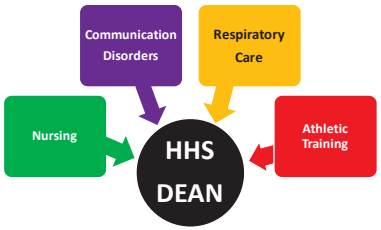
Interprofessional Education: Bringing the Faculty Together

Mary Purdy[1], Matthew Rothbard[2], Joan Kreiger[3], MaryJo Archambault[4] Barbara Aronson[5], Jane Hindenlang[1]
[1] Communication Disorders, [2] Athletic Training, [3]Rrepiratory Care, [4]Therapeutic Recreation, [5]Nursing
School of Health and Human Services, Southern Connecticut State University, New Haven, Connecticut

Context:

- SCSU serves approximately 10,500 students. Of those, 8, 000 are undergrad students & 2,500 are grad students.
- The University is composed of five academic schools: School of Arts and Sciences, School of Business, School of Education, School of Health and Human Services, and School of Graduate Studies.
- The School of Health and Human Services is comprised of six departments that all share a mission of caring and compassion within a professional framework: Communication Disorders, Exercise Science, Nursing, Public Health, Recreation Tourism and Sport Management, and Social Work. These departments focus on the preparation of competent and creative practitioners to meet the service needs of society.
- Students in health profession programs will be better prepared to deliver collaborative care if they learn together throughout their training (Buring et al., 2009).
- Implementing IPE in a university setting is challenging.
- Previous IPE activities have been short-term and are dependent on the interest and dedication of faculty.
- Faculty development is a key element in institutionalizing and providing leadership for IPE (Freeth et al, 2005).

Starting Point: Begin With Enthusiastic Faculty



IPE Committee Initial Goals:

1. Bring faculty from all health care programs together.
2. Discuss current IPE activities that have been conducted.
3. Develop a plan for moving forward.

IPE Retreat:

- **PURPOSE**: Bring together teaching and clinical faculty from all SHHS departments in a collaborative forum to create innovative approaches aimed at developing IPE experiences for faculty and students.
- **OBJECTIVES**:
  1. Discuss the purpose and outcome of interdisciplinary collaboration.
  2. Identify commonalities and differences in professional roles among disciplines.
  3. Explore learning opportunities which will foster & build professional competency development.

Retreat Focus Areas:

Retreat Activity:

1. Interprofessional teams brainstormed around 4 topics.
2. Participated in a "gallery walk" – all ideas were viewed.
3. Duplicate ideas were eliminated / additional ideas added.
4. A member of each group briefly summarized their ideas to the whole group.
5. The whole group ranked ideas in terms of how easily they may be implemented (low hanging fruit, gems, projects, and parking lot).

IPE Activity Prioritization: IPE Action Plan:

1. The groups voted on their top priorities.
2. Goals were set and an action plan was developed:
   a) **WHAT** needed to be done
   b) **WHO** was responsible for each step,
   c) **WHEN** the step was to be completed

Additional IPE Committee Members Joined:

Activities Completed to Date:

1. Created an IPE community website hub:
   a) Guest-Lecture Bank exchange to promote IPE
   b) Post upcoming IPE activities
2. Held a follow up conference to:
   a) Share progress on goals and current IPE activities
   b) Hear from a colleague at Quinnipiac University about her experiences starting up a Center for IPE
3. Participated in a case-study hosted by another institution
4. Submitted a proposal to the Dean of SHHS to establish a Center for Interdisciplinary Education and Practice
5. Planned and held an IPE Day on February 24, 2017