



Professional knowledge and skills
Reasoning and judgment
Evidence-based practice and research
Lifelong learning
Teamwork
Communication
Professionalism and ethics
Safety and quality improvement
Systems
Patient/client-centered care



Interprofessional Initiative Annual Report

2020-21

Prepared by the IPI Steering Committee



OHSU Interprofessional Initiative Steering Committee (IPI-SC) Overview

At OHSU we believe that collaborative practice and interprofessional team-based care have the potential to profoundly improve the quality of patient care.

Interprofessional team-based care happens when care is delivered by intentionally created and identified teams who share responsibility for a patient or group of patients. Collaborative practice ensures that all members of the team bring their distinct expertise and skill sets to decisions about patient's care, thus improving health outcomes.

A primary goal of OHSU's IPI-SC is to educate students in all OHSU health care clinical programs to serve competently as members of interprofessional collaborative practice teams. We oversee educational opportunities that build core interprofessional and team skills. Our hope is that all graduates will be prepared to practice collaboratively with teams of colleagues across the health care system at the highest degree of their professional capacity.

Structural Elements

2020-21 STEERING COMMITTEE MEMBERS

- Elena Andresen, Ph. D – Provost and Executive Vice President
- Jared Austin, MD, FAAP – School of Medicine
- David Bearden, PharmD, FIDP, FCCP – College of Pharmacy (*Chair until December 2020, left committee December 2020*)
- Linda Brown, M.S., R.N. – School of Nursing
- Megan Herink, PharmD – College of Pharmacy (*started March 2021*)
- Tobie Jones, DMD, MS – School of Dentistry (*Chair starting December 2020*)
- Kristi Tønning, PhD, MS, RT(T) – Radiation Therapy Program
- Graciela Vidal, M.S., M.Ed. – Educational Improvement & Innovation (*Co-Chair starting December 2020*)
- Laura Zeigen, MA, MLIS, MPH – Library

OHSU CURRICULUM COMMITTEE MEMBERS

- Linda Brown, SON (*Chair*)
- Cherie Honnell, Registrar's Office
- Diane Stadler, Nutrition
- Eric Wiser, SOM/SM FMED
- Gwen Hyatt, Registrar's Office
- Helen Turner, SON
- Janet Alves, SON
- Juliana Da Costa, SOD

- Lisa Hatfield, TLC
- Lisa Marriott, SOPH
- Melanie Brown, COP
- William Baker Robinson, PH Admin
- Sarah Jacobs, TLC
- Karishma Patel, SOM (*Student*)
- Rachel Catherine Proteau, COP/SOD (*Student*)
- Bradly Thomson, SOD (*Student*)
- Monolly Kaufman, SPH (*Student*)
- Katie Curtin, SPH (*Student*)
- Will Baker-Robinson, SPH (*Student*)
- Anna Booman, GRU (*Student*)
- Kate Ballard, SON (*Student*)
- IPI-SC Members

Initiatives

2020-21 OVERVIEW

Due to COVID-19, the IPI-SC focused all efforts to revising and delivering *IPI 401/501/601/701 – The Foundations of Interprofessional Practice and Patient Safety* (IPE Foundations) in a remote learning environment.

This year IPE Foundations underwent significant and major changes due to the COVID-19 pandemic. We needed to move this course from in-person delivery to completely online. While we lost the richness of connections from in-person meeting, this format allowed us to include remote programs that were previously excluded from participation, such as the La Grande SON cohort. This has opened the door for improving the quality of remote interprofessional learning.

The Curriculum Committee met regularly as needed to review existing and new courses.

Additionally, this was Dr. Elena Andresen's last year at OHSU and hence overseeing the IPI-SC and the IPE Foundations course.

Changes in leadership: Tobie Jones assumed the role of Chair and Graciela Vidal assumed the role of Co-Chair in December 2020.

Changes in membership: David Bearden stepped down as chair of the committee and from committee membership. Megan Herink replaced David as a representative from the College of Pharmacy.

IPE Foundations

This course was converted from a single, three-term course to three stand-alone courses. Fall term, students began to explore how roles and responsibilities for collaborative practice and interprofessional communication effect and impact patient safety. Winter term, students continued to build upon knowledge of roles and responsibilities for collaborative practice, and began to explore how

interprofessional teamwork and team-based practices can effect and impact patient safety. Spring term, students continued to build upon the knowledge gained in past terms and also begin to learn about values and ethics in interprofessional practice.

We gained SON students from the La Grande campus, however we lost the MLS students from OIT (they will return for the 2021/22 year).

69 Facilitators volunteered to facilitate 32 interprofessional groups with an average of 19 students each.

606 Students from 16 programs completed the course.

OHSU CURRICULUM COMMITTEE

4 courses were reviewed

- Community-Based Project Course (IPE Rural Community Project)
- Conversation in Global Health
- Multi-disciplinary Point-of-Care Ultrasound Clinical Elective (1-year review)
- Climate Change and Human Health (1-year review)

OHSU INTERPROFESSIONAL INITIATIVE PLAN FOR 2021-22

<i>Goals</i>	<i>Tactics to achieve goals</i>
<p>IPEC Competency Mapping of all schools/ programs at OHSU</p> <p><i>(This will allow us to see what we are doing well at, where we need to improve, and also identify programs that could collaborate)</i></p>	<ol style="list-style-type: none"> 1. Develop tracking tool to disseminate to OHSU healthcare/ healthcare related educational programs 2. Create and maintain a list of all healthcare/ healthcare related educational programs that contain IPE competencies within OHSU and their point-of-contacts 3. Disseminate tool to programs 4. Compile all responses and identify deficiencies
<p>Take steps to improve knowledge of and awareness of both IPE & IPCP for OHSU members.</p>	<ol style="list-style-type: none"> 1. Provide IPI-SC members with search strategies they can save and run on a regular basis to keep up with IPE literature, choosing which articles they want to read and exchanging this information with other IPI-SC members. 2. Read selected literature (1-3 studies a month PRIOR to meeting) and discuss implications and possible usefulness at monthly SC meetings, including summarizing for potential future lit reviews 3. Design faculty training program on IPE Plan, promote, and hold regular IPE Grand Rounds. 4. Enhance/ update OHSU IPE internal and external websites with above information
<p>Compile and maintain an up-to-date list of all IPE and UNI courses offered each term.</p>	<ol style="list-style-type: none"> 1. Work with Mark Rivera from the EII Office to compile and maintain a list of all UNI & IPE courses offered by term each year 2. Update both internal and external websites together with Luke Gillman. Post updated information to internal and external websites

CONTINUING/ ONGOING WORK

Foundations of Interprofessional Practice & Patient Safety (IPE 401/501/601/701)

1. Tobie Jones & Graciela Vidal will continue to serve as Course Director and Co-Course Director
2. All members to participate as facilitators (with exception of Linda)
3. Make Revisions, as necessary, based on student and facilitator feedback from 2020/2021
4. QM review led by Graciela Vidal including revisions as necessary

Curriculum Committee

1. Linda Brown will continue to serve as Chair working on reviews of new and existing courses

ITEMS THE IPI-SC AIMS TO REVISIT AT A LATER DATE

1. Develop a list of all healthcare/ healthcare related professionals at OHSU and include a summary of what their everyday job entails, possible IP connection, education/ training required, etc.
2. Develop and promote reporting mechanism for things OHSU faculty/ staff/ students are doing to promote IPE/ IPCP

Appendix A: Enrolment in IPE & UNI Courses offered 2020-2021

SUMMER 2020

- IPE 412, 512, 712 – Rural Community Project
- IPE 422, 522, 722 – Rural Community Continuity Project

FALL 2020

- IPE 401, 501, 601, 701 – Foundations of Patient Safety & Interprofessional Practice
- IPE 412, 512, 712 – Rural Community Project
- IPE 422, 522, 722 – Rural Community Continuity Project
- IPE 425, 525, 625, 725 – Relational Leadership

WINTER 2021

- IPE 401, 501, 601, 701 – Foundations of Patient Safety & Interprofessional Practice
- IPE 412, 512, 712 – Rural Community Project
- IPE 422, 522, 722 – Rural Community Continuity Project
- IPE 423, 523, 623, 723 – Climate Change and Human Health

SPRING 2021

- IPE 401, 501, 601, 701 – Foundations of Patient Safety & Interprofessional Practice
- IPE 511, 611, 711 – Pain Management
- IPE 412, 512, 712 – Rural Community Project
- IPE 422, 522, 722 – Rural Community Continuity Project
- IPE 425, 525, 625, 725 – Relational Leadership

Appendix B: IPI-SC Scholarly Activity

PUBLICATIONS

- Eiff MP, Fuqua-Miller M, Valenzuela S, Saseen JJ, Zierler B, Carraccio C, McDonald FS, Green L, Carney PA. A Model for Accelerating Educational and Clinical Transformation in Primary Care by Building Interprofessional Faculty Teams: Findings from PACER. *Journal of Interprofessional Education and Practice*, 2020;19: 100336: <https://doi.org/10.1016/j.xjep.2020.100336>
- Jones, T., Vidal, G., & Taylor, C. (2020). Interprofessional Education during the COVID-19 Pandemic: Finding the Good in a Bad Situation. *Journal of Interprofessional Care*, 34:5, 633-646, <https://doi.org/10.1080/13561820.2020.1801614>
- Carney PA, Dickinson WP, Fetter J, Warm EJ, Zierler B, Patton J, Kirschner G, Crane SD, Shrader S, Eiff MP. An Exploratory Mixed Methods Study of Experiences of Interprofessional Teams Who Received Coaching to Simultaneously Redesign Primary Care Education and Clinical Practice. *J Prim Care Community Health*. 2021; 12:21501327211023716. <https://journals.sagepub.com/doi/10.1177/21501327211023716>
- Tobie Jones & Asma Taha (2021) Interprofessional peer-led learning in oral health training, *Journal of Interprofessional Care*, DOI: [10.1080/13561820.2021.1903406](https://doi.org/10.1080/13561820.2021.1903406)
- Jones TA, Stilp CC, Driessnack M, Austin JP, Tucker CR, Tonning K, Bearden DT, Taylor C, Brown L, Carney PA. Development of a Longitudinal Curricular Evaluation Framework for Intra- and Interprofessional Teamwork. *Journal of Research in Interprofessional Education & Practice*.
- Austin JP, Taylor C, Carney PA. Assessing the Frequency and Quality of Informal Interprofessional Educational Interactions that Occur on Inpatient Rotations: An Exploratory Study. *Health Interprofessional Practice & Education*.
- Carney PA, Vasquez Guzman CE, Taylor C, Cole D, Hollander-Rodriguez J, Rose T, Wisner E. Health Professional Students' Observations about Interprofessional Collaborative Practice During Rural Clinical Rotations. *Journal of Interprofessional Practice and Research (In Review)*.

PRESENTATIONS

- Jones, Tobie & Dalton, Kallee. The Mouth...it IS a part of the body! Online Presentation, National University of Natural Medicine Grand Rounds on Friday, May 28th, 2021.
- Jones T. Innovations in Interprofessional Education & Practice. Online Presentation, OHSU School of Medicine Symposium on Educational Excellence on Thursday, May 20th, 2021.
- Jones T, Scott C, Chou E, & Lang D. Using Design Thinking to Expose Hidden Curriculum. Online poster presentation, School of Medicine Symposium on Educational Excellence, on Thursday, May 20th, 2021.
- Vidal, Graciela, and Jones, Tobie. (2020, July-September) "How to Show 700 Students You Care in an Online Platform?" NWeLearn, online. nwelearn.org/webinars/2020-conference/.