

UK Deans' Interprofessional Honors Colloquium

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History

- IPE ad hoc group formed 2007
- Six health sciences colleges represented
- Active support of deans
- Members included associate deans, interested faculty, students, staff
- Guiding principles
- AHEC Program initial driver

Initial Projects

- Calendar coordination
- Creation of a model rotation at an AHEC site
- Creation of an IPE service learning opportunity
- Creation of an IPE elective – DIHC is the response

DIHC Key Elements

- All colleges to be represented
- Students to be chosen by Deans based on academic performance, commitment to team learning and team care
- Registration limited
- Would address a clinically relevant content area
- Would include active learning strategies

Initial Offering

- Had to recruit students willing to be ‘selected’
- Faculty interest was not a problem
- Some issues raised about faculty time commitment and DOE
- Faculty roles included content delivery and small group facilitation

DIHC 2.0

- Student response has been overwhelmingly positive
- Recruitment no longer an issue
- DIHC 2.0 created for those who want to continue with an implementation project

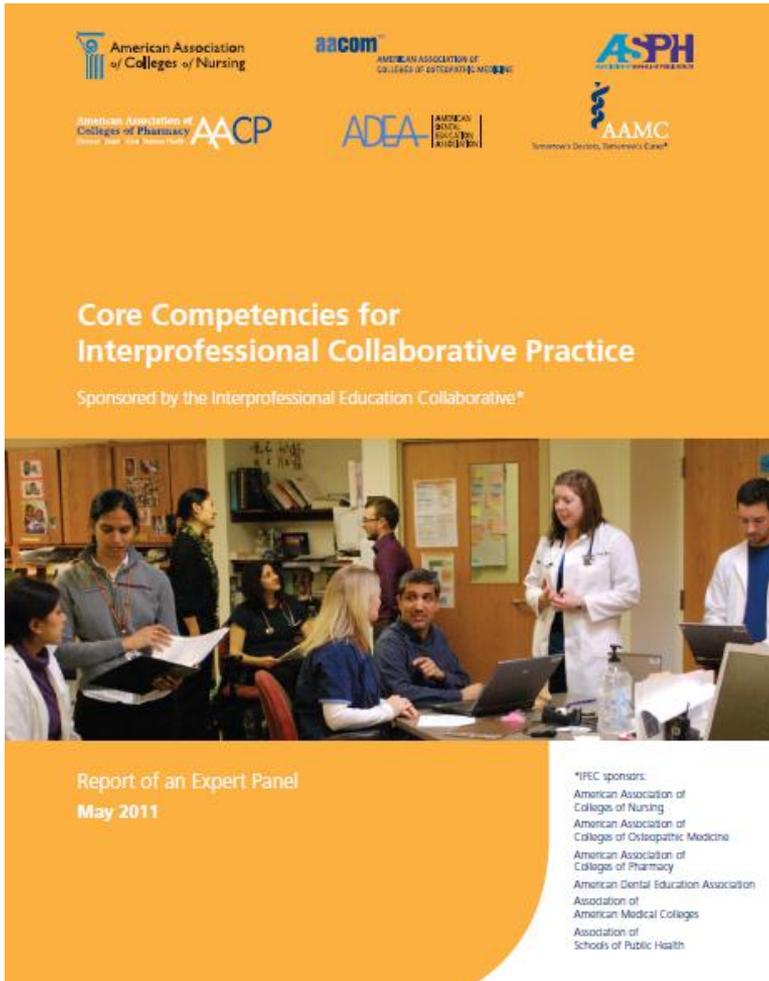
Description

- Interactive seminar-based forum within which to explore the characteristics and implications of interprofessional practice around one or more cross-cutting healthcare challenges
 - Childhood obesity, 2009-2010
 - HIV/Aids, 2010-2011
 - Domestic Violence, 2011-2012

Enrollees, 2009-2012

• Communications Disorders	2
• College of Communications	1
• Dentistry	18
• Medicine	30
• Nursing	28
• Pharmacy	15
• Physical Therapy	17
• Physician Assistant	18
• Public Health (MPH, DRPH)	18
• Social Work	<u>13</u>
	160

Competencies



The cover of the report features a bright orange background. At the top, there are logos for the American Association of Colleges of Nursing, AACOM (American Association of Colleges of Osteopathic Medicine), ASPH (Association to Advance Practical Education in Schools of Public Health), American Association of Colleges of Pharmacy (AACP), ADEA (American Dental Education Association), and AAMC (Association of American Medical Colleges). The title 'Core Competencies for Interprofessional Collaborative Practice' is centered in white text, with 'Sponsored by the Interprofessional Education Collaborative*' below it. A photograph of a diverse group of healthcare professionals in a clinical setting is shown in the middle. The bottom left corner has the text 'Report of an Expert Panel May 2011' and the bottom right corner lists the IFEC sponsors.

American Association of Colleges of Nursing

aacom™ AMERICAN ASSOCIATION OF COLLEGES OF OSTEOPATHIC MEDICINE

ASPH ASSOCIATION TO ADVANCE PRACTICAL EDUCATION IN SCHOOLS OF PUBLIC HEALTH

American Association of Colleges of Pharmacy AACP

ADEA AMERICAN DENTAL EDUCATION ASSOCIATION

AAMC AMERICAN ASSOCIATION OF MEDICAL COLLEGES
Tomorrow's Doctors, Tomorrow's Care®

**Core Competencies for
Interprofessional Collaborative Practice**

Sponsored by the Interprofessional Education Collaborative*

Report of an Expert Panel
May 2011

*IFEC sponsors:
American Association of Colleges of Nursing
American Association of Colleges of Osteopathic Medicine
American Association of Colleges of Pharmacy
American Dental Education Association
Association of American Medical Colleges
Association of Schools of Public Health

Course Elements

- Seminar (4 to 5 sessions)
- Mile Marker project – in teams
- Self- and Peer- Assessment
- Interprofessional Shadowing

Core Student Assessment Elements

- Attendance
- Pre/Post Course Assessment
 - Attitudes toward HealthCare Teams ¹
 - UK Interprofessional Learning Outcomes Assessment
- Self, Peer Team Competencies Assessment
- Mile Marker Presentation
- Reflective Writing

Funding for DIHC

- Center for Interprofessional HealthCare Education, Research & Practice
 - Office of the Provost
 - Office of Executive Vice President of Health Affairs at UKHC
- Health care Colleges Deans' support of faculty involvement (in-kind resource sharing)



Resources for DIHC

- Administrative Structure
 - Course Directors – Center, College of Medicine, and College of Nursing
 - Steering Committee – College representatives
- Deans' support of faculty participants– 8 Colleges
- College IP champions
- Eager, interested students

Required Skills

- Faculty dedicated to interprofessional education and practice
- Students eager to learn with, from, and about each other to improve communication, collaboration and patient care outcomes
- Faculty development related to interprofessional delivery models

Evaluation

- UK Instrument
 - Self-reported Pre/Post attitudinal change
 - Students rate interactions with other professions
- Attitudes Toward Health Care Teams Scale (ATHCT) ¹

Evaluation Plan

- Map instrumentation to the IP Core Competencies ²
- Pedagogy is content neutral

UK Instrument: Relationship to IP Core Competencies (cite)

I. Values and Ethics

II. Roles and Responsibilities

IV. Team and Teamwork

Attitudes Toward Health Care Teams Scale (ATHCT)¹

- Subscales
 - Quality of Care/Process (14 items)
 - Physician Centrality (6 items)
- Quality Scale showed significant change

Summary of Outcomes

- Pedagogy addresses domains if IP Core Competencies ²
- Not dependent on course subject matter

Student Satisfaction: Themes

- Working with students from other professions (VE)
- Understanding roles and responsibilities of other professions (RR)
- Appreciating others' point of view (CC)
- Acknowledging team approach to healthcare (TT)

Significance

- Demonstrates academic silos can be broken down efficiently
- Team-based educational model was effective
- “In-kind” exchange of resources

Significance

- Through the looking-glass – new perspectives
- Changes in students' perceptions
- Respect for other professions

Lessons Learned

- If you build it, they will come
- It takes a village
- Experience is the best teacher

Lessons Learned

- Faculty satisfaction is high
- Student satisfaction is high
- Keep the main thing, the main thing
- Nothing ventured, nothing gained
- Think out side of the box

Student Perspective and Questions

References

1. Heinemann, G.D.. Et al., *Development of an Attitudes toward Health Care Teams Scale*. Eval Health Prof. 22(1): p. 123-142.
2. Interprofessional Education Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel*. Washington, D.C.: Interprofessional Education Collaborative.

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