

Implementing Clinical Interprofessional Education: Planning Questions for Your Practice	
Which health professions should be included in our IPE care model?	Practices wishing to start by pairing medical and pharmacy students can benefit from several years' lessons learned at the two established Maine IPE sites. However, your practice's unique patient profile, staffing pattern, student capacity, and unique strengths and needs should shape your own IPE program.
How will implementing onsite IPE enhance the quality of care at our practice?	This question can serve as the foundation for selection of your IPE care model. Relevant quality areas may include: Achieving/maintaining PCMH recognition related to team-based care, care management and population health; improving adult HEDIS, CAHPS and/or ACO metrics related to preventive care, control of chronic conditions, medication review and management and patient experience; and reducing high service utilization and related costs of care.
What current interprofessional processes and strengths does our practice have to build on?	Examples may include local Community Care Teams (CCTs); multiple professions and/or interprofessional processes already onsite; existing and/or potential preceptorships with students of two or more health professions students; and clinicians trained in IPE or IPE champions.
How can pre-visit team briefings and post-visit debriefings be built into our student teams' IPE experience? Who will facilitate these discussions?	While visit briefings help student teams to align their role-based perspectives and objectives regarding an upcoming patient visit, debriefings help teams to "examine...the role of various providers in delivering services, gaps in available services, the involvement of clients, the level of collaboration between providers, systems issues, etc. Asking thought-provoking and critical questions about client care and team functioning becomes integral to the students' learning." (Deutschlander and Suter, 2011). These team discussions may be led either by clinical preceptors or medical educators.
What types of training might our preceptors need to serve as IPE facilitators?	The Interprofessional Facilitation Scale can be used to gauge your practice's level of expertise with facilitating interprofessional teams' learning activities. (This tool and additional IPE facilitation resources are listed on the web page under Key Elements of Successful Clinical IPE Models)
How will our practice assess the impact of interprofessional care on students, the practice and/or patients?	While UNE evaluates the impact of each of its clinical partners' IPE activities on student knowledge of and attitudes toward team-based care, you may wish to measure the impact of IPE on practice-specific measures. For more information about IPE evaluation, please contact UNE Research Associate/IPE Evaluator Ruth Dufresne, SM at rdufresne@une.edu



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