

# ***Designing and Implementing an Interprofessional Education Curriculum***

**PAHO/WHO Conference**

**December 7, 2016**

**Bogota, Columbia**

**Malcolm Cox, MD**

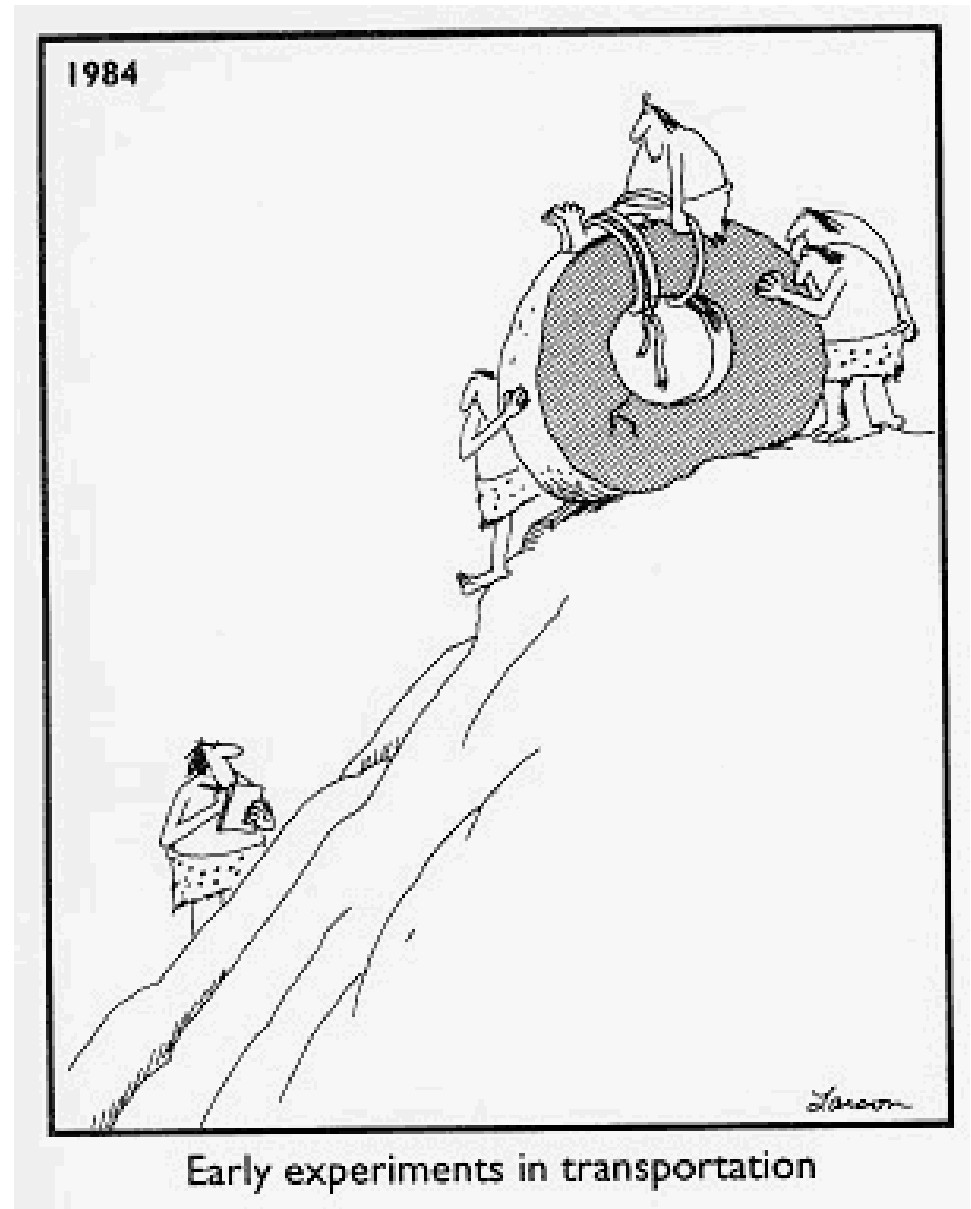
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# Objectives

- **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**

# Learning Continuum

(Formal and Informal)

Foundational  
Education

Graduate  
Education

Continuing  
Professional  
Development

Interprofessional Education

## Enabling or Interfering Factors

Professional culture  
Institutional culture  
Workforce policy  
Financing policy

## 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

# Learning Continuum

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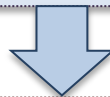
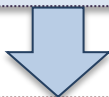
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**Interprofessional Education**

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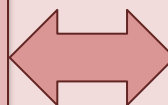


## Learning Outcomes

**Reaction**  
Attitudes/perceptions  
Knowledge/skills  
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Performance in practice

## Health and System Outcomes

Individual health  
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# 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](http://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