

Faculty-Driven IP Teamwork Clinical Rotations Development Program

An innovative approach to creating new opportunities for students to gain applied teamwork skills in real-world clinical settings was piloted in preparation for our QEP, and will continue through the first 3 years. MUSC's Office of Interprofessional Initiatives solicits faculty-involvement in the creation of new interprofessional team-based clinical training opportunities. This is a competitive RFP and funding is made available (up to \$15K for the first 12-months) to select proposals to support the implementation and evaluation of new clinical educational experiences. This program primarily seeks to create new interprofessional training opportunities for students at MUSC. Funding can be used to seed faculty involvement, facilitate logistical problem-solving, offset costs associated with increased initial load on preceptors, and to support program evaluation. A viable plan for program sustainability after the award period is required. Eligible proposals must follow guidelines outlined below.

Program Information and Criteria:

- 1) Must include students from **3 or more** different professions providing direct patient care
- 2) Must introduce **new** rotation options for students (i.e., can't be used to support existing rotations)
- 3) Must include a metrics and evaluation plan to examine factors such as:
 - a. Student learning outcomes
 - b. Clinical efficiency/health economics
 - c. Team-work skills development
 - d. Financial/clinical-revenue impact
 - e. Patient outcomes and safety impact
 - f. Patient and staff satisfaction impact
- 4) Must include a plan to coordinate clinical rotation experiences with rotation schedules and accreditation requirements of involved Colleges/professions (e.g., through Associate Deans for Education)
- 5) Must include a viable plan for rotation financial independence and sustainability after the award period
- 6) Adequate interprofessional/interdisciplinary supervision requirements must be met
- 7) New rotations must be available starting Fall semester of 2016
- 8) Awards will be up to \$15K for the first 12-months

Applications must include sections on: Clinical Focus (e.g., Patient population, clinical focus and description of existing MUSC clinical service), Site Training Background (e.g., Existing student rotations/experiences in the clinical area, if any), New Rotation Description (e.g., New student rotations in the clinical area, activities, roles and responsibilities

of students from different professions), Supervision Plan (e.g., List of clinical rotation preceptors/supervisors and their professions, frequency and type of supervision for students, Logistics, Schedules and Timing (e.g., Day(s) and time(s) of the week, duration, location, total number of students to be reached, reconciliation of different professions' non-overlapping rotation schedules), Rotation Type and Accreditation Standards (e.g., required versus elective, training accreditation standards addressed for each profession involved), Student Orientation and Didactics (e.g., Plan to provide background and orientation to new students on the rotation), Student Resources (e.g., Facilities, offices, computers, phones), Student Evaluation Plan (e.g., Student grading, format, learning outcomes, metrics), Program Evaluation Plan (e.g., Indicators of program success, efficiency metrics, patient outcome metrics, satisfaction metrics, economic indices of success), Teamwork Evaluation Plan (e.g., Metrics for evaluating success in teamwork, communication, conflict resolution), Budget (e.g., Line

This Innovation Addresses:

Objective 2c: Improve students applied teamwork skills through enhanced opportunities in real-world clinical practice and laboratory experiences

Objective 2a: Teach fundamentals of teamwork using the TeamSTEPPS framework to all students at MUSC from all 6 Colleges

Objective 1a: Develop and implement applied teamwork skills curricula in formats designed to reach all students at MUSC from all 6 Colleges

Objective 1b: Improve staff/faculty knowledge, skills and practice models to develop a richer environment in which team-based care training will occur in clinics and labs

items for facilitator/supervisor effort, measure/scale acquisition, decreased productivity costs etc.), and Sustainability Plan (e.g., how the training opportunity will continue if no supplemental/award funds were available in the future). During our pilot phase, four new interprofessional team-based clinical rotations were developed:

The Palliative Care Program

In this rotation, students will have the opportunity to work with an interdisciplinary team comprised of multiple physicians and advanced practice nurses, a chaplain, and other volunteers. Students may work alongside students from the MD, MHA, OT, PA, or NP programs. The team will meet daily to discuss each patient, patient care challenges, and other issues. Additionally, there will be an interdisciplinary team meeting twice per week that will include other professions such as physical therapy, occupational therapy, dieticians, and more.

The Interprofessional Aging in Place Program

Students in this rotation will work interprofessionally in a team, which consists of PT, PA, and nursing students under supervision of MUSC faculty (nurse practitioners from the College of Nursing). The interactions will be a combination of live and telehealth medicine. As a team, the students will develop a care plan for each high-risk patient, per site, incorporating all aspects of physical and medical rehabilitation. The IP team then meets on a weekly basis via videoconference for an update of each discipline's perspective related to each patient's progress. Students participating in this experience will practice essential skills of team communication including tools such as Situation, Background, Assessment and Recommendation (SBAR) technique.

Interprofessional Team-Based Comprehensive Pain Management Program

This rotation will include an interprofessional team comprised of one medical student, one nurse practitioner student, one physician assistant student and one clinical pharmacy student. Students will work individually and in teams to see patients in clinical rooms. Students will also participate in team roundtable patient-care and treatment planning discussions, as well as a wrap-up huddle at the end of each day. The pain management program team is currently comprised of an attending physician, a nurse practitioner, PharmD's, and a psychologist. Students will have the opportunity to work with this group of professionals and fellow students to learn about interprofessional teams and how it improves the quality of care provided.

Primary Care and Population Health: The Role of the PCMH Interprofessional Team

In this rotation, students will work with an interprofessional team consisting of internal medicine physicians, advanced practice practitioners (PA and DNP), pharmacists, registered nurses, and licensed practical nurses. Students will work in interdisciplinary teams to identify care barriers, quality gaps, disparities, diagnostic errors, medication errors, and other care challenges, determine the root cause, and recommend systematic strategies to prevent future events. Each team will be responsible for a final presentation to faculty and staff at the end of the rotation. Students will be trained in the key principles of TeamSTEPPS: team structure, communication, leadership, situation monitoring, and mutual support.