

**The Interprofessional Education Exchange Project (iPEX):
Developing Interprofessional Education in Palliative Care**

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A national training program in interprofessional education (IPE) for faculty and leaders in palliative care improves IPE competencies and confidence, and results in tailored educational programs.



Background:
 - The value of interprofessional practice and education in palliative care is well-established.
 - Multiple challenges limit the development and impact of IPE.
 - iPEX was created to promote the design and implementation of IPE in palliative oncology.

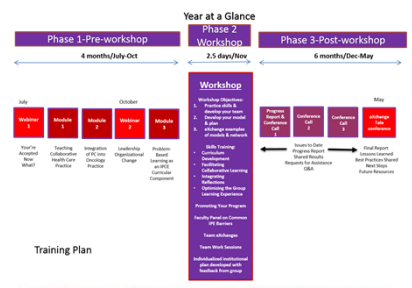
Research Objectives:
 - To evaluate the impact of iPEX on trainees' 1) self-reported readiness and competence in IPE, and 2) ability to design a tailored IPE plan.

Methods:
 - Teams from 8 institutions are selected annually consisting of up to 5 members, representing a minimum of 3 professions.
 - iPEX program includes on-line modules, webinars, expert mentorship, a face-to-face workshop, and monthly team video conferences.
 - The workshop focuses on IPE skills training and each institution's tailored program development.
 - Teams exchange ideas and experiences regularly.
 - A national video conference shares final project designs and implementation plans.
 - Impact is measured by the Interprofessional Facilitation Skills Checklist (IPFS) and the Core Competencies for Interprofessional Practice Individual Competency Assessment Tool (IPEC).

Results:
 - In 2018-2019 eight teams were selected.
 - Pre and post-test analysis showed improvement (p<0.001) for all IPFS and IPEC domains.
 - All teams designed a unique and tailored palliative IPE program incorporating diverse IPE methods.
 - Targeted learners ranged from students to practicing professionals.

Conclusion:
 - A one-year multimodality training program for faculty and leaders in palliative care improves the IPE competencies of the participants.
 - Interprofessional teams can design a unique program for their institution within one year.

Implications:
 - IPE training is feasible and effective and can advance palliative care education.
 Project was funded by the **National Cancer Institute** R25 CA203637



2018 Trainees by Profession

Nursing	12
Social Work	9
Physician	8
Pharmacy	4
Chaplaincy	3
Public Health	1
Music Therapy	1

Targeted Learners of the 8 Developed Programs

Undergraduate Students	6/8
Graduate Students	5/8
Cancer Center Staff	2/8
Practicing Clinicians	2/8
Residents/Fellows	2/8

Pre- and Post-test Results (IPEC 1-10 and IPFS 1-4) (n=38)

Competency/Skill	Pre	Post	P-value
Value and Ethics	7.50	8.53	p<0.001
Roles and Responsibilities	6.96	8.43	
Interpersonal Communication	6.94	8.24	
Team and Teamwork	6.10	7.85	
Contextualize IPE	3.04	3.75	
Encourage IP Interaction	2.95	3.62	



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"The most important part of iPEX was the great sense of being part of an incubator to foster the development of our ideas within our own group and across all the different groups." -2018 iPEX Participant

"iPEX helped our team develop a plan and strategies to expand palliative care into our hospital's cancer clinic. It helped us learn strategies on how to better work with other disciplines to achieve our goal. We learned some tools and gained resources on how to best develop a feasible plan." -2018 iPEX Participant