vIPE Committee meeting
11:30-1:00 pm, October 24, 2016
Norris Medical Library East Conference Room
Wilson Dental Library Rare Book Room

- Pharmacy: Richard Dang, Cynthia Lieu, Daniel Yi (pharmacy student guest), Christy Avila (pharmacy student guest)
- Physician Assistant: Desiree Lie
- Dentistry: Piedad Suarez, Jeremy Teoh
- Division of Biokinesiology & Physical Therapy: Cheryl Resnik
- Division of Occupational Science and Occupational Therapy: Julie McLaughlin Grey
- Keck School of Medicine: Madeleine Bruning, Win May, Christine Weber
- Health Sciences Libraries: Amy Chatfield (chair), Rebecca Davis, Jennifer Dinalo (minutes), Cynthia Henderson
- Guests: Randolph Hall, USC Vice President for Research; Sharon O’Neill, faculty, USC Family Nurse Practitioner Program (part of School of Social Work)

Agenda

Announcements

Interprofessional Poster Week
- Nov. 16th 7am-5pm. Staffed at noon, sponsored by and located in Keck hospital. More information will be distributed to the committee via email. The PA program has 3 posters accepted to this event.

Old business
- Basic Curriculum and learning objectives for IPE curriculum project
  - IPEC 2016 competencies – Only 1 response(OT) from members for adapting these to our institution.
  - Suggestion: Affirm the IPEC 2016 competencies as working instead of writing own curriculum
    - Cheryl Resnik would like to know what others are doing before tabling writing USC specific competencies and affirming IPEC
    - Suarez from Dental – The dental school has implemented IPE assessment
    - Bruning – is part of the LCME self study curriculum committee
    - Lie - No need to write new objectives, Create milestones or activities for students that are a part of OSCE or some other evaluative point
    - O’Neill – Accreditation for the nurse practitioner program requires that the curriculum is created in partnership with other programs
    - May – Keck has 13 competencies for Residency and IPE is part of that. Had an osce for IPE with a standardized patient and a standardized nurse but not doing now
    - Lie – PA has it as a part of the TOSCE (Team Objective Structured Clinical Examination) published in Med Ed portal.
• Show that students are meeting competency in testing situation or clinical situation so showing that
• Quarterly TOSCE – So that programs can participate when they have time in agenda
  o Logistics are greater issue than money or standardization for most programs
  o What type of assessment is wanted from the TOSCE: formative or summative?
  o We should table Learning Objectives and consider instead building a list of TOSCE or OSCE with IPE areas, currently being used at USC by any program. We’ll discuss this more at the next IPE meeting.
  o **Action Item:** members of the committee, gather accreditation competencies for your program related to IPE, and also your school’s most recent self-study, and send to Amy Chatfield. This will help us to make comparisons and to develop institution-wide competencies, and help PT as they prepare for an upcoming accreditation.

New business
- Interprofessional healthcare delivery tracking form (Cheryl Resnik); attached to Minutes.
  o From the Medical University of South Carolina
  o Tracks what students are doing out on clerkship/in clinical environments related to IPE
  o Easy, low-hanging fruit for tracking IPE at USC
  o Kind of like a needs assessment to identify holes in IPE training
  o Intended to be submitted one time per student per rotation
  o Well-received by the group as a whole
  o The group would like to tailor the form to fit USC needs
  o Cheryl will modify the form
  o Desiree will look at some evaluation tools for the second to last question
  o Student feedback: Break up qualitative questions to make it clear how much detail required, define what some of the specialties are, define what the selections are for the different options under type of interaction.
  o **Action Item:** librarians will examine literature to see if data from this form has been published, and share citations with the committee, to help inform changes to the form.
  o **Action Item: All members of the committee.** Review the form and send changes to Cheryl. She will share a clean copy with changes with the committee.
  o **Action item:** Once the form content is completed, committee member Richard Dang will build it in RedCap and make it available to members for their use.
- Open discussion of new initiatives, ideas, etc. (Entire committee)
  o Madeleine Bruning is initiating two pilot programs for IPE
  o IPE at CHLA
    ▪ Pharmacy, medical and nursing students at CHLA already
    ▪ Incorporating students into family centered rounds
    ▪ Students are focusing on the IPE work that is going on.
    ▪ Working on pre and post assessment of the IPE experience (6 month)
    ▪ Pilot study starting now, will be observing so that students don’t have to present they can focus more on the IPE interactions.
  o IPE at County, trying to initiate pilot there during discharge rounds
    ▪ Focus for students is on what medicine is bringing to the table
    ▪ Working on pre-brief with students using focusing sheets and will debrief also
    ▪ Faculty development on IPE so they understand what IPE actually is
- Cheryl – Working on developing an IPE experience at the Inpatient Acute Rehabilitation Unit at Keck Medicine, housed within the Keck Hospital on HSC campus.
  - **Action item:** Cheryl is looking at developing an IPE clinical experience in the Inpatient Acute Rehabilitation Unit at Keck Medicine. If your program sends students to this site, tell Cheryl what kinds of students (MDs, PAs, etc.), how many you send per year on average, and if it’s a required or optional rotation.
- Desiree is looking for IPE publishing partners on any topics. If you have ideas to develop into a manuscript or poster or presentation, tell her and she will work with you or help you find other co-authors.
- Randy Hall chose to attend this meeting. The Association of Academic Health Centers (AAHC) is developing a new program called Aligned Institutional Mission. See more information in the program overview at [http://www.aahci.org/Portals/1/2015.12%20Program%20Overview.pdf](http://www.aahci.org/Portals/1/2015.12%20Program%20Overview.pdf). USC has been chosen to be a pilot site; see more information in the AAHS newsletter, [http://new.aahci.org/AAHCINewsRoom/tabid/304/EntryId/379/Aligned-Institutional-Mission-Program-Gains-Momentum.aspx](http://new.aahci.org/AAHCINewsRoom/tabid/304/EntryId/379/Aligned-Institutional-Mission-Program-Gains-Momentum.aspx). This program includes discussion of Interprofessional Education and Practice. Keep an eye on your email for further information from the Office of Research about the site visit and further work related to this pilot project.
  - Randy asked the committee, what is the vision and leadership for IPE at USC? How does IPE help attract students to USC?
  - The committee members overall felt these were useful questions to consider, but that given the job roles of the members of this committee, we are not always able to set a vision for our school/department.
  - Every member of the IPE Committee chooses to join the committee based on his/her own interest in preparing students for the real world of team-based health care. Not all the health professions at USC are currently represented, but membership is open to those groups should they wish to join.
  - **Action Item:** The committee developed a proposal for establishing an Interprofessional Center of Excellence in 2012 and intended to get buy-in from all health sciences deans, then share with the provost. Amy Chatfield will send original 2012 draft of proposal to Randy to help him understand the scope and scale of the activities conducted by other schools and our ideas.
- Sharon O’Neill officially joined the committee as the representative for the Family Nurse Practitioner (FNP) program. This program launched in fall 2016 and does have some accreditation requirements focused on. Sharon looks forward to working with the committee to identify and develop IPE activities for FNP students.