

BLENDING CURRICULAR DESIGN, FACULTY DEVELOPMENT, AND RESEARCH TO LAUNCH A CAMPUS-WIDE INTERPROFESSIONAL INITIATIVE

Denise G. Bender, PT, JD¹, Christi M. Barbee, Au.D., F-AAA, CCC-A¹, Melody J. Yozzo, DHEd, CHES, PA-C⁴,
Raina Leckie, LCSW³, Margaret Robinson, M.Ed.²

University of Oklahoma Health Sciences Center, College of Allied Health¹, Office of Interdisciplinary Programs²,
Anne and Henry Zarrow School of Social Work³, College of Medicine⁴, Oklahoma City, Oklahoma

Introduction

Interprofessional learning experiences (IPE) prepare students to work together to translate their professional knowledge into effective, efficient, and patient-centered care delivery. The literature recommends an approach that weaves IPE into professional education curricula as an essential component of preparing students to function as a patient-care team.¹ IPE experiences designed to bridge the divide that exists between knowledge acquisition and actual patient care provide a necessary element in the educational development of health care professionals.²

The University of Oklahoma Health Sciences Center (OUHSC) is a comprehensive academic health center with seven professional colleges serving approximately 4,000 students in more than 70 undergraduate, professional, and graduate degree programs on campuses in Oklahoma City and Tulsa. While previous interprofessional initiatives, many dating back decades, were crafted to address specific accreditation or departmental needs, our campus-wide mission encourages opportunities for unique and distinctive collaboration across and with all disciplines.

Beginning in 2013 with a small group of faculty volunteers, OUHSC began to move toward a comprehensive, campus-wide program that would provide planned experiences based on the IPEC core competencies for all students as part of their professional programs. In 2016, the OUHSC Office of the Vice Provost for Academic Affairs & Faculty Development joined this small group and provided assigned staff to assist with program coordination and development.

By 2017, the small volunteer group had grown to a core faculty of 21 and met for a retreat to develop a strategic plan for a two year curriculum. To facilitate this change, the core faculty created the Interprofessional Educators & Practitioners Association (IEPA) and subdivided into three permanent working committees: Faculty Development, Curriculum, and Research. In 2018, a fourth joint committee was added to assist with student engagement: Student-Faculty.

Faculty Development Committee

Challenge: How to engage faculty and support meaningful participation.

Training & Education

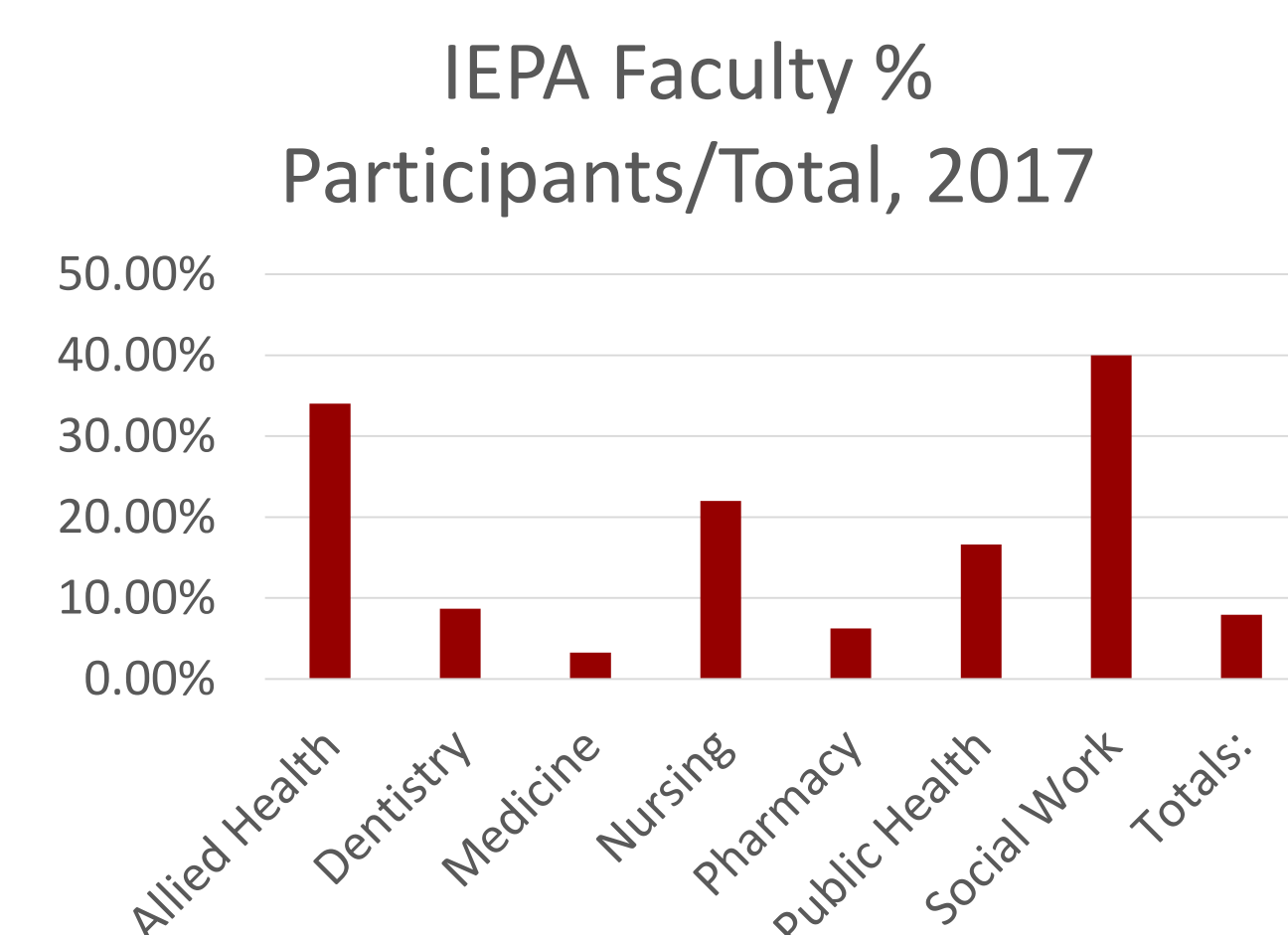
- Education Sessions on topics that prepare faculty to facilitate teams
- Facilitator Training

Membership & Recruitment

- Campus wide outreach
- In-person outreach to new faculty
- Target: 15% from each discipline

Grants & Awards

- Seed Grants: To foster collaboration create new curriculum (2)
- Faculty Award (1)
- Student Team Challenge Award (1)



Goal: Change campus culture by increasing opportunities for interprofessional collaboration among faculty and students.

Curriculum Committee

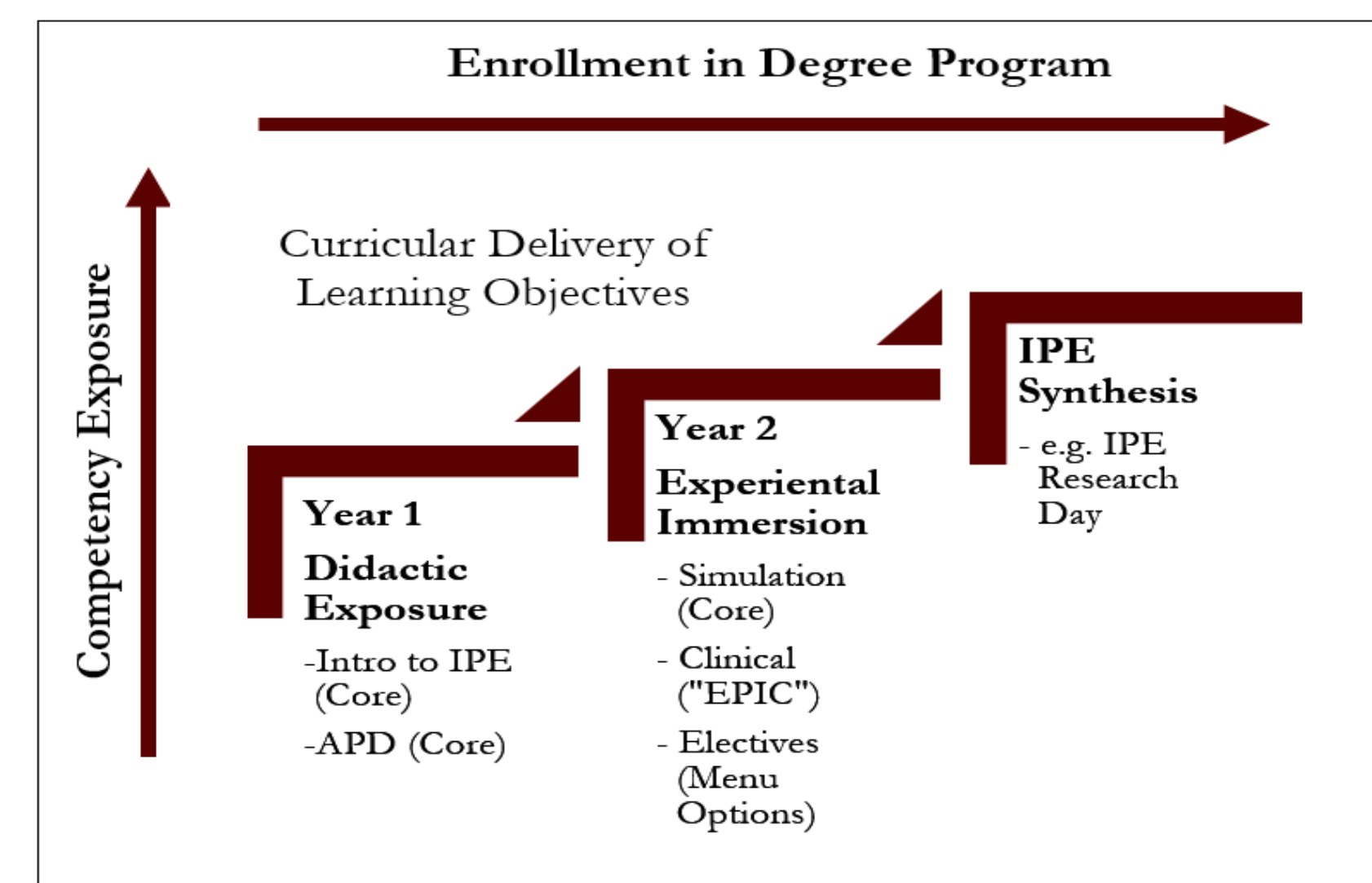
Challenges: Supporting initiatives in team science addressing every student at every level while producing graduates with the collaborative skills to influence health from the bench to the bedside.

Initial Pilot:

- 2013-2014 clinical initiative with 80 student participants
- 2015-2016 expanded to include didactic component: All Professions Day (APD) with 700+ participants

2018-2019 Launch New 2-Year Curriculum Pilot:

- First Year (common core experiences, didactic)
- Second Year (varied experiences)
- Competency and Accreditation driven
- IPE clinic experiences continue



Goal: Provide IPE for all students and increase experiential learning opportunities. Face-to-face communication activities offer chances to practice the essential components of team decision making in clinical environments.

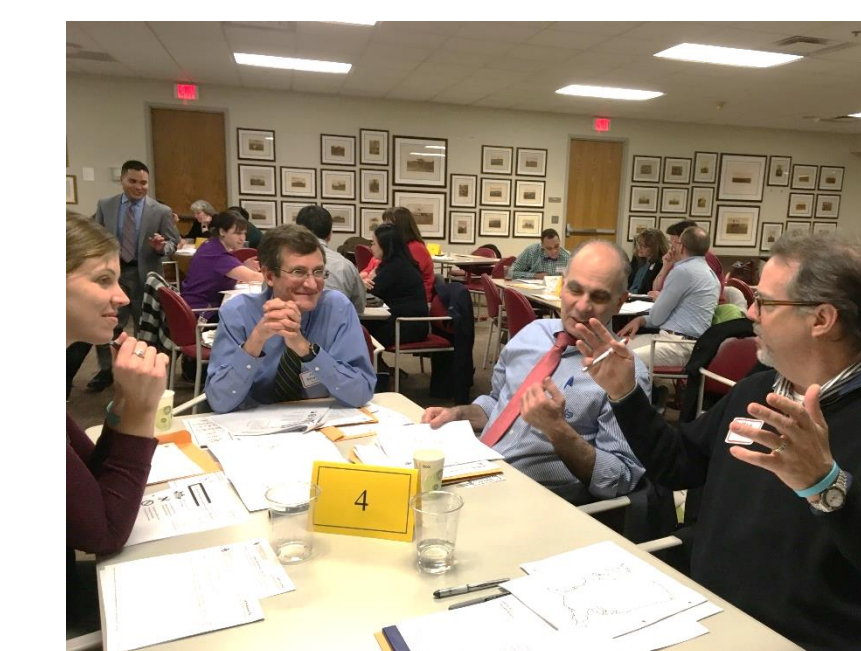


Research Committee

Challenge: Design, implementation, and sustainability of efforts to assess learner and health outcomes as a direct result of IPE programming.

Research Initiatives

- 2013-2016: Various use Life Circle Diagrams¹, qualitative minute papers, and use of T-TAQ, RIPLS scales
- 2017-2018: Protocol comparing CHIRP⁴ and IPAS³ instruments
- 2018-2019: Utilize IPAS³ instrument through REDCap software delivery
- Programmatic evaluation and satisfaction surveys each year reviews student and faculty feedback after every planned educational and clinic session



Goal: To develop scholarly investigations based on educational best-practices while engaging in program evaluation to develop and expand curricular offerings in a meaningful and purposeful manner.

Discipline	Student IPE Enrollment		
	2018	2018	Totals
AH-Audiology	13	3	16
AH-BS-CSD	32	0	32
AH-Dietetics	30	4	34
AH-DPT	67	4	71
AH-MOT	35	4	39
AH-Nuclear Medicine	6	0	6
AH-Radiation Therapy	10	0	10
AH-Radiography	11	0	11
AH-SLP	33	2	35
AH-Sonography	16	0	16
Dentistry-DDS	54	16	70
Dentistry-DH	46	12	58
Medicine-MD	138	9	147
Medicine-PA	51	8	59
Nursing-BSN	109	10	119
Nursing-CNS	12	1	13
Nursing-FNP	22	2	24
Pharmacy	114	8	122
PH-Biostatistics	3	0	3
PH-MHA	11	0	11
PH-MPH Environmental	2	0	2
PH-MPH Epidemiology	26	0	26
PH-MPH HA	4	6	10
PH-MPH Health Promotion	8	0	8
PH-MPH Interdisciplinary	10	0	10
SW-BSW	55	0	55
SW-MSW	40	8	48
Totals:	958	97	1055

Student-Faculty Committee

Challenge: Inclusion of the continuum of professions from science, to practice, to the community, including patients and families to increase representation from additional student cohorts across all campus sites.

As a student-driven initiative in 2018, the IEPA sought out faculty mentors from each IEPA committee and student leadership from each college.



Student-Led Initiatives

1. Student-run clinic
2. Pre-APD social programming
3. Engagement of graduates in IPE

Goal: Create an IPE connection between faculty and students.

Lessons Learned & Next Steps

Lessons Learned:

- Conscious inclusivity of disciplines
- Financial Support
- Early career engagement

Successes:

- Academic Strategic Plan
- Fostered culture change on campus
- Gained institutional support

Next Steps:

Membership increase, pilot curricular programming, clinical expansion, improve student engagement, and broaden research protocols.

"What is the most powerful thing you discovered working on your team?"
[Student responses]

- **How much knowledge each team member had.**
- **All professions are important.**
- **Nice to get outside our own bubbles.**
- **We can be so much more effective as a team.**

Bibliography

1. Thompson, B.M., Bratzler, D.W., Fisher, M.J., Tores, A., EPIC Faculty², & Sparks, R.A. Working together: Using a unique approach to evaluate an interactive and clinic-based longitudinal interprofessional education experience with 13 professions. *Journal of Interprofessional Care*, 2016;30(6):754-761
2. Sargeant J, Loney E, Murphy G. Effective interprofessional teams: "Contact is not enough" to build a team. *Journal of Continuing Education in the Health Professions*. 2008; 28(4): 228-234.
3. Norris, J., Carpenter, J., Eaton, J., Guo, J., Lasseche, M., Pett, M., & Blumenthal, D. (2013). Interprofessional assessment scale (IPAS) project overview. *Nexus IPE*.
4. Hollar D, Hobgood C, Foster B, Aleman M. Concurrent validation of CHIRP, a new instrument for measuring health care student attitudes towards interdisciplinary teamwork. *J Appl Meas*. 2012;13(4):360-375

Disclaimer

This project has been supported by funding from the Wisdom Family Foundation. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by the Wisdom Family Foundation. We acknowledge the support of the OUHSC Office of the Vice Provost and the faculty of the IEPA.

Further Information

- <https://ouhsc.edu/academicaffairs/interprofessionaleducation/Home.aspx>
- OUHSC-IPE@ouhsc.edu
- (405) 271-5557