

Using CanMEDS to Design an Interprofessional Team-based Model for CPD (IPT-CPD): An Environmental Scan of CPD in Ontario



Smith, K.M. ¹, Naumann, D.N. ², Donnelly, C. ², Dalgarno, N. ³, & McDiarmid, L. ¹

¹Office of Continuing Professional Development, Queen's University, Kingston, ON, Canada. ²School of Rehabilitation Therapy, Queen's University, Kingston, ON, Canada. ³Faculty of Education, Queen's University, Kingston, ON, Canada..

Project Overview & Rationale:

We know that...

- Interprofessional (IP) models for patient-centred healthcare provision are best practice
- Because collaborative practice positively impacts health outcomes
- Therefore, there is an increased emphasis on IP team-based healthcare (Zwarenstein, Goldman & Reeve, 2009; Pecukonis, Doyal & Bliss, 2008; Reeves, Zwarenstein, Goldman, Barr, Freeth, Hammick & Koppel, 2009).

In Ontario, delivery of IP primary care is the recommended cornerstone of health care system (Drummond, 2012)

- IP in healthcare → CPD providers targeting IP audience (Mazmanian, 2009).
- IP education is an essential component of CHE (Hall & Weaver, 2001; Hertwig et al., 2011; Lown et al., 2011; Reeves, 2009)
- Limitations accessing CPD outside of major urban centres
- Further (regarding these centres): Rural physicians are restricted in referral options, need more CPD in speciality areas

However, persistent profession-specific "silos" are a barrier to engagement in CPD outside of established sources

- Professional silos limit engagement in team-based CPD that focuses on addressing the shared clinical learning needs of an IP audience. (Hall, 2005)

In order to overcome these barriers and support IP delivery, we propose offering a Interprofessional Team-based Continuing Professional Development curriculum

The aim of this project is to ...

... inform the development of an interprofessional team-based continuing professional development curriculum that will facilitate effective collaborative patient centred practice. The results of this project will provide a template for an IPT-CPD curriculum that highlights common values and learning needs across professions. The project will also offer the Queen's University Office of Continuing Professional Development the opportunity to clarify and meet both the perceived and unperceived needs of the health care professionals to which CPD is provided.

Participants:

- ✓ Specialist physicians
- ✓ Family physicians
- ✓ Nurse practitioners
- ✓ Nurses
- ✓ Occupational therapists
- ✓ Physiotherapists
- ✓ Pharmacists

Environmental Scan Methodology:

- Surveyed Live CPD opportunities between Sept 2014 & Sept 2015 in Ontario
 - ✓ specialist physicians, family physicians, nurse practitioners, nurses, occupational therapists, physiotherapists and pharmacists
- Gathered data on professions targeted, host source/profession, location, learning objectives, clinical themes/content.
 - ✓ targeted CPD offices, regulatory bodies, professional societies and associations, hospitals, social media
- Results are preliminary, archiving issues complicate getting a complete dataset
- Map geographically to identify areas where IPT-CPD opportunities are not accessible to healthcare professionals in the province.
- Analyze learning objectives & available content to identify how IPT-CPD is currently offered

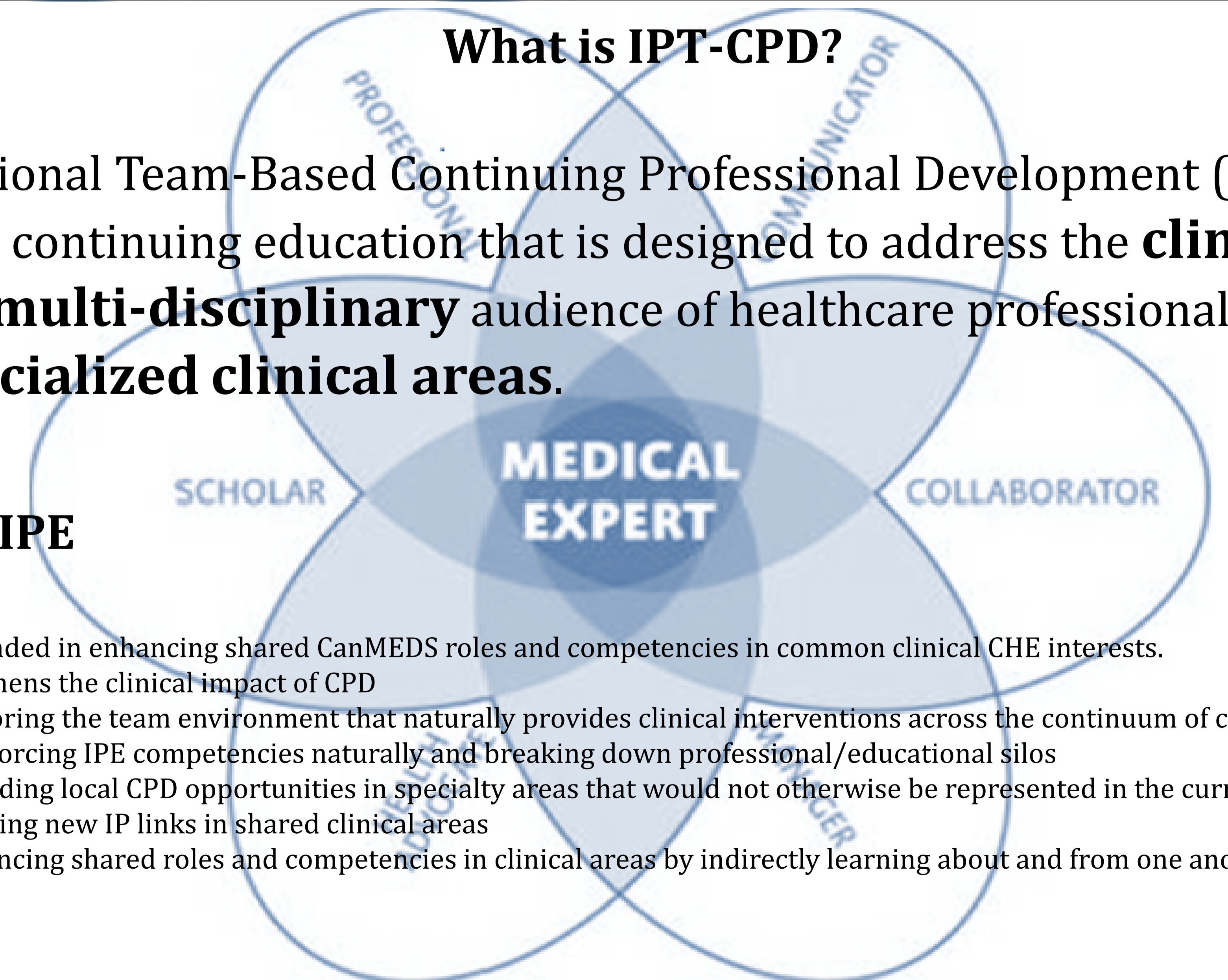
Results:

Common Clinical Areas for IP Participation	# Opportunities
Oncology	12
Women's Health	9
Ortho/MSK	7
Addictions	7
Mental Health, Suicide, Trauma	6
Palliative Care	6
Pediatrics	6
Geriatrics/Senior's Wellness	5
Cardiology	5
Diabetes	4
Pain	4
Dermatology	4

Clinical Theme	Professions Learning Together (explicitly targeted)
Oncology	All professions Plus: social work, spiritual care, support personnel
Women's Health	Physio, OB/Gyne, NP, Primary Care, specialist, Nursing, OT, FP, Midwives, social work, chiropractors
Ortho/MSK	Physio, OT, primary care, specialists (ortho, hospitalists), FP, Plus: support personnel, RMT, chiropractor, support personnel
Addictions	OT, physio, primary care, FP, psychology, specialists (psychiatrists), support personnel
Mental Health	FP, NP, primary care, specialist (psychiatrists), psychology
Palliative Care	Primary care, FP, nursing, OT Plus: spiritual care, community members
Pediatrics	Specialist (Pediatricians, psychiatrists, radiologists), OT, Psychology, Physio, FP, primary care, nursing, NP
Senior's Wellness	Specialists (Geriatricians, hospitalists), FP, primary care, nursing, OT, Physio, Pharma, NP Plus: spiritual care, Social work
Cardiology	Specialists (hospitalists, cardiologists), nursing, FP, primary care, NP
Diabetes	FP, NP, nursing, PT, OT, dieticians, pharmacy, specialists
Pain	All professions
Dermatology	FP, nursing, primary care, OT, Physio, specialist (Dermatologists), NP

What is IPT-CPD?

Interprofessional Team-Based Continuing Professional Development (IPT-CPD) is **functional** continuing education that is designed to address the **clinical learning needs** of a **multi-disciplinary** audience of healthcare professionals who provide care for **specialized clinical areas**.



IPT-CPD ≠ IPE

- IPT-CPD is grounded in enhancing shared CanMEDS roles and competencies in common clinical CHE interests.
- IPT-CPD strengthens the clinical impact of CPD
 - Mirroring the team environment that naturally provides clinical interventions across the continuum of care
 - Reinforcing IPE competencies naturally and breaking down professional/educational silos
 - Providing local CPD opportunities in specialty areas that would not otherwise be represented in the curriculum
 - Forming new IP links in shared clinical areas
 - Enhancing shared roles and competencies in clinical areas by indirectly learning about and from one another while learning together

Discussion:

Missed Opportunities for IPT-CPD:
While there was some overlap in all topic areas, these are areas where every profession had programming on the topic but exclusively targeted only their own programming.

- Patient communication
- Pain
- Wound care

Shared Roles Represented:

- Professional
- Communicator
- Medical Expert OR
 - Expert in enabling occupation
 - Expert in function and mobility
 - Expert in meeting the health needs of individuals
 - Experts in pharmacy...

Shared Roles NOT Represented:

- Scholar
- Health advocate
- Collaborator
- Manager



Take Home Ideas:

- While health professionals may now be beginning to learn alongside one another, this is not the purpose of IPT-CPD (Sargeant, 2009)
- Want to have a practical, stimulating and convenient CPD that teaches clinical skills and naturally reinforces IPE through learning WITH, and FROM one another (and implicitly teaching ABOUT one another).
- When offered in the right format, IPE represents an essential component of CPD for healthcare teams.
- Need to break down professional silos in order to conveniently access useful CPD that is designed for an IP audience.

Participate in the Discussion!

Danielle Naumann
4dn@queensu.ca

CPD Office
cpd.che@queensu.ca

Dr. Karen Smith (PI)
smith2k@providencecare.ca

**References available from presenter upon request