

IPEC: Improving Health Outcomes and Fostering Health Profession Collaboration

Inter-Society Coordinating Committee for Provider Education in Genomics

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President, IPEC

President and CEO, American Dental Education Association

May 21, 2015

Program Outline

- History of formation of IPEC and core competency development
- IPEC Faculty Development Institutes
- Resource stimulation and dissemination
- IOM Global Forum on Innovation in Health Professions Education
- Accreditation developments
- Provocative questions



"When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes."

World Health Organization 2010



Why Interprofessional Education and Collaborative Practice Now?



Patient-centered care that is:

Current
Competent
Compassionate
Safe



IPE Collaborative

Agreement January 2009 to work together to:

- Foster a common vision for team-based care
- Promote efforts to reform health care delivery and financing consonant with that vision
- Contribute to development of leaders and resources for substantive interprofessional learning













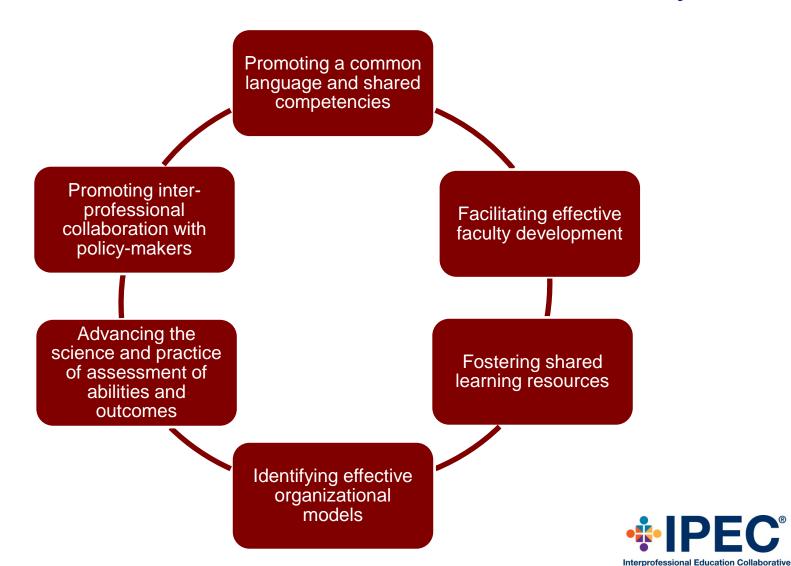


How can we prepare the healthcare workforce for team-based care?

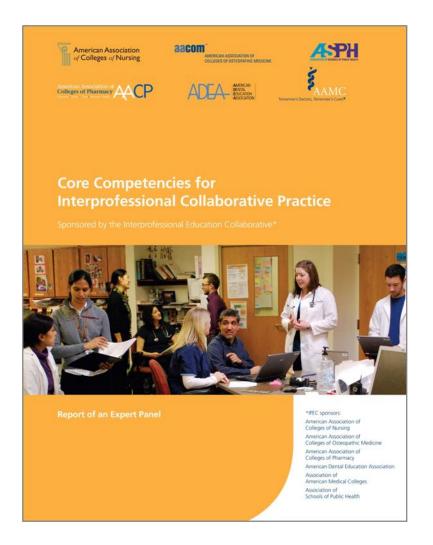


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Why start with competencies?

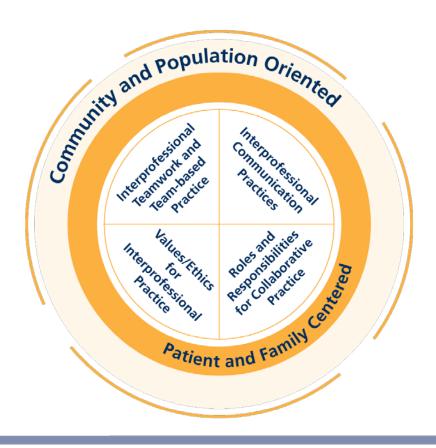


Core competencies to:

- Create coordinated effort across professions
- Guide curriculum development for learning continuum
- Stimulate evaluation and research
- Spur dialogue about fit for practice
- Inform regulatory bodies



FIGURE 6: Interprofessional Collaborative Practice Domains



The Learning Continuum pre-licensure through practice trajectory



IPEC Faculty Development Initiatives

IPEC Institutes for Faculty Development

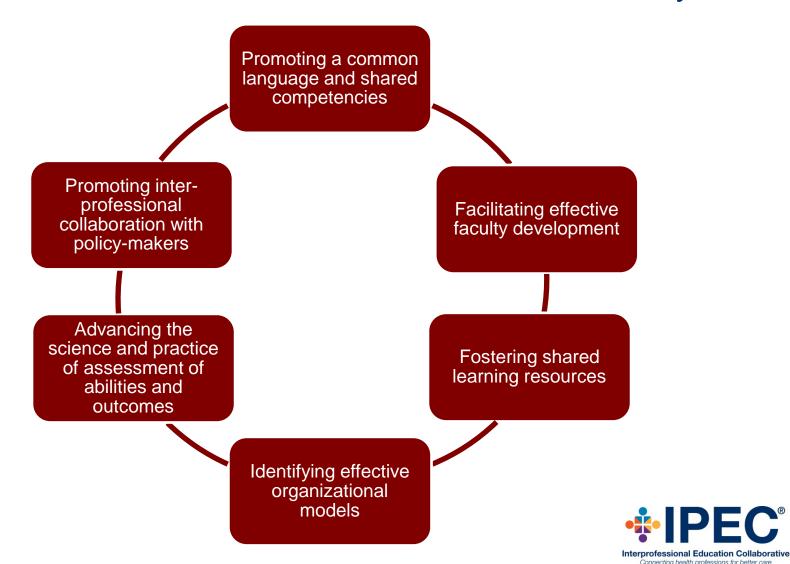
- May and October 2012 IPE fundamentals
- May 2013 IPE with patient safety/quality emphasis
- October 2013 IPE fundamentals
- January 2014 safety/quality
- May and October 2014 IPE fundamentals
- April 2015 IPE fundamentals

Each institute is 3 days and the university sends a team of 3 to 5 participants from at least 2 different disciplines. The meeting includes plenary sessions, workshops and substantial time for team planning.

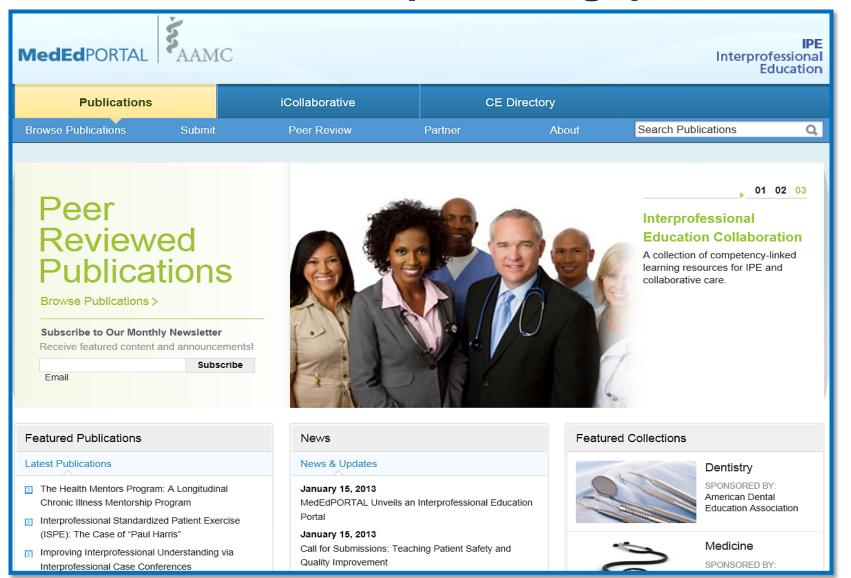


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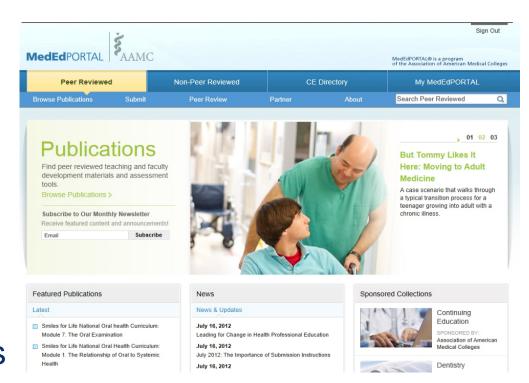


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- 3. Peer-reviewed medical and dental teaching & assessment materials
- 4. Learning modules including instructor guides and all educational tools

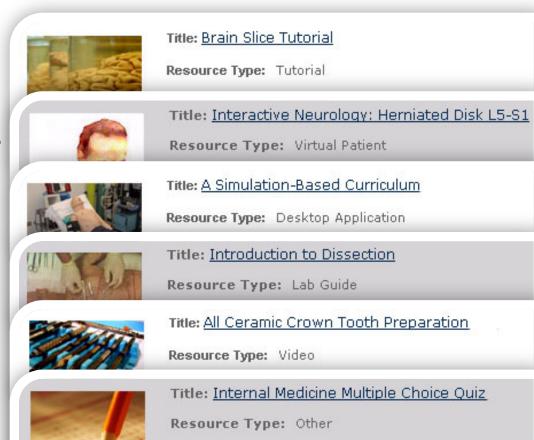


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Publications

- 1. Tutorials
- 2. Virtual patients
- 3. Standardized patients
- 4. Simulation cases
- 5. TBL cases
- 6. Assessment tools
- 7. Faculty development materials



Primary Author: Amy Holthouser, MD

Institution: University of Louisville

Published 06/25/2009



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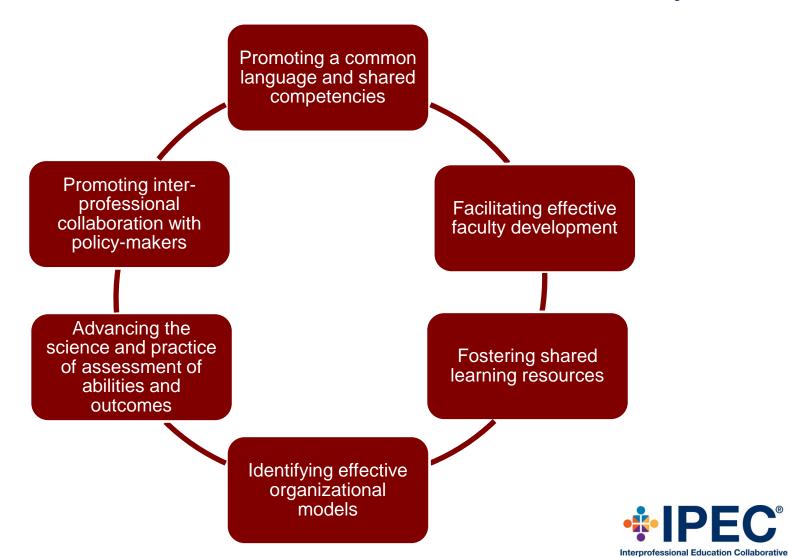


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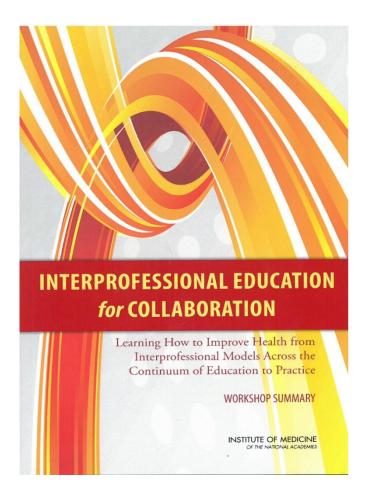
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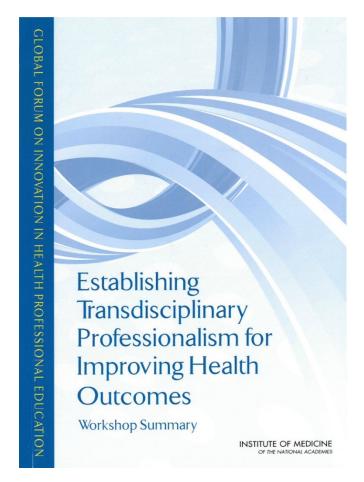
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Institute of Medicine's (IOM) Global Forum on Innovation in Health Professional Education





2013 Report

2014 Report



Accreditation Update

- Accreditation Council for Pharmacy Education (ACPE)
- Commission on Collegiate Nursing Education (CCNE)
- Commission on Dental Accreditation (CODA)
- Commission on Osteopathic College Accreditation (COCA)
- Council on Education for Public Health (CEPH)
- Liaison Committee for Medical Education (LCME)



Resources

- MedEdPORTAL <u>www.mededportal.org</u>
- IPEC <u>www.ipecollaborative.org</u>
- Academic Medicine http://journals.lww.com/academicmedicine
- American Journal of Pharmaceutical Education (AJPE) www.ajpe.org (search Interprofessional)
- Journal of the American Osteopathic Association (JAOA) http://www.jaoa.osteopathic.org
- Journal of Dental Education (JDE) http://www.jdentaled.org
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- Public Health Reports (PHR) http://www.publichealthreports.org
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