

# ADVANCING IPE & CLINICAL EXPERTISE FOR HEALTH PROFESSIONS: TIPS FOR OPTIMIZING THE OFFICE-BASED CLINICAL ROTATION EXPERIENCE

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## PURPOSE

To enable the learner to gain insights and strategies for coordinating on-site, office-based, interprofessional educational (IPE) experiences for health professions students participating in clinical rotations.

## BACKGROUND INFORMATION

Goal of Interprofessional Education (IPE) for healthcare students

- Increase understanding of professional roles
- Enhance communication between healthcare providers
- Improve working relations
- Advance patient care coordination.

Hospital-based IPE educational strategies

- Well developed
- Many resources
- Multiple on-site healthcare disciplines

Office-based IPE educational strategies

- Fewer students
- No preceptor resources

IPE core competency domains<sup>1</sup>

- Developed by Interprofessional Education Collaborative (IPEC)
- A. Values/Ethics for Interprofessional Practice
- B. Roles/Responsibilities
- C. Interprofessional Communication
- D. Teams & Teamwork



## STRATEGIES

### ORGANIZING AND COORDINATING AN IPE OFFICE-BASED CLINICAL SESSION

Activities have been linked to the IPE competencies as noted by the superscript letters

#### 1. Pre-Clinical Session Briefing

- ▶ **Establish atmosphere of mutual respect and co-learning<sup>A</sup>**

- ▶ **Introductions<sup>C, D</sup>**

- Name
- Course of study, e.g., APN, MD, pharmacy, dental, social work etc
- Brief description of professional role (scope of practice): *Unique, Complimentary, and Overlapping elements*

- ▶ **Break into clinical teams-one profession per team<sup>B</sup>**

- Novice/advanced student pairing
- Novice/novice student pairing
- Advanced/advanced student pairing

- ▶ **Review patient chart<sup>C, D</sup>**

- Reason for visit
- Diagnoses/Problem list
- Health care needs

- ▶ **Determine lead provider for visit—alternate lead role<sup>B, D</sup>**

- ▶ **Determine role and responsibilities for each student, e.g., who obtains history, performs physical exam, provides teaching etc.** If roles are similar, tasks can be alternated, if different, each profession focuses on their area of expertise<sup>B, C, D</sup>

#### 2. Patient Encounter<sup>B, D</sup>

- ▶ **Introduce self**

- ▶ **Explain professional roles to patient**

- ▶ **Explain how visit will be conducted**

- ▶ **Conduct visit**

- ▶ **Student taking lead presents case to preceptor**

- ▶ **Complete visit**

- Prioritize care strategies
- Health teaching/anticipatory guidance

- ▶ **Charting<sup>B, C, D</sup>**

- During encounter, one student is scribe as other obtains information or each charts on own data collected
- After the encounter, the students chart on own data obtained
- Student team discusses final diagnosis, assessment and management plan
- Student team reviews charting for accuracy and completeness before submitting to preceptor

## STRATEGIES

#### 3. End of Session Debriefing<sup>B, C, D</sup>

- ▶ **Review cases**

- What went well?
- What could be improved?
- Was work load equitable?
- Were any errors made or avoided?
- What other disciplines could be involved to improve patient care and how can the discipline be contacted/utilized?
- What were one or two new insights gained about patients' issues?

- ▶ **Review team process**

- What went well?
- What could be improved?
- What was learned about the other professions on the team?

#### 4. Self-Identified Inquiry<sup>A, B, C, D</sup>

- ▶ Identify questions to explore related to

- Teammates' roles
- Patient encounter

- ▶ Peer evaluation using formal tool, at end of time working with a specific student

## CONCLUSIONS

- Interprofessional education is important to optimize the preparation of the future healthcare workforce and to bridge the gap between health professions education and practice.
- Efforts to advance communication, collaboration, leadership, competency, and ethical decision-making skills must be a component in any health care education curriculum.
- Orientating and training clinical adjunct faculty in the principles and models of IPE applicable to community settings is imperative.



## REFERENCE

1. Interprofessional Education Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel*. Washington, D.C.: Interprofessional Education Collaborative. Retrieved from [www.aacn.nche.edu/education-resources/ipcreport.pdf](http://www.aacn.nche.edu/education-resources/ipcreport.pdf)

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