Planning, Creating, and Implementing Interprofessional Education Opportunities for Students and Faculty

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RADFORD UNIVERSITY
Center for Interprofessional Education and Practice

Speech-Language-Hearing Association of Virginia
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Why am I here?
A little about me...

Why are YOU here?!

Today’s Objectives
- Define interprofessional education and collaborative practice (IPECP) and describe the role in which IPECP might play within our curricula and/or training models.
- List and discuss the four core competencies for IPECP and the importance of incorporating IPECP experiences in our students’ educational and clinical experiences.
- Identify challenges of and strategies for promoting and implementing successful IPECP activities in our own institutions and/or organizations.

What’s your IPECP IQ?
1. Professional practice interprofessional collaborative practice (IPECP)
   a. the practice of three or more health professionals
   b. the shared or by different professions
   c. provide services to a client population
   d. participate in a variety of collaborative care approaches

2. IPECP is a means of
   a. facilitating the professional practice of different professions
   b. improving the client’s experience of care
   c. developing relationships among health professionals
   d. improving the design of health care and health systems

3. In IPECP means
   a. the practice of three or more health professionals
   b. the shared or by different professions
   c. the prevention of health care
   d. each discipline acts in a separate report

4. ASHA’s position is that IPECP is
   a. part of the interdisciplinary team for health care
   b. a means of professional collaboration
   c. a means of promoting health care
   d. a means of promoting health care and self-care

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So...what is IPE?

- Interprofessional education (IPE) takes place:
  - whenever learners from two or more health and/or social care disciplines come together;
  - to learn from, with, and about each other;
  - to collaborate and improve the outcomes of care.

[World Health Organization, 2010]

Interprofessional Education Collaborative (IPEC)

- In 2006, 6 national associations of schools of health professions formed a collaborative to promote and encourage constituent efforts that would advance substantive interprofessional learning experiences.
- The goal was, and remains, to help prepare future health professionals for enhanced team-based care of patients and improved population health outcomes.
- The collaborative convened an expert panel of representatives from each of the IPEC sponsor professions to create core competencies for Interprofessional collaborative practice, to guide curriculum development across health professions schools.
- The competencies and implementation recommendations subsequently published the 2015 Core Competencies for Interprofessional Collaborative Practice.
- By 2015, 16 national associations had joined IPEC and the Core Competencies were updated with a three-fold purpose:
  - Refine the value and impact of the core competencies and sub-competencies as promulgated under the auspices of IPEC.
  - Organize the competencies within a singular domain of interprofessional Collaboration, encompassing the topics of values and ethics, roles and responsibilities, interprofessional communication, and teams and teamwork.
  - Broaden the interprofessional competencies to better achieve the Triple Aim (improve the patient experience of care, improve the health of populations, and reduce the per capita cost of health care), with particular reference to population health.

IPEC Core Competencies for Interprofessional Collaborative Practice

- **Values/Ethics for Interprofessional Practice**
  - Work together with mutual respect and shared values.

- **Roles/Responsibilities**
  - Shared acknowledgement of each participating team member’s roles and abilities.

- **Interprofessional communication**
  - Communicate in a responsible manner that supports a team approach.

- **Teams and Team work**
  - Apply relationship-building values and the principles of team dynamics.

The Learning Continuum from pre-licensure through practice trajectory

Why Interprofessional Education?

- Improve purposeful comprehensive engagement and collaborative behavior across a range of learning environments, patient populations, and practice settings.

- Prepare students to become healthcare and human service providers who have the skills and capacity to transform service delivery through collaborative practice, recognizing that a sustainable, innovative health system, effective health promotion, and good patient outcomes require the full, creative participation of all healthcare providers.

- Link collaborative behavior to improved health outcomes.


What about Radford University?!
One college; two campuses!

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Waldron College Strategic Plan

Vision Statement

The Waldron College of Health and Human Services is a community of clinician-scholars preparing competent, compassionate professionals to meet the diverse needs of our community, region, nation, and world.

Waldron College Strategic Plan

Mission Statement

- Facilitate and recognize excellence of students, faculty, and staff.
- Provide a supportive environment for transformative academic and clinical experiences, while integrating innovative, evidence-based and active teaching and learning strategies.
- Incorporate the use of state-of-the-art technologies to ensure development of professionalism, strong written and oral communication skills, critical thinking skills, and clinical reasoning skills through both didactic and clinical work.
- Promote interprofessional collaboration and high impact practices among the faculty, staff, and students in teaching, scholarship, and service.
- Facilitate and recognize excellence of students, faculty, and staff.
- Foster culturally competent care within a diverse and global society.
- Facilitate health promotion and wellness in the community.

Center for Interprofessional Education & Practice (CIPEP)

Waldron College recognizes that learning how to practice interprofessional care requires undergraduate, graduate, and postgraduate education to be fully integrated with professional development, community engagement and research, scholarship and innovation.

The GOAL:
To provide interprofessional education and curricular programs, simulated and clinical opportunities, and resources to the faculty, staff, students, alumni, and community partners of Radford University.

The FOCUS:
The continuum of learning, encompassing undergraduate, graduate, and continuing education, emphasizing the interface between education and practice, simultaneously developing the interprofessional capacity of learners and catalyzing change in the practice environment.

Begin...with the END in mind!

- Awareness:
  - Scholarship Wall of Fame
  - Student Ambassador Program
  - Let’s get W.I.R.E.D.!

- Education:
  - Character Campaign
  - Interprofessional Symposium & Expo

...Working toward Collaborative Practice:
- Interprofessional Education and Practice Symposium
- Interprofessional Simulation Event
**Awareness:** Scholarship Wall of Fame

**What?**
A monthly spotlight focused on the research and scholarly accomplishments of our faculty and students.

**Where?**
1st Floor of Waldron Hall (main hallway) and posted on the CIPEP website.

**How?**
Publications, presentations, and PowerPoint posters submitted to the Associate Dean throughout the year.

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**Awareness:** Student Ambassadors

- **Contribution to our college:**
  - Represent the undergraduate and graduate student body of Waldron College.
  - Participate in campus events that relate to admissions, student retention, alumni affairs, and community partnerships.
  - Provide a student perspective to potential students and their families, current students, alumni, and community partners.

- **Interprofessional Focus:**
  - Training and networking sessions held at the beginning of each academic semester.
  - Regularly scheduled meetings throughout the academic year to discuss similarities and differences across disciplines.
  - Represent Waldron College via participation in interprofessional events throughout the academic year.

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**Awareness:** Let's get W.I.R.E.D.!

- **Waldron**
  - Interprofessional
  - Researchers
  - Engaging in
  - Dialogue

An annual gathering during which faculty engage in networking and group discussions to share ideas and brainstorm scholarship and service adventures and opportunities.

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**Education:** Character Campaign

**How do we work together to serve others?**
Health and human service professionals engaging in service and working together across communities.

**Annual campaign objectives:**
- Increase awareness of who "we" are & what "we" do.
- Provide opportunities for awareness regarding the roles in which our professions play within the realm of clinical and community service.
- Encourage others to collaborate with us on our interprofessional journey of education, scholarship, and service!

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**Waldron College Character Campaign: Examples...**

**Steward:** "Belief is not a barrier" (addressing issues related to and equity among faith/spirituality)
- How do we approach issues of student wellbeing?
- What jobs does religion have within our profession?

**Support:** "Health and access to services for the LGBTQ community"
- Police interaction with members of the LGBTQ population
- How do we prepare to work effectively with the LGBTQ community?

**Creative:** "What does cultural humility and cultural identity mean to you?"
- Waldron College hosts International Education & Protocol Symposium
- Case study focusing on a racial minority with a traumatic brain injury

**Career:** "Gender Duties"
- Would you tolerate interventions focused on stereotypical gender roles?
- How do we address gender stereotypes?

**March:** "Preventing violence in healthcare and human services"
- "Vikings in Harbor" book club discussion
- "The Spirit of the Rose and the Rosier" by Aaron Padgett

**April:** "Interprofessional Collaboration among the Professionals"
- W.E.R.D. Waldron College Interprofessional Symposium & Expo
- Interprofessional academic community

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**Education:** Interprofessional Symposium & Expo

**Goals Include:**
- Sharing of new and unfolding scholarship
- Presenting innovative programs in the college and community in which the WCHHS students and faculty participate
- Increasing communication and collaboration across all disciplines
- Strengthening the identity of our college and university as a vibrant, interprofessional academic community

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**Practice:** Interprofessional Education and Practice Symposium

- Fall semester: Pediatric case
- Spring semester: Adult case

An opportunity for Waldron College students and faculty to enhance their abilities to collaborate and communicate with other healthcare, human services, and education-based disciplines.

- A case-based, problem-solving approach is utilized to develop interprofessional practice skills.
- Faculty and students from 5 disciplines in Waldron College, as well as multiple programs from other colleges, depending on the case, work together to determine a needs assessment and common goals for a client based on a predetermined case study.

**Practice:** Interprofessional Simulation Event

Based on a simulation healthcare situation, this event is an opportunity for students across healthcare and human service programs to individually and collectively practice within their own roles and scopes while developing interprofessional teamwork and communication skills.

- Partnership:
  - Radford University
  - Radford University-Carilion
  - Virginia Tech Carilion School of Medicine

- Logistics:
  - Day-long event (two sessions)
  - 10 classroom and clinic spaces
  - 3 simulation cases
  - 16 standardized patients
  - 180 students
  - 40 faculty

**Interprofessional Simulation Event: Student Objectives**

Students will:

1. Communicate and collaborate effectively with health care team members to clarify each member’s scope of practice, roles, and responsibilities when providing simulated services to patients and their family members.

2. Demonstrate professionalism with health care team members, peers, and simulated patients by listening actively and encouraging ideas and opinions of other team members, using respectful language appropriate for the given situation, and utilizing effective communication tools and strategies to facilitate discussions and interactions that enhance team function.

3. Reflect on individual and team performance for individual, as well as team, performance improvement.

4. Demonstrate critical self-reflection of own assumptions, values, knowledge, and skills as applied to working with other disciplines and within interprofessional teams.

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**It all went off without a hitch!...or did it?!**

**The challenges**

- **Budget**
- Resources
- The logistics:
  - Timing and coordination
  - Participants
  - Students
  - Faculty
  - Faculty development
  - IP faculty models/role models
  - Short-term and long-term goals

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**Strategies for success**

- Continued reinforcement of the IPEC competencies and IPE culture
- Embedded within university and college-wide strategic plans
- Commitment by administration
- Faculty champions:
  - Collaboration among faculty to ensure time is carved out for student engagement in IPECIP events
- Faculty development, team building, and incentives
- Scholarship and research opportunities
- Don’t be afraid to “go back to” inform and improve “the future”!

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**...and what about the future?!**
References


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Abstract

The need for health professionals to work together and implement new models of care is unprecedented. Evidence indicates that providing students with intentional opportunities to engage in interprofessional education and collaborative practice (IPECP) has a beneficial impact on their attitudes, knowledge, skills, and collaborative competencies as future healthcare and human service providers. Specific to the fields of speech-language pathology and audiology, this evidence supports the inclusion of IPECP within both CAA accreditation and ASHA certification standards and, subsequently, within their programs of study. Over the past decade, Radford University (RU) has focused its efforts on providing opportunities and embedding innovative IPECP student experiences within our healthcare and human services programs. The RU Center for Interprofessional Education and Practice (CIPEP) was founded to further support the implementation and study of new models of IPECP in clinical learning environments. The CIPEP offers training and educational opportunities, provides innovative teaching models, and engages in evidence-based practices to support IPECP. Through the CIPEP, RU has implemented an array of interprofessional learning, co-curricular and extracurricular programs across the healthcare and human services disciplines to provide our students, faculty, and community partners with interprofessional education and clinical practice opportunities. In this session, the definitions and core competencies of, as well as role in which IPECP plays at RU will be presented. Details regarding current and future IPECP programming will be shared and strategies for promoting and implementing successful IPECP activities in higher education will be discussed.

Session Summary

Despite literature that supports the benefits of interprofessional collaboration among healthcare practitioners, many health and human service programs continue to educate their students in silos. Although opportunities and possibilities presented by interprofessional healthcare education, research, and practice are profound, designing and implementing innovative and sustainable interprofessional education and collaborative practice (IPECP) experiences for faculty and students continues to be challenging on campuses across the country. Participants in this session will be presented with the terminology and definitions related to IPECP, including the four ICECP core competencies, and will discuss strategies for promoting and implementing successful IPECP activities in their own institutions and/or organizations.

At Radford University (RU), the Waldron College of Health and Human Services and the Center for Interprofessional Education and Practice (CIPEP) prepares students to work in healthcare related careers across more than twelve different fields. For almost a decade, the college has focused its efforts on providing opportunities and embedding innovative and creative IPECP experiences across the students’ curricula. With a primary goal of providing interprofessional programs, simulated and clinical opportunities, and resources to the faculty, staff, and students across RU, the CIPEP recognizes that learning how to practice interprofessional care requires undergraduate, graduate, and post-graduate education to be fully
integrated with professional development, community engagement and research, scholarship, and innovation. The work by the CIPEP focuses on the interface between education and practice, simultaneously developing the interprofessional capacity of learners and catalyzing change in the practice environment. Through the CIPEP, Waldron College has implemented an array of interprofessional learning, co-curricular and extracurricular programs across the units to provide the students and faculty with both interprofessional education and clinical practice opportunities. Current annual interprofessional initiatives that will be shared and discussed in this session include:

- **The Waldron College Interprofessional Symposium and Expo** has successfully brought together the departments and schools from within the college and across the university, as well as partners throughout the surrounding communities, to address the collaborative networks that now enhance student learning and provide improvements in community health and human services across the Commonwealth of Virginia.

- **The Waldron College Interprofessional Education and Practice Symposium (WCIEPS)** is a case-study based program that was created to provide an interprofessional learning opportunity for students to better understand their role and the roles of others, and to acquire the skills to interact with other disciplines for the benefit of a client. These skills include respectful communication, negotiation, advocacy, and leadership. The IPEPS is offered twice per academic year and engages more than 500 students and faculty across at least eight different healthcare, education, and human service disciplines.

- Based on a simulation healthcare situation, the **Interprofessional Simulation Event** is a collaboration between faculty and students at Radford University, Radford University Carilion, and the Virginia Tech Carilion School of Medicine. This program serves as an opportunity for students across healthcare and human service programs to individually and collectively practice within their own roles and scopes while developing interprofessional teamwork and communication skills. Addressing all four IPEC competencies, more than 250 faculty and students from across eight health care disciplines join forces and work together to serve sixteen standardized patients who have survived a recent “disaster”.

- **The Waldron College Character Campaign** supports monthly events and activities that bring together students, faculty, staff, and community partners to address current equity, diversity, and inclusion issues. The objectives of the campaign include increasing community awareness; providing opportunities regarding awareness of the roles in which our professions play within the realm of clinical and community service and engagement; encouraging others to learn, develop, and collaborate with us on our interprofessional journey.

**References**


