



MidAtlantic AIDS Education and Training Interprofessional Education And Practice

A guide to patient centered team-based care



The Institute of Medicine (IOM) identifies interprofessional learning as a means to prepare all health professions to deliberately work together with the common goal of building a safer and better patient-centered and community and population focused health care system.

DEFINITIONS:

Interprofessional Education occurs when *two or more persons* learn about, from, and with each other to enable *effective collaboration and improve health outcomes*.

Interprofessional Collaborative Practice is when *multiple* health workers from *different professional* backgrounds provide comprehensive services by working with the team of patients, their families, caregivers and communities to deliver the *highest quality of coordinated care* across settings

Multidisciplinary: A multidisciplinary team is one in which members use their *individual expertise to first develop their own answers* to a given problem, and then come together -- bringing their individually developed ideas to formulate a solution with minimal interactions across disciplines

Interdisciplinary: The process of combining two or more disciplines, fields of study or professions to solve a problem by the synthesis of ideas into something new by using methods of one discipline with another.

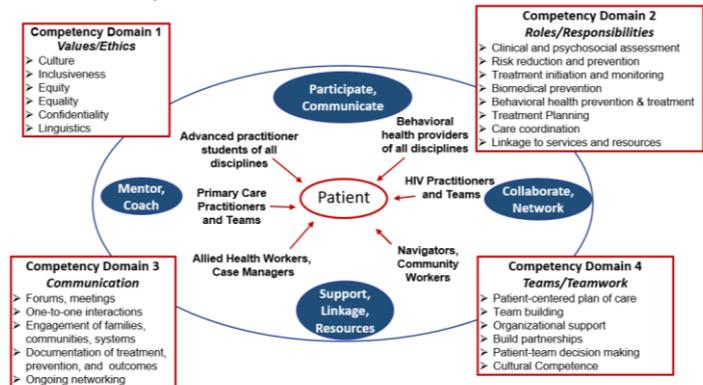
INTERPROFESSIONAL PRACTICE FOCUS

- Patient/family/community-centered
- Rooted in population health and social determinants of health
- Each team member's view is a critical complement to each discipline
- Recognition that no one discipline can adequately care and plan for complex patient populations
- Improves clinical outcomes for the patient

INTERPROFESSIONAL PRACTICE IS A WAY OF THINKING (Frank, 2022)

- How I intend to interact with others on team
- How others interact with me on the team
- How the team interacts with the client, clinic, community
- How the process of treatment or intervention planning is accomplished
- How the client, family, or stakeholders are involved in the intervention
- How the process is integrated into an ongoing quality management
- How it is integrated in the provider, staff, and student training in clinic or community setting.

MidAtlantic AIDS Education & Training Center Interprofessional Collaborative Practice Model



CORE COMPETENCIES OF IPE

- Interprofessional Practice is based on **four core competencies**. These competencies ground and set the framework for all interprofessional work.
- Practicing clinicians and health professions students must work interprofessionally to assure that care is provided in a manner that **reduces costs, optimizes individual health outcomes** and allows HIV practitioners to function within their **full scope of practice** to enhance coordination, communication and team functioning.

INTERPROFESSIONAL PRACTICE ENGAGES HEALTH CARE TEAMS TO (Frank, 2022)

- Consider alternative approaches of others
- Contemplate new approaches
- Communicate with other disciplines on team
- Forge collaborations with others to intervene, strategize, solve
- Coordinate better approaches to treatment, care, intervention
- Craft an approach or intervention to be tested
- Improve engagement of patients in care
- Increase diversity and inclusion for more culturally appropriate care
- Identify discipline gaps in team membership
- Identify knowledge and skill gaps in team membership

INTERPROFESSIONAL PRACTICE OUTCOMES

Studies have long shown that interprofessional practice **impacts:**

- Health professions education of students for future work
- Health care clinical settings for current workforce
- Community based settings for current workforce
- Internationally the concept of **“task shifting” incorporated**
 - Resource poor settings do this to survive
 - Increasingly embraced in western health care
- Allows and encourages disciplines **to practice to the full extent of their education and/or license.**

MISSION

The goal of the MidAtlantic AIDS Education and Training Center (MAAETC) Interprofessional Education (IPE) is to assist in **preparing new and current health and service-delivery professionals with interprofessional practice opportunities, skills, and approaches to improve patient and population health outcomes, increase the size and strength of the HIV clinical workforce and improve clinical outcomes in patients through didactic, skill building, technical assistance, and service-learning opportunities.**

REGION WIDE OBJECTIVES

- Develop and enhance ability to teach, model and train health professions faculty and students to utilize the IPE core competencies
- Increase the HIV workforce by training faculty and students in the schools of dentistry, law, medicine, nursing, pharmacy, and social work in HIV basic science, testing, prevention and treatment
- Provide an opportunity for students to choose HIV-related course work to obtain advanced HIV clinical competencies.
- Follow students upon completion of their academic program to determine if use the IPE knowledge and skills learned in their clinical and professional practice.
- Follow and encourage faculty to continue to integrate IPE into the health professions curriculum

MIDATLANTIC AIDS EDUCATION AND TRAINING CENTER

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