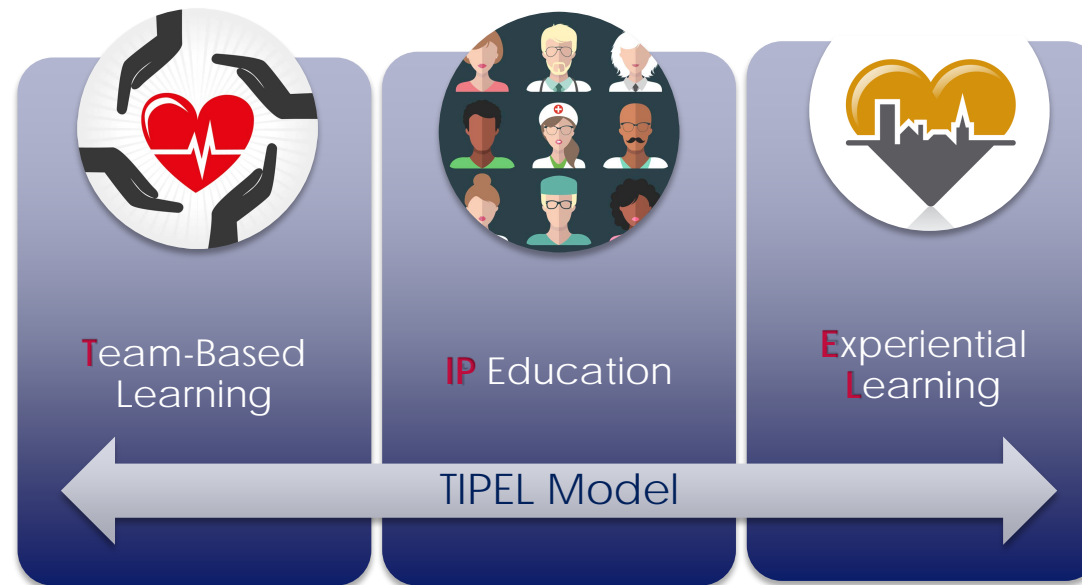
Experiential Learning Implementation

Population Health and Wellness Assessment Project

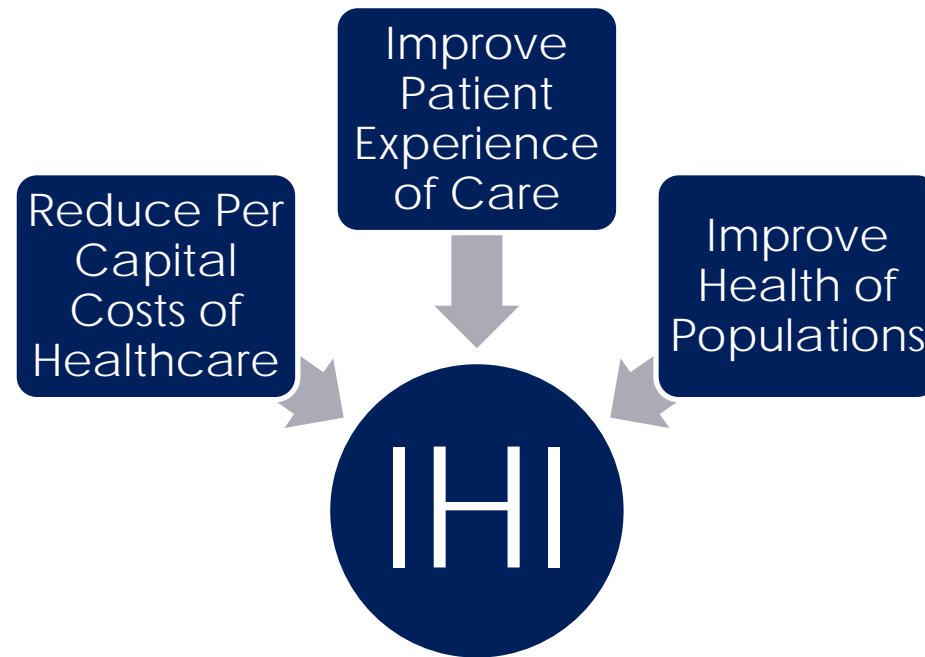
- Each team is given a health related topic and will hold an information booth about the topic for the guests at 15 PLACE at the end of the semester on the team's last clinical day.
- The team will be responsible for:
 - Health and Wellness Education
 - Identifying assessments (i.e. Pre- and Post-test) to measure guest knowledge attainment
 - Providing useful resources
 - Providing Health and Wellness Assessments related to the particular topic
- Teams are given time to discuss and plan the operational aspects of the health information booth at each clinic session.

TIPEL Model

A combination of unique strategies used as a model to deliver a core set of objectives: Student curricular & clinical learning objectives, interprofessional delivery of care, and community outreach and service.



Institute for Healthcare Improvement (IHI)



Overview of the IPCP Experiences

Interprofessional Orientation at the beginning of the semester

Students are assigned to an interprofessional team and week clinical rotation

- Teams are permanent throughout the experience

- Attend IPCP Experience every three weeks for a total of 4 times during the semester

Each IPCP Experience is focused on one of the four core competencies (using TBL as an instructional strategy)

Interprofessional Teams will rotate through EMR data entry, patient encounters, and health and wellness project development and conclude with a debriefing

Schedule of Events

(iRAT taken prior to coming to clinical experience)

- 1:00 to 1:15 Roll, Introduction, Announcements
- 1:15 to 1:30 tRAT
- 1:30 to 1:50 Application Activities (Video Vignettes/Case Scenarios)
- 1:50 to 4:20 Health and Wellness Clinic/ Project Development
 - 1:50 to 2:20 Team 1 Health and Wellness Team Visits
 - 2:20 to 2:50 Team 1 EHR SOAP Note Entry
 - 2:50 to 4:20 Team 1 Population Health Assignment
- 4:20 to 5:00 IP Team Debriefing

IPCP Experiences Debriefing Questions

1. What did you enjoy most about today's interprofessional experience working with the homeless population?
2. How did you feel when you first arrived today and walked in the facility?
3. How did the activities and events of today's encounter with the homeless population make you feel?
4. What were some questions that came up?
5. What were some of your challenges?
6. Give a brief description as to how this experience is relevant for you as a future health care provider.

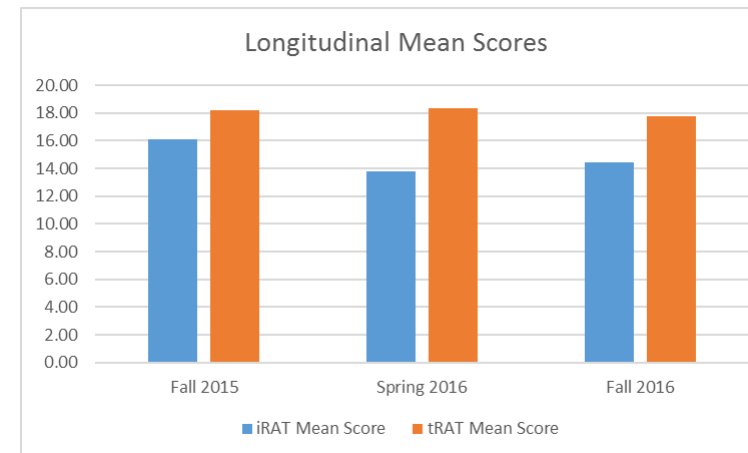
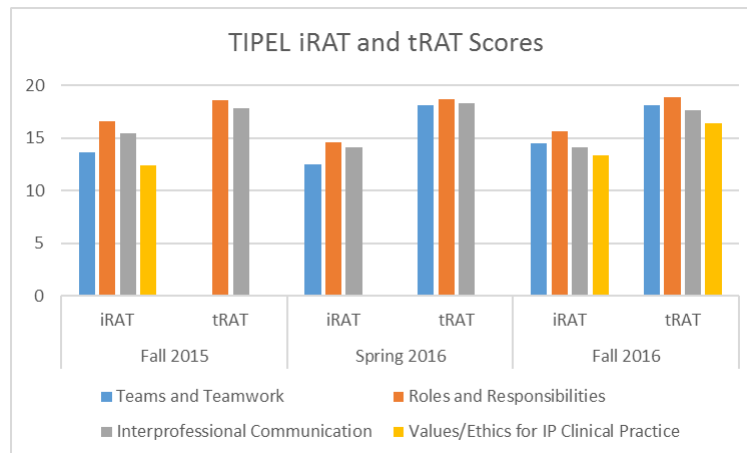
IPCP Experiences Debriefing Questions

7. What was your role today as part of the interprofessional team?
8. How did your team discuss, plan and carry out solutions or recommendations for the guest(s)?
9. What did you learn from your team members? Brief explanation
10. Do you feel that the group communicated well during this activity? Brief explanation
11. How will today's encounter assist you in working as a team member with other members of the healthcare team?
12. Other comments, thoughts or reflections?

TIPEL Evaluation- TBL

iRAT and tRAT scores were compared across competencies and semesters and showed in each comparison higher scores when the team worked together. The tRAT mean scores were 2.08, 4.54, and 3.35 points higher than the iRAT mean scores in Fall 2015, Spring 2016, and Fall 2016, respectively.

With respect to the specific competency, every tRAT score was higher in all semesters for all four competencies.



TIPEL Evaluation- IPEC Core Competencies

The most common themes in debriefing were a perceived benefit from working in an interprofessional setting and that students learned from each other both clinical skills and knowledge about each other's roles. Also, students saw each other as resources in accomplishing the task of seeing patients. An interesting theme was that several students initially came to the clinic with concerns about talking with those in other professions but once they worked as a team they were less intimidated.

Themes

- Perceived benefit of training in an interprofessional clinic for future work
- Learned about each other's training and roles and areas of overlap
- Learned skills from each other, saw other professions as a resource
- Learned how to talk to other professionals, less intimidating
- Differences between professions existed such as different perspectives
- Efficiency in working in a team with people with different skill set
- Provided patient-centered approach to care

TIPEL Evaluation- IHI

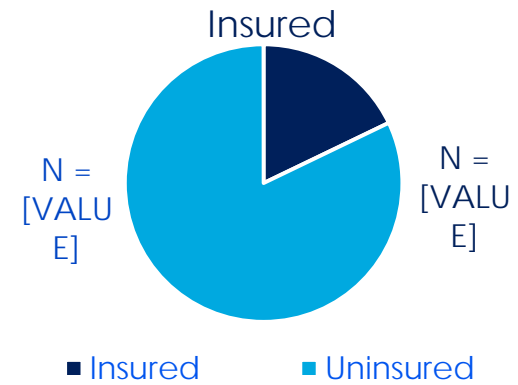
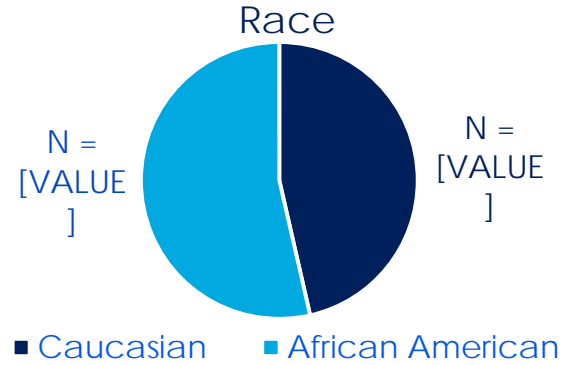
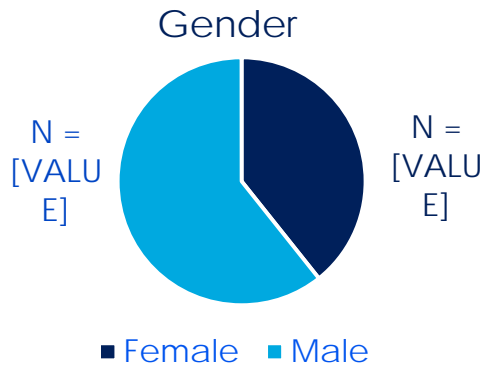
IHI Triple Aim Objective	Level of Attainment	Evidence	TIPEL Objectives
Reducing Per Capita Costs	<ul style="list-style-type: none"> • Reducing ER Burden • Reducing Episodic Care • Coordination of Resources 	Referrals (HCH), Patient Education (improving self efficacy), Collecting Supplies, Use of Community Resources, Finding Safe Places to Sleep	Working in IP teams to solve problems on site and offsite practice; Teams conducting health and wellness exams, screenings; Teams identifying roles and responsibilities reducing redundancy, working systematically
Improving Population Health	<ul style="list-style-type: none"> • Matching Need to Resources • Patient Education • Medication Consolidation • BP Screening • BG Screening 	Free Eye Glasses at Lions Club, Free/reduced medications (Ozanam Pharmacy), Patient Education, Medication Consolidations, Health Screenings	IP Teams conducting population assessments; Teams overseeing health information fair based on population assessment needs
Improving Patient Experience of Care	<ul style="list-style-type: none"> • Satisfaction • Communication • Perceived Health Outcomes 	Client Survey	IP Teams skilled in providing quality care and effective communication, practice of ethics and values



TIPEL Evaluation- IHI Patient Satisfaction (N = 28)

Age Range

Females: 22-67
Males: 22-58



TIPEL Evaluation- IHI Patient Satisfaction (N = 28)

Themes	Total number of questions where these themes specifically appeared	Total number of responses where these themes were perceived positively	Total number of responses where these themes were perceived negatively	Total number of responses where these themes were perceived as neutral responses
Communication	4	94/112 (84%)	6/112 (5%)	12/112 (11%)
Satisfaction	4	44/112 (39%)	0/94 (0%)	50/94 (53%)
Perceived Health Outcomes	3	62/84 (74%)	1/77 (1%)	14/77 (18%)

Of the 308 responses, 25 (approximately 8%) were omitted from calculations in the table as a result of ambiguity.

TIPEL Evaluation- IHI Patient Satisfaction (N = 28)

Communication:

"The students are helping so much with helping the people talk about their problems. I think the people here want to see the students more than anyone else."

"They listen and talk to me and it seems like they understand what I'm saying. They listen to me."

Satisfaction:

"They need to come all the time."

"I have had pretty good service here."

Perceived Health Outcomes:

"They checked my blood pressure. Helped out when it was too low. They help with resources and education."

"They help with my blood pressure, explain to me about diabetes, just all around what I need to do to be healthy."

Administrative Considerations

Buy-in



- University Administrators
- Education Programs
- Community Stakeholders

Training



- Project Faculty
- Students
- Clinical Site Preceptors
- Community Stakeholders

Evaluation/Assessment



- Effectiveness of Health Teams
- IP Core Competencies
- Patient Satisfaction
- **Health Outcomes***

Activity Coordination



- Schedules
- Development of Modules/Activities
- Refining and Expanding Simultaneously

Closing Remarks

The TIPEL model employs seamless integration of core competencies in curriculum and practice and allows for flexibility to adapt to learners at various stages of learning in the practice of interprofessional team-based care.

The TIPEL model overcomes conventional obstacles by integrating classroom style instruction with onsite community-based clinical experiences (connecting education to practice).

The TIPEL model allows users to train health professions' students while simultaneously advancing local health needs improving the quality and satisfaction of the vulnerable population it serves.



Questions??

Thank you for attending the session!

