

# IPE for Population Health: Three Approaches and Assessments for MPH-level Interprofessional Learning

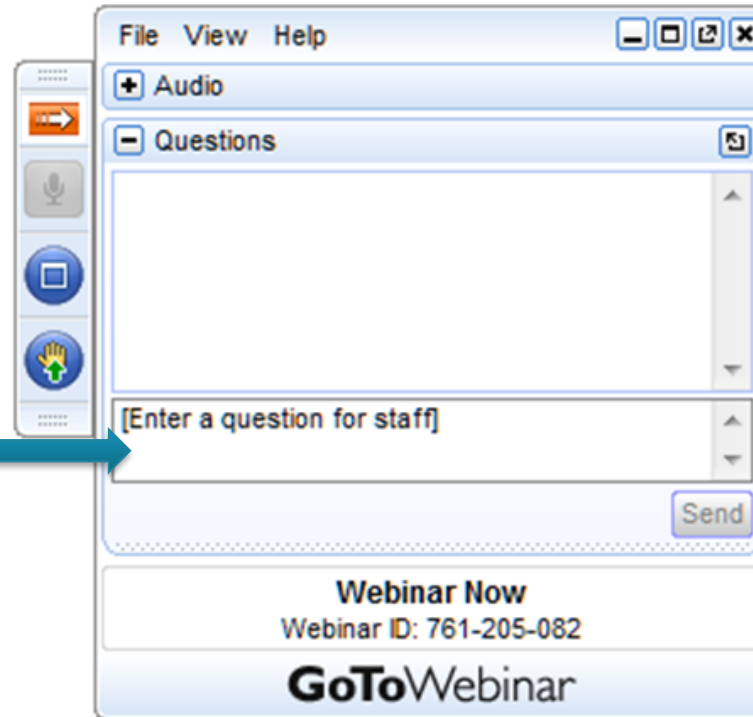
Thursday, January 24, 2019 | 12:30-1:30 pm EASTERN

ASPPH Presents  
 WEBINAR

# Method for Submitting Questions/Comments

## Join the Conversation...

- You can ask questions in writing anytime during the webinar.
- Simply type them in the “Questions” field on the right side of your screen.



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# Agenda

**1 Learning Objectives & Introductions**

**2 Framing the Session**

**3 Three Exemplar Demonstrations**

**4 Roundtable Speaker Chat +  
Discussion with the Audience**

# Learning Objectives

- Describe one *traditional* approach and assessment that enable students to “perform effectively on interprofessional teams”
- Describe one *online* approach and assessment that enable students to “perform effectively on interprofessional teams”
- Identify a process for *managing large numbers* of MPH students through interprofessional team experiences

# Featuring



**Moderator**

**Michael Fagen, PhD, MPH**

Northwestern University

Feinberg School of Medicine Program in Public Health



**Speaker**

**Kari Brisolaro, MSPH, ScD, QEP**

Louisiana State University Health Sciences Center

School of Public Health

# Featuring



**Speaker**

**Amy V. Blue, PhD**  
University of Florida  
College of Public Health and Health Professions



**Speaker**

**Monique M. Turner, PhD, MA**  
George Washington University  
Milken Institute School of Public Health

# Moderator



**Michael Fagen, PhD, MPH**

Northwestern University

Feinberg School of Medicine Program in Public Health

# Speaker



**Kari Brisolara, MSPH, ScD, QEP**

Louisiana State University Health Sciences Center – New Orleans  
School of Public Health



# History of IPE Education at LSUHSC-NO



Center for Interprofessional Education and Collaborative Practice

- Grassroots effort
  - 2011-2015
- Established the Center for Interprofessional Education and Collaborative Practice (CIPECP) in April 2015
  - Support through Quality Enhancement Plan for reaffirmation of accreditation – The Commission on Colleges of the Southern Association of Colleges and Schools
- CIPECP goal
  - Prepare students to practice in teams
    - Team-based care results in improved community health outcomes



# IPE Day 2017 OVERVIEW

- Faculty liaisons representing all six schools at LSUHSC-NO developed IPE Day for 1<sup>st</sup> year students
  - **Focus** - Immunizations (improving rates for pediatrics and adults)
  - Approximately 750 students representing 25 health professional programs
  - Case presented to IPE teams
  - IPE teams developed office policies and procedures related to clinical operations surrounding immunizations
  - Teams developed posters reflecting creativity, teamwork, and unity in immunization education and policy inclusive of all team members

*“I understand that a team approach would be the best way to educate patients on the benefits of vaccinations. All healthcare professionals have the ability to impact patient decisions through education.”*

Student  
Comments

*“Many do not directly deal with vaccinations, but it is important that all health professionals work as a team (even when not in the room together) to accomplish the missions of public health.”*

# Expansion of IPE Day =



*Team Up is a two-year longitudinal experience focused on preparing health profession students to become collaborative-practice ready in order to improve the health and health outcomes for the individuals and communities we serve.*

- Team Up is a required component of existing courses within the programs listed.
- These programs encompass all 6 schools within LSUHSC-NO:
  - Allied Health
  - Dentistry
  - Graduate Studies
  - Medicine
  - Nursing
  - Public Health

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## Program

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Audiology

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Cardiovascular Sonography

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Clinical Laboratory Sciences

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Clinical Rehabilitation and Counseling

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Dental Hygiene

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Dentistry

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Graduate Studies

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Medicine

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Nursing (BSN Undergraduate)

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Nursing (CARE Undergraduate)

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Occupational Therapy

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Physical Therapy

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Physician Assistant

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Public Health: Behavioral & Community Health, Biostatistics, Environmental & Occupational Health, Epidemiology, and Health Policy & Systems Management

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Respiratory Therapy

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Speech Language Pathology

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- The inaugural student cohort participated in Team Up in September 2017. There were 659 first-year students from 19 academic health programs representing 5 Schools that convened in 65 teams on a monthly basis across both downtown and dental school campuses.
- In September 2018, Team Up became inclusive of all 6 Schools with the addition of Graduate Studies. 2018-19 participation increased to 1,378 first and second year students from 20 programs.

## Approximation of Time/Effort

- Year 1 (2017-18)
  - 322 training hours
  - 448 classroom hours
  - 130 grading hours
- Year 1 and 2 (2018-19)
  - 522 training hours
  - 946 classroom hours
  - 255 grading hours

# Speaker



**Amy V. Blue, PhD**  
University of Florida  
College of Public Health and Health Professions

# Learning Context

- Online MPH program partnered with online DNP program
- Converted existing IPE activity “Interprofessional Learning Healthcare (IPLH)” to online environment
  - Translation of three in-class activities

- Learning objectives address:
  - Interprofessional teamwork, HIV/AIDS care continuum\*, patient-safety concepts, trauma-responsive care, and community education interventions
- Adaptation of a team-based learning format
- Students complete IRAT and TRAT and specific products for each session

\* This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number U1OHA29297 for the AIDS Education and Training Centers.



# IPLH: Interprofessional Learning in HealthCare

Welcome to the program!

[Home](#)

[Syllabus](#)

[Canvas Guides](#)

[Canvas Group Tools](#)



## Modules



[Introduction](#)

May 14  
through  
May 20



[Module 1](#)

May 21  
through  
June 11



[Module 2](#)

June 11  
through  
July 9



[Module 3 and Course  
Conclusion](#)

July 9  
through  
August 3



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## Module 1: Introduction to Morgan Rivera

1. Memo

2. ED - 04/24/XXXX

3. Orthopaedics - 04/24/XXXX

4. Hospital - 12/24/XXXX

5. Labs - 12/24/XXXX

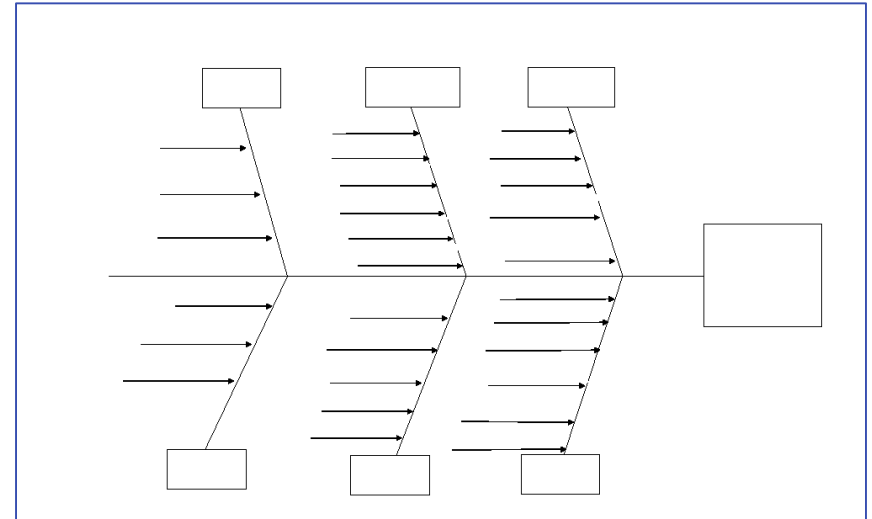
6. Anesthesia / Surgery - 12/24/XXXX

## Module 1 Products:

### Completion of Root Cause Analysis Report, including fishbone diagram



<b>4.</b>	<b>PREVENTION STRATEGIES</b> – List from highest priority to lowest priority the recommended actions designed to prevent a future occurrence of the adverse event. Begin with a rank of 1 (highest). For each strategy or action provide an estimated cost, if known, and any additional considerations or recommendations for implementing the strategy (e.g., phase-in, immediate need, triage by risk).
<b>Rank</b>	<b>Strategy</b>
1	
2	
3	
4	
5	
6	
7	



## Module 2: Morgan and Retention in Care

### Local Health Department Clinic Records - Confidential and Protected

1. Clinic Schedule

2. Private Notes

3. Clinic - 6/16/XXXX

4. Clinic - 05/15/XXXX

5. External Records - Teaching Hospital Summary

#### Your Private Notes

Since Morgan Rivera's 6/16 clinic visit, you have had the opportunity to interact with the client one-on-one. After the meeting you wrote a private note and saved it in your special memory aid folder for review before Morgan's next appointment.

Before you meet with the team today, review your private note.

**Module 2 Products:**  
Retention Readiness form,  
SBAR,  
and Description of  
Morgan's ecological  
environment

Your second task is to write an SBAR for Ms. Rivera based upon your team's assessment, recommendation and request:

**Situation:**

**Background:**

**Assessment:**

**Recommendation:**

## Module 3: Morgan's Continued Care Interventions at the Community Level

When you returned from a meeting this morning, you found the note below stuck to your chair:

Great news!

We will be presenting to the community stakeholders next week.

Let's get together and talk, again. Bring your file. ↗

- TM

# Module 3 Products: Community Intervention Addressing one of Morgan's Issues

#breakthecycle

1 IN 3 WOMEN  
& 1 IN 4 MEN

HAVE BEEN VICTIMS OF PHYSICAL  
VIOLENCE BY AN INTIMATE PARTNER

<http://momfirst.org/events/2012/2/28/momfirst-consortium-intimate-partner-violence>

<https://www.rehabcenter.net/domestic-violence-and-substance-abuse/>

Cycle of Abuse

1 Tensions Building

2 Incident

3 Reconciliation

4 Calm

The National Resource Center goes on to explain that somewhere between

25% AND 50%

of all female victims have SOME SORT OF SUBSTANCE ABUSE ISSUE THEMSELVES, with an additional

55% TO 99%

OF SUBSTANCE-ABUSING WOMEN being victimized at least once in their lives.

Share Your Story #breakthecycle

- Many that commit intimate partner violence were also abused
- Understand the cycle of abuse
- Recognize the cycle of intimate partner abuse and substance abuse
- Medical personnel will receive training to recognize these patterns

"When you are drowning you don't think, I would be incredibly pleased if someone would notice I'm drowning and come rescue me. You just scream"

- John Lennon

## Community Task Force

Proposal to create a Community Task Force that **unites** community resources related to **building healthy relationships** & **preventing interrelationship violence**

*Includes:* health services, police, first responders, homeless shelters, employment services, social services, and other community partners in the public health system

### Aims:

- Assess community's capacity in this area
- Develop a community-wide program for referral services

*Includes:* training health professionals, police, and any other organization that has contact with individuals in unhealthy, potentially abusive relationship so that they can refer individuals to the available free or low-cost community services.

A network diagram titled 'Public Health System map' showing various community resources interconnected by lines. The resources include: EMS, Schools, Neighborhoods, Civic Groups, Nursing Homes, Community Centers, Hospitals, Doctors, Drug Treatment, Public Health Agency, Laboratories, Home Health, Mental Health, Fire, Transit, Elected Officials, Faith Instit., Tribal Health, Law Enforcement, Corrections, Employers, CHCs, and Non-Profit Organizations. The diagram illustrates a complex web of support and referral pathways within the public health system.

Public Health System map. Source: CDC

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# Learner Assessment

- Individual Quiz performance
- Reflection on teamwork after Modules 1 and 3
  - Faculty feedback on reflection
- CATME peer evaluation at mid and end of experience
- Faculty feedback on team products for each module
- Locally developed self-assessment instruments

# Lessons Learned

- On campus experience transferred to online environment
  - Students were positive 😊
- Four students per team; more professions involved would be beneficial
- Online requires more faculty time than campus version
  - Need more faculty facilitators



# Many Thanks to:

- Erik Black, PhD, MPH
- Truly Hardemon, MEd
- Mark Hart, EdD, MALS
- Mary Keramidas, MEd
- Debra Lyon, PhD, RN, FAAN
- Cindy Prins, PhD, MPH, CIC, CPH
- Susan Schaffer, PhD, ARNP, FNP-BC
- UF Southeast AIDS Education and Training Center Members

# Speaker



**Monique M. Turner, PhD, MA**  
George Washington University  
Milken Institute School of Public Health

# IPE for Large MPH Programs

- *Items to consider*
  - Multiple partners
    - The obvious: MDs, MSW, PT, PA, Nursing
    - What about:
      - Law schools
      - Public policy
      - Marketing programs
      - Communication programs
  - Multiple cases
    - Finding fit for distinct partners
  - Finding alternative opportunities
    - In-class IPE
    - ISCOPEs

# Facilitated Discussion Led by Moderator Mike Fagen

Dr. Fagen



Dr. Brisolara



Dr. Blue



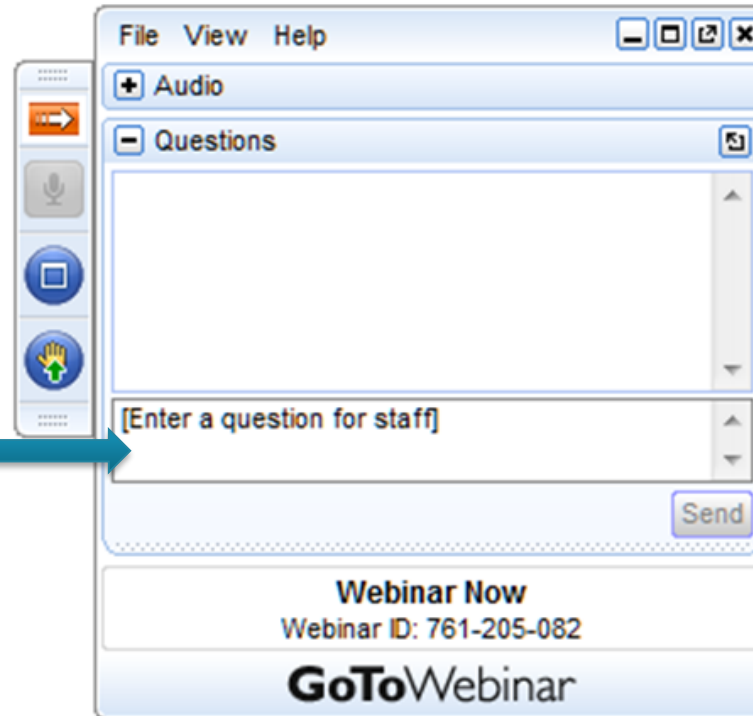
Dr. Turner



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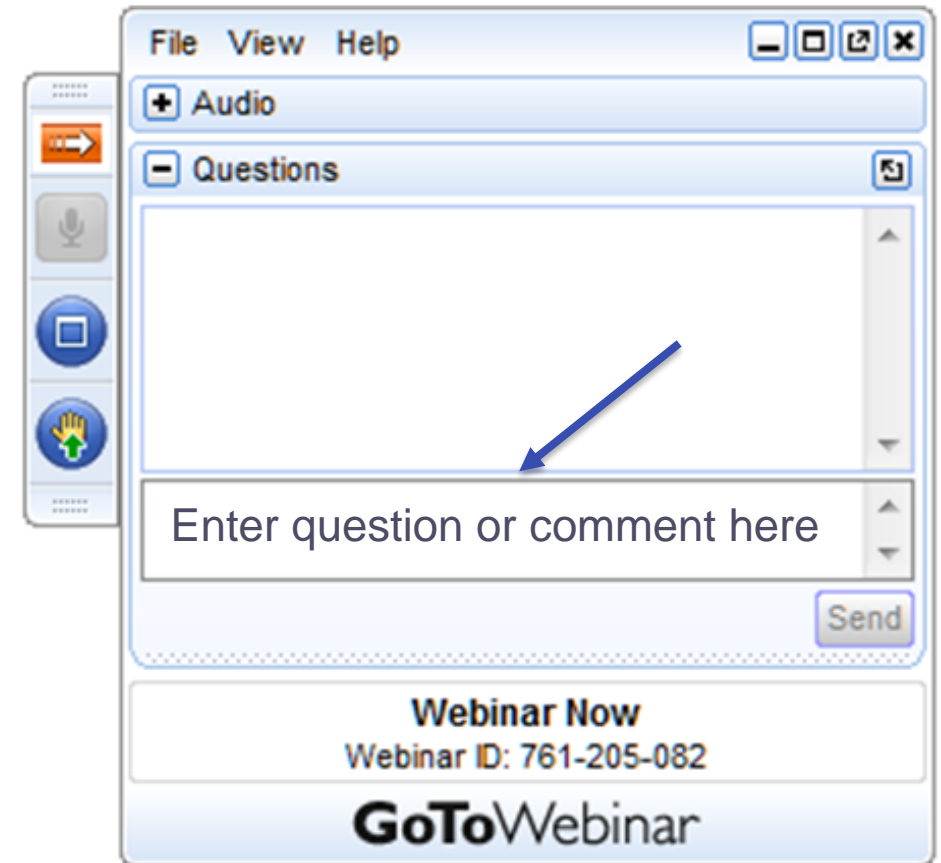
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# Something to Say?



*"I really loved the opportunity to interact with students from other schools. Thank you!"*

- GW Student Participant

# Thank You to Today's Presenters

**Dr. Fagen**



**Dr. Brisolara**



**Dr. Blue**



**Dr. Turner**





# Coming Attractions



2019 ASPPH  
**ANNUAL MEETING**  
MARCH 20-22 • ARLINGTON, VA

**UNDERGRADUATE**  
Public Health and Global Health Education  
..... SUMMIT .....  
MARCH 20, 2019 • ARLINGTON, VA

# Coming Attractions



## **Admissions Series Part 1: Data Trends and Analytics**

**February 6, 2019 from 11:00 am - 12:00 pm EASTERN**

Target Audience: Admissions staff, Data users, Administrators

For more information about and to register for upcoming webinars, visit the ASPPH Events page:

<http://www.aspph.org/events/category/webinar/>

# Thank You!

This webinar has been recorded and will be available on the webinar event page on the ASPPH website soon:

<https://www.aspph.org/event/aspph-presents-ipe-for-population-health-three-approaches-and-assessments-for-mph-level-interprofessional-learning/>

Contact: [bbrickman@aspph.org](mailto:bbrickman@aspph.org)

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*Credits*