

Interprofessional Education in Genetics

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I have no current affiliations or financial arrangements that could be perceived as introducing a real or apparent conflict

Definitions

- **Interprofessional education (IPE)**
 - When ≥ 2 professions learn about, with and from each other to improve collaboration and the quality of care.
- **Interprofessional learning (IPL)**
 - Interaction between ≥ 2 members (or students) of different professions. May be spontaneous, or a product of interprofessional education
- **Interprofessional collaboration**
 - Developing and maintaining effective interprofessional working relationships with learners, practitioners, patients, clients, families and communities to enable optimal health outcomes.



IPE

- Useful in a complex healthcare system that requires team-based collaborative approach
- Fosters mutual respect
- Challenges stereotypes & beliefs about an individual's worth based on their profession

Bottom Line: *Learning together potentially improves working together*



1972 IOM Report

- “Educating for the Health Team”
 - Noted: “the lack of a **design for IPE** is a major deterrent to building an efficient, effective, comprehensive and personalized healthcare system”

Flash forward 40 years....

- We're still not there
 - Limited opportunities for students to formally learn **about**, **with**, or **from** students in other healthcare disciplines



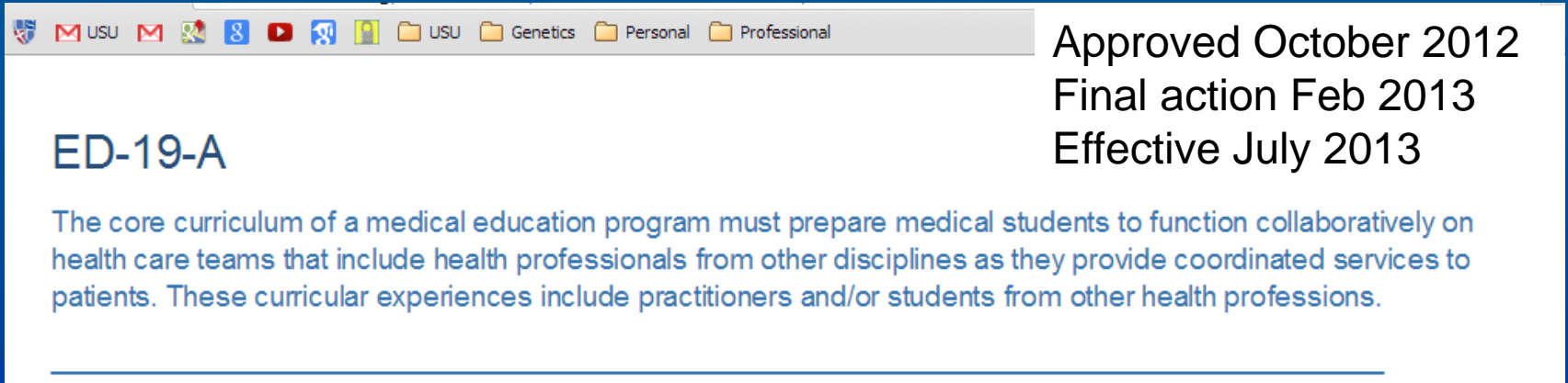
2011 Interprofessional Education Collaborative Expert Panel

Published
'Core Competencies for
Interprofessional Collaborative Practice'



Trickle Down Effect....

Liaison Committee on Medical Education (LCME)



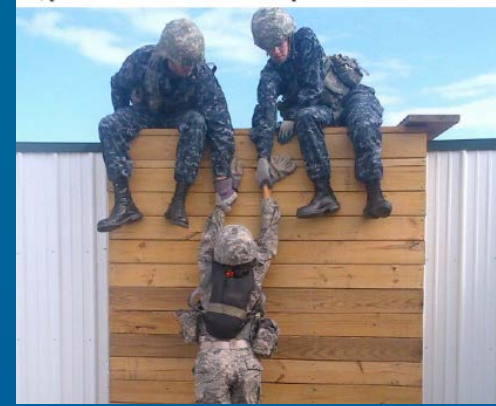
The screenshot shows a web browser window with a taskbar at the top containing icons for USU, email, Google, YouTube, and folders for USU, Genetics, Personal, and Professional. The main content area displays the LCME standard ED-19-A. The text of the standard is in blue, and the approval and effective dates are in black. A horizontal line is at the bottom of the content area.

ED-19-A

The core curriculum of a medical education program must prepare medical students to function collaboratively on health care teams that include health professionals from other disciplines as they provide coordinated services to patients. These curricular experiences include practitioners and/or students from other health professions.

Approved October 2012
Final action Feb 2013
Effective July 2013

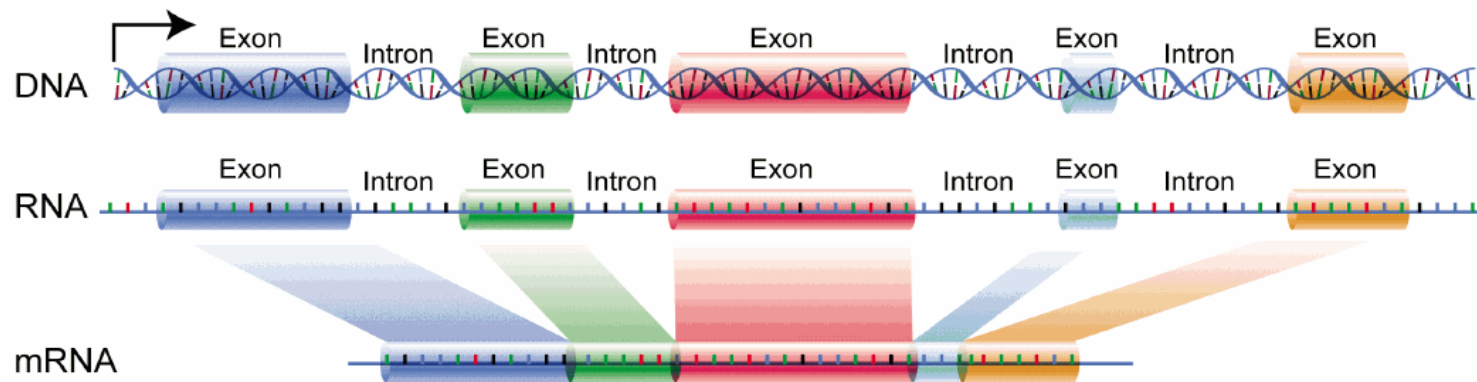
Challenges



- Limited evidence
 - Effectiveness &/or long-term outcomes
- Curriculum development
- Faculty development
- Scheduling
 - Discipline centric professional meetings

Genomics & IPE

- Team approach already used in providing genomic care
- Relatively level playing field
 - Limited baseline knowledge (all professions)
 - Information evolving/emerging constantly



<http://www.kurzweilai.net/junk-dna-plays-active-role-in-cancer-progression-researchers-find>

Strategies

Marketing

- Interesting Topic
 - Family HH: Collection & *Interpretation*
 - Genetic testing
 - Complex disease
 - GINA & ELSI
 - Counseling: Uncertainty, mistakes, explaining risk

Event Planning

- Diversity is key at all levels
 - Audience, Faculty, Panels, Small Groups
- Find the right time/location
 - Day(s) of the week, Months of the year, etc
- Careful with language
 - Course title: “Genetics” scares some people
 - Avoid mentioning specific disciplines
- Choose complex (or diverse) cases that many professionals can relate to

Build in Engagement



- Emphasis on problem solving
- Peer instruction
- Advanced simulation
- Build in interaction



Advance the Science

- Plan to collect data
 - Short term (Knowledge/Satisfaction)
 - Long term (more challenging to acquire)
 - Improved teamwork, patient outcomes

Example & Summary

Cancer Genomics for Primary Care Providers

Co-sponsored: Jackson Laboratory & ASHG

- Connecticut FP's, NP's & PA's
 - Friday evening: networking
 - Dinner in groups of 6 (4 audience + 2 local genetics professionals)
 - Panel Discussion
 - Saturday: content
 - Multiple working groups, panels, SP encounters, etc.
 - Ongoing (1 year) online interaction
 - Data collection

Summary

- 40 years -- no forward progress
 - Professional silos, no design or structure
- “Hammer” somewhat effective
 - Accreditation requirements
- Genomics very appropriate IPE topic
- Diversity & adult learning principles are key
- Careful marketing and curriculum
- Research examining short & long term outcomes should be built in

Questions? Comments?