MOVING UPSTREAM: BUILDING INSTITUTIONAL CAPACITY FOR INTEGRATING INTERPROFESSIONAL EDUCATION (IPE) INTO HEALTH PROFESSIONS EDUCATIONAL CURRICULA

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Presentation Objectives

- Highlight how the principles of community capacity building guided our approach to promoting an institutional cultural shift.

- Describe our strategies for facilitating the integration of IPE methodology across diverse health professions curricula.
College Goal: Create an Interprofessional Education and Practice Culture

Objectives

- Establish infrastructure for facilitating interprofessional education and practice
- Implement required courses or experiences to achieve interprofessional core competencies
- Foster interprofessional service learning in our communities in Hampton Roads and worldwide
Background

College of Health Sciences

Five Schools

- Community and Environmental Health
- Dental Hygiene
- Medical Diagnostics and Translation Sciences
- Nursing
- Physical Therapy and Athletic Training
Background

- Became a College in 1986 (historically part of College of Sciences)
- Primarily had a Teaching Focus
- Stellar Record of Producing Quality Health Professions for Hampton Roads and Globally
- Significant Numbers of Faculty are alumni and/or assumed Faculty Position 25-30 Years Ago at ODU
Background

Rapid Move into Graduate Education in Last Fifteen Years

- Rapid Growth Allowed Schools/Departments to Operate Independently

- Individualistic Perspective—Operationalized as Captains Navigating Own Ship not always with a collective destination such as:
  - Separate Graduate and Undergraduate Faculty who seldom meet as a whole
  - Successful Continuing Education Initiatives while others do not
  - Significant, successful and productive research faculty, limited teaching
Background

Strengths

- Faculty have expertise in Distance Learning/Educational Innovation
- Experience with standardized patients
- Provided IPE Professional Development for 2-3 faculty per school (20%)
- IPE Taskforce Recommendations, Fall 2013
- Infrastructure Created in 2014

Weakness

- Faculty IPE experience with pedagogical approaches/applications
- Erroneous thinking that it was already happening in individual programs
- Need more evidence
Background

Goals

- Increase Faculty Knowledge of IPE processes, activities and successful IPP/clinical outcomes
- Develop incentives to reward faculty participation in IPE activities
- Formalize relationships with internal and external clinical and community partners to support IPE projects
- Explore the feasibility of an IPE Center in COHS
Sailing in Calm Waters: Why Rock the Boat?
Moving Upstream in Uncharted and Turbulent Waters

To Achieve the Goals of the Taskforce

- Institute new methods for preparing students to operate as effective practitioners in the current health environments

- Shift the institutional cultural norms of valuing individual action where each ship (i.e. school) operates on its own

- Advance a vision of collective achievement and responsibility for learning outcomes
Strategy Vision Needed to Shift Culture and Advance IPE as a Value-Added

- Apply Principles of Community Capacity Building
  - Garner Support from Formal and Informal Leaders
  - Create Opportunities for Seeing Initiative as Value-Added
  - Develop Champions
  - Create Buzz and Continued Interest
  - Seek and Develop Student/Patient/Community Advocates
  - Articulate Messages to Appeal to Different Constituents
Create Opportunities for Seeing IPE as “Value Added”

- IPE Integrated Scholarship Matrix
  - Support Travel for Conference Presentation
  - Create Processes and a Platform for Recognition of IPE-related education and research
  - Positively Articulate IPE-related Efforts During P&T Process

- Institute Messaging to Communicate IPE is an Equal Opportunity Initiative

- Support and Recognize Tenure Track and Teaching Faculty for IPE Service Learning
Garner Support from Formal Leaders

- Dean, Assistant Dean, Director of Center for Global Health, Chairs of Schools and Key Program Directors
  - Dean’s Scholarships for Study Abroad Available Only to IPE Courses
  - IPE Proposal Awards
  - Faculty Travel Funds for IPE Faculty Institutes, Workshops and Professional Meetings with IPE Focus
Garner Support from Informal Leaders

Tenure Track Faculty
- Exposed to IPE during their own education
- Seeking leadership opportunities
- Embrace educational innovations, teamwork

Students
- Serve on IPE Committee
- Consider student committee

Patients
- IPE Committee, Learning Activities, Advocacy
Develop IPE Champions

- Provide Mechanisms for Recognition
- Invest in Faculty such as IPEC Faculty Development Institutes (2-3 from each school)*
- Engage Faculty in Space Planning
- Provided Faculty Mentored Leadership Activities, Proposal Writing, Project Planning
- Support Funding (Advising Staff Supported thru Proposal to integrate IPE Learning Activities into Health 101)

*https://ipecollaborative.org
Create Buzz and Continued Interest

- Institute monthly “IPE Corner” in newsletter
- Post IPE flyers and announcements throughout physical building, online
- Create website dedicated to IPE [http://www.odu.edu/hs/interprofessional-education](http://www.odu.edu/hs/interprofessional-education)
- Publish articles on IPE required learning activities, study abroad and service learning projects
Develop Student Advocates

- Require Student Representation on IPE Advisory Committee
- Feature Students in College-wide Events
- Institute Student IPE Awards
- Collect Evaluation Data from Students and Respond to Input
Articulate Messages that Appeal to Different Constituents

- Teaching Faculty
  - Educational Innovation
  - Patient Advocacy
- Researchers and Faculty Administrators
  - Opportunity for Research and Scholarship
- Students
  - IPE best method for preparing for IPP/team based care
Results

- Developed Graduate and Undergraduate IPE Courses not Embedded in Specific Curricula
- Instituted College-wide IPE Required Learning Activities
- Three Funded IPE-related Projects in 2014-2015
- Ten IPE-related Presentations 2014-2015
- Four IPE and IPP Publications 2014-2015
IPE Award Winners

Using the Documentary “Remote Area Medical” to Enhance Interprofessional Communication through Innovative Teaching Strategies

Promoting Effective Interprofessional Communication Between Various Healthcare Professionals Throughout an 8 week Clinical Learning Experience Working with High Risk Pregnancy Patients (Physical Therapy Student).
Interprofessional Global Health Courses

- HLSC 405/505 Interprofessional Study Abroad on Global Health: 1 credit and 3 credit option

- HLSC 705/805 Interprofessional Study Abroad on Global Health 1 credit and 3 credit option
Lessons Learned

- Institutional Cultural Shift
  - Perseverance
  - Patience
  - Extended timeframe

- Incremental Strategies
  - Less threatening
  - Creates change in small, but significant ways
  - Track record of success

- Students Often Lead the Way
Questions? Comments?