USC Health Sciences
Interprofessional Education (IPE) Committee Meeting Minutes
1/24/12, 12:00-1:30pm
Norris Medical Library, West Conference Room

Attendees:
- Keck School of Medicine: Win May, Terri Woehrle
- School of Pharmacy: Ron Alkana, Kathy Besinque, Brad Williams, Brian Chou (2nd year student rep), Zain Al-Shamiyeh (3rd year student rep)
- Physician Assistant Program: Melissa Durham (dual appt. in Pharmacy), Desiree Lie (dual appt. in KSOM), Ann Schultz
- Division of Occupational Science & Occupational Therapy: Julie McLaughlin Gray, Katie Jordan
- Division of Biokinesiology & Physical Therapy: Cheryl Resnick, Kathy Sullivan, Ashley Hall (student)
- School of Social Work: Maria Aranda
- Health Sciences Libraries: Emily Brennan, Amy Chatfield

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<th>Agenda Item</th>
<th>Discussion</th>
<th>Action Items/ Final Decisions</th>
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<td>IPE competencies – results of vote</td>
<td>In winter of 2010, IPE Committee members were asked to vote on one of three IPE competencies to be adopted for USC: 2011 IPEC from AAMC; Thistlethwaite WHO competencies, or; Australian competencies. Adopting one standard set of competencies would make it easier for the health professional programs to work together on IPE activities, and for research/publishing purposes. The initial competencies vote results ended in a tie between the IPEC Competency Domains and the WHO/Thistlethwaite Competencies; but a later vote ended with WHO/Thistlethwaite resulting in most votes. More information on competencies is available on the Competencies &amp; Evaluation section of the IPE Portal. Members discussed these two competency documents in order to select one. Topics discussed included:</td>
<td>Another vote was taken and the members unanimously voted to adopt the overall summary of the WHO/Thistlethwaite Competencies. This is the longer portion of this document, not the numbered list. No Ostrow School of Dentistry representatives were in attendance and were not available for a vote.</td>
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Reflection. Hence using the WHO competencies would fulfill all the IPEC competencies, as well as promote the reflective practices already in use in some health professional programs at USC. WHO competencies would also put us in position to collaborate internationally.

| CAB III (Collaborating Across Borders III) IPE conference at The University of Arizona, Nov 19-21 in Tucson, AZ. | Desiree Lee attended the CAB III conference in Tucson, AZ. She provided a recap of content from the meeting and answered questions from IPE Committee members. Highlights include:
- This meeting brings together IPE faculty from the United States and Canada. It occurs every 2 years. The next conference is in Vancouver (2013).
- There is an international counterpart conference in Kobe, Japan in 2012.
- Dr. Lee observed that many schools at the conference discussed difficulties with scheduling IPE activities.
- There were few schools with longitudinal IPE programs—Toronto, Alberta, and other Canadian schools are leaders in this because they receive government funding.
- Some interesting IPE exercises were discussed. The Univ. of AZ has a (simulated) infant code every Friday, and IPE teams of students are evaluated on their teamwork during the exercise.
- Frequently-chosen topics for IPE exercises include bioethics, chronic diseases, ER, acute care situations, congestive heart failure—these are amenable to team care.
- When involved with IPE, most schools choose to evaluate attitudes towards IPE or teamwork, not health care skills.
- Faculty development to prepare them to teach IPE is a major focus for many schools.
- There was discussion on attitudes and need to evaluate, but not much discussion on concrete evaluation tools or results. | IPE members and others can contact Desiree Lee with questions about the conference.
USC faculty should consider submitting posters, papers, or other materials to the Vancouver CAB conference in 2013 (no information has been released on this conference yet). |

| Western Consortium Meeting for the Physician Assistant Education Association (PAEA) – hosted by PA Program in | The PA program will host this conference in Alhambra in June 2012. It will include representatives from PA programs in the Western United States, possibly up to 25 schools.
The USC PA Program would like to showcase IPE efforts at USC during this conference. No plans have been made, but some ideas discussed have included:
- Invite faculty from USC programs to provide development classes.
- Create tables focused on one aspect of IPE (assessment, | Contact Ann at aschultz@usc.edu if you are interested in presenting or have additional ideas that her planning team can use.
Faculty are also invited to attend the meeting, |
| **Meeting focus: IPE**  
(Anne Shultz) | curriculum planning, etc.) and staff each table with faculty from USC. Attendees would visit each table to learn about approaches to this aspect of IPE.  
- IPGC presenting their ongoing project at Hollenbeck with senior residents (this idea was discussed in depth at the meeting).  
- The USC student-run clinic volunteered to look into developing a presentation - IPEC member Brian Chou is involved with this clinic.  
- We could host the USC presentations/workshops on a day that will work for everyone, perhaps Saturday, June 16, 9am-noon? | specifically the IPE development session. |
| **“Brown Bag” series for students with various professionals giving a short talk about a topic of interest for all disciplines (e.g., orthopedic issues or stroke: medicine, pharmacy, dietary, PT, OT) (Emily Brennan for Samia Rafeedie)** | The idea is that professors from all disciplines would provide brief presentations on the same topic during a brown bag lunch. Samia thought this might be best organized by students.  
Brad Williams noted that medical students organized a similar brown bag this past year on geriatrics. This was taped and this might be a good idea for this series, too. Tapes like this could also be used to publicize IPE at USC.  
It was suggested to form a faculty committee or advisory board to begin this, and to eventually include students. This group should develop a template for the brown bags so faculty can be aware of what is expected, format, etc. Include time for a panel talk about teamwork.  
Medical errors might be a good topic, and could include law professors.  
This could also be used as a recruitment tool on USC’s main campus for undergrads. There are several pre-health professional societies at USC and the professional schools at USC do outreach to these groups and campuswide to attract new students. Having a brown bag on main campus, or other events where the prof. schools can work together on recruitment, can be an IPE activity and can help keep budgets in check. Tapping into student clinics or clubs is also a great way to launch this. | Melissa Durham and Katie Jordan agreed to chair the faculty advisory board/committee. They will also contact Samia to get involved (off campus currently). |
| **IPE evaluation tools (general discussion)** | Handouts were provided at the meeting of Several IPE Evaluation Instruments. These are available the Competencies & Evaluation section of the IPE Portal.  
- RIPLS: will be used in IPE event on Feb 6th. Not always appropriate for clinical use. Will be given to med students in years 1 and 2 and compared to last year’s results. Good for early learners; pre-clinical.  
- ATHT: Would be appropriate for clinical rotations. | Please review these instruments and consider their possible use in your areas, for discussion at a future IPE meeting. Emily Brennan will conduct a literature |
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<td>IEPS</td>
<td>Only one page long, would be interesting to use over time to look at longitudinal changes. This is a good scale to use to “prime” students for IPE activities.</td>
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<td>ITPS</td>
<td>Good for teams. Is very long, at 49 questions. Isn’t always applicable to all health care professionals. Useful once working in IPE teams on wards.</td>
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<td>CSCD</td>
<td>Least favorite evaluation tool.</td>
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There may be additional scales in the education literature or other areas (not explicitly health related) that evaluate teamwork skills that might be appropriate for IPE use.

These scales are not intended for faculty to use when grading students on IPE.

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<th>Event</th>
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<td>Pharmacy and Medicine IPE Day</td>
<td>Desiree Lee shared the script for the upcoming IPE educational event on Feb 6th for 3rd year pharmacy students and 2nd year medical students. The students will split into groups of 24 and complete an exercise on stereotypes, then complete a case conference on diabetes. Scoring will be on teamwork and communication skills.</td>
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If you would like to attend the faculty orientation for precepting this event, contact Kathy Besinque. Orientation is Feb. 6th from 11:30am-1:00pm in the Norris Library West Conference Room.

The case conferences will be held in 24 rooms across campus on Feb 6th from 1-3pm. |

| Additional discussion: IPE Day | The idea of an “IPE Day” was discussed with much enthusiasm. This idea was independently generated by a few groups. The IPGC was considering doing an “IPE day” where students could present their experiences at Hollenbeck. Katie Jordan and Jo Marie Reilly may already be scheduling a day so we’ll ask them for an update during next IPE meeting. A student group in Pharmacy wanted to hold an “IPE day” where students present posters on the quad. It was suggested to combine these ideas and expand—include speakers (perhaps the deans of the health sciences schools) and other events. Kathy Besinque noted that the expensive part of renting the HSC quad is fire permits and table/tent/posterboard rentals. If IPE Day could be tied to an existing event and use their permits, these costs would be reduced. |

IPE day will be discussed at the next IPEC meeting in March 2012. |
Perhaps instead of spring 2012, this day could be in fall 2012 (tied to orientations) to get new students excited about IPE.

It would also help reinforce learning if students were asked to do something after the IPE day—reflect on experiences, evaluate it, express how they’ll use IPE in their practice, etc.

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<th>KSOM Pilot case for CPX</th>
<th>KSOM will pilot a clinical skill test with a standardized patient and standardized nurse working with a student.</th>
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<td>General announcements</td>
<td>Terri will contact Dean of Los Angeles County College of Nursing (students practice at County Hospital) for possible IPE involvement.</td>
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<td>Social Work is interested in working with IPE but their school’s curriculum is very different—students spend 16-20 hours/week at a community setting (hospital, community center, school, etc.). They have 30 students in LA in health-related programs and a separate mental health program, too. Many students are distance/online students. Some ideas floated included:</td>
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<td>• Including or increasing social work involvement with the USC Student Clinic</td>
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<td>• PA program does community outreach</td>
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<td>• Looking at where Social Work students are doing placements and see if USC health sciences students are there, too—connect them.</td>
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<td>Please contact Maria Aranda or other faculty at School of Social Work to discuss any IPE ideas, as they would like to get more involved.</td>
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