

AACP Special Session- Implementing Interprofessional Education in the Classroom  
Tuesday, July 13, 2010, 3:30-5:00PM

Moderator: Susan Meyer

Speakers: Heather Brennan Congdon, Donald (Joey) Woodyard, Kelly Scolaro, and Barbara Brandt

### **Notes from Audience Participation Portion**

#### **What are essential components of interprofessional education (IPE)?**

- Faculty and student understanding of each profession, e.g. diagnostic road that each profession uses
- Minimize turf battles
- Access to electronic medical records
- Consistency
- Service learning
- Students in close contact either in person or virtually
- Leadership
- Communication

#### **What can we do to ensure effectiveness of IPE?**

- Assess and promote strengths of all professions
- Ask students for feedback
- Design programs so that pre- and post- impact can be collected, e.g. UI Med School asked pharmacy to help them teach med students about how to give immunizations. Pharmacy was able to show that by their involvement med students were more comfortable with this skill.
- Publish results

#### **Who did you approach for assistance in developing IPE?**

- Deans
- Create IPE collaborative
- Create IPE committee- curriculum committee member from each school is asked to serve

#### **How is IPE funded?**

- University level funding
- School level funding
- Profit generating entity of school, e.g. Clinical Skills center that generates money from administering OSCEs, etc
- Grants

#### **How are faculty recognized and rewarded?**

- Annual eval- suggestion to require some sort of IPE involvement for every faculty member as part of workload assignment
- Dual appts, e.g. pharmacy and medicine
- Release time or sabbaticals
- Monetary bonus

**What are specific barriers you encountered?**

- Schedules
- Student buy-in
- Grading- letter grades or pass/fail?
- Who to include? Do you include vet med? Engineering?

**What were your strategies for overcoming those barriers?**

- Scheduling barrier: Create a passport system and offer multiple opportunities for students to earn “stamps” for IPE activities. Create multiple service learning activities that occur outside of class time. Schedule required courses for all schools on M,W,F and schedule IPE activities on T, TH. Schedule IPE blocks ahead of time for all schools. Use technology like 2<sup>nd</sup> Life or other virtual tech to avoid scheduling problems.
- Student Buy-in barrier: Poll students about activities and what they find valuable.
- Who to include barrier: Re-frame and consider what the other professions can bring to IPE courses

**What impact has IPE had on patient care?**

- IP clinics/services
- HRSA collaborations

**What are some ways we can show impact?**

- Unique IPE objectives/standards need to be defined
- Need IPE practice models for IPPE and APPEs