Designing and Implementing an Interprofessional Education Curriculum

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Objectives

• Objective 1: Examine an IPE conceptual model that encompasses the education-to-practice continuum

• Objective 2: Discuss an IPE conceptual framework that describes the intersections of IPE with foundational, undergraduate, and graduate education, and continuing professional development
• We don’t have to start from scratch in designing IPE interventions.
• Much is known about what is and is not successful.
Core Principles

• Co-create IPE curriculum
• Authentic and relevant cases (typically based on real “scrubbed” cases – ask patient safety officer)
• Invite students and patient family advisors to participate in developing IPE (they are the end-users)
• IPE competencies – implicit versus explicit
• IPE competencies for collaborative practice
• “not IPE for IPE sake”
Processes for developing IPE curriculum/event

- **WHO**: Case writing team includes representative faculty to co-create
- **WHAT**: Course, activity, module, event
- **WHEN**: Schedules; level of students/learners
- **HOW**: in-person; on-line, hybrid, joint placements
- Mapping IPE competency domains to learning outcomes
- **Need conceptual framework to guide development and evaluation of IPE curriculum**
Enabling or Interfering Factors

Professional culture
Institutional culture
Workforce policy
Financing policy

Learning Continuum (Formal and Informal)

Foundational Education
Graduate Education
Continuing Professional Development

Interprofessional Education

Learning Outcomes

Reaction
Attitudes/perceptions
Knowledge/skills
Collaborative behavior
Performance in practice

Health and System Outcomes

Individual health
Population/public health
Organizational change
System efficiencies
Cost effectiveness
Steps in developing IPE curricula/events

• **WHO?**
• Utilize conceptual framework for guiding the work
• Curriculum or case writing team (representative faculty, staff and students) co-creates
• Establish ground rules for working together
• Determine goals and visualize outcomes
• Map IPE competency domains to learning objectives
• Document for future accreditation
Steps in developing IPE curricula/events

• **WHAT?**
• Stand alone course, event, integrated within existing course, service learning
• Objectives of learning experience (IPE explicit or implicit?)
• Mapping IPE competency domains to learning outcomes
• Evaluation (learner assessment and program evaluation)
• IRB approval (if needed)
• Timeline for developing & evaluating activities
Steps in developing IPE curricula/events

• WHEN?
• Schedules; level of students/learners (plan carefully)
• Dose/timing
• Logistics (numbers of students and teaching spaces)
• How do students track participation?
• Mandatory or voluntary activities?
Steps in developing IPE curricula/events

• HOW: in-person; on-line, hybrid, joint placements, QI projects, SERVICE LEARNING
• Classroom, simulation lab, community practice sites
• Sustainability
Scholarship & Resources

• Writing retreats
• Med-Ed Portal submission in USA
• National Center for Interprofessional Practice and Education (NEXUS.ORG)
Landmines to AVOID

- Equity in faculty workload and support
- IPE “silo” (be inclusive to all) – hold World Café
- Cases authentic & relevant to all learners
- Language, dress, other hot buttons (residents, NPs, etc)
- Scholarship (submit to MedED Portal or journal)
- Intellectual property issues
- Team writing (start with agreed upon plan for dissemination)
- Faculty facilitators need to be trained and be IPE competent