Incorporating Interdisciplinary Teams into the Longitudinal Curriculum

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No financial/ conflict of interest to disclose
Background

- To date there is a great deal of emphasis on the process of teamwork in health care models
IOM 2003 Quality Initiative

- Work in Interdisciplinary teams
  - Employ evidence-based practice
  - Provide patient centered care
  - Apply quality improvement
  - Utilize informatics
IOM 2003 Quality Initiative

- Interdisciplinary team: composed of members from different professions and occupations with varied and specialized knowledge, skills and methods

- Work in interdisciplinary teams: Cooperate, collaborate, communicate and integrate care in teams to ensure that care is continuous and reliable

- Complex patients: Chronically ill, critical acute, geriatric, end of life
Team Care Models

- Improve
- Safety
- Cut cost

Error!
Here’s what you did wrong...
Ensuring student exposure to a variety of care providers can help them better understand the patient experience and team care models.
Schedule opportunities

• Options for sessions with a variety of care providers can help fill gaps in schedules and provide opportunities for students to fill white space.
To function--

- Must break down hierarchies and establish trust
- Learn about other team members background, expertise
- Basic group skills-communication, negotiation, delegation, time management, assessment of group dynamics, resolve conflicts
- Accurate and timely information to appropriate people
- Customize care and manage smooth transitions across time and locations
- Ensure excellence, reliability, continuity of care
- Communicate using a shared language

EBBP (Evidence Based Behavioral Practice), Cochrane, and the USPSTF are all examples of interdisciplinary models with associated processes that support evidence-based shared decision-making on interprofessional health care teams.
The Big Picture

- Student satisfaction is high with well-planned interdisciplinary learning opportunities.

- Students have been shown to learn more from working in diverse teams in contrast to working alone or only with students from their discipline.

- The US healthcare system will demand physicians that are able to be team players.

- There is an abundance of opportunities to incorporate interdisciplinary learning and taking advantage of this requires careful coordination.
Examples of Interprofessional Learning

- PT students develop MSK anatomy demo for medical students conducting dissections
- Pain assessment and management simulation with nursing student- medical student dyads
- Interdisciplinary service learning
  - Med and nursing students work together to deliver health promotion education programs and activities
- The ward that is managed by students
Interprofessional Education and Community Outreach

Service-learning can parallel interdisciplinary learning-

- Sending medical students on mini-rotations with allied health professionals in rural or underserved areas
- Medical-pharmacy student home visits
Rural NC Simulation Lab
Interprofessional Exercise
Measuring the value of interdisciplinary learning experiences?

Student perceptions of physician-pharmacist interprofessional clinical education (SPICE) instrument

<table>
<thead>
<tr>
<th>Table 3. Items in the Final Student Perceptions of Physician Pharmacist Interprofessional Clinical Education Instrument&lt;sup&gt;a,b&lt;/sup&gt;</th>
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<tbody>
<tr>
<td>Please be completely honest as you rate the extent of your agreement with each of the following statements:</td>
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<tr>
<td>1. Working with another discipline of students enhances my education.</td>
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<tr>
<td>3. My role within the interdisciplinary team is clearly defined.</td>
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<tr>
<td>5. Health outcomes are improved when patients are treated by a team of professionals from different disciplines.</td>
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<tr>
<td>6. Patient satisfaction is improved when patients are treated by a team of professionals from different disciplines.</td>
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<tr>
<td>7. Participating in educational experiences with another discipline of students enhances my future ability to work on an interdisciplinary team.</td>
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<tr>
<td>8. All health professions students should be educated to establish collaborative relationships with members from other disciplines.</td>
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<tr>
<td>11. I understand the roles of other professionals within the interdisciplinary team.</td>
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<tr>
<td>15. Clinical practice experiences are the ideal place within their respective curricula for medical and pharmacy students to interact.</td>
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<tr>
<td>16. Physicians and pharmacists should collaborate in teams.</td>
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<tr>
<td>19. During their education, medical and pharmacy students should be involved in teamwork in order to understand their respective roles.</td>
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Abbreviations: SPICE = Student Perceptions of Physician-Pharmacist Interprofessional Clinical Education

<sup>a</sup> Item numbers from the initial instrument are displayed for reader clarity.

<sup>b</sup> Each item was scored from 1 to 5 with 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.
Challenges

- Integrating various health professions in meaningful simulated scenarios
  - Ex. Dentistry, medicine, nursing, pharmacy, PT students in interprofessional study at UCSF

- Time in the curriculum
  - Cost v benefit?
Centering Pregnancy: Community Centered Health

- **Our CURRENT partners**
  - Dental
  - Helpmate-domestic violence agency
  - Pisgah Legal-Affordable Care Act
  - Pregnancy Care Managers
  - WIC
  - YWCA-childcare
Clinical Opportunities

- ABCCM
- Genetics/Ultrasound
- Behavioral Medicine
- Nutritionist
- Master Clinician Series
- Labor and Delivery


Challenge-brainstorm

- How do you currently incorporate interdisciplinary teams into your longitudinal curriculum in the clinical setting?

- What systems are already in place in your institution that you have not tapped into where a student may benefit from interdisciplinary team learning?

- Interprofessional education enhances collaborative practice. What opportunities do you have for collaboration during educational sessions?

- What educational objectives can interdisciplinary team experiences meet? Could students reflect on an experience already in place to help meet a learning objective?