

IPC Definition for Task Force

Interprofessional Collaboration: "The ongoing practice of collaboration across disciplines in teaching, scholarship, and engagement to enhance the health and quality of life of local and global communities."

IPEC Team Members

TEAM GOLD IPC Scholarship and Community Engagement	TEAM TEAL IPC Education
<ul style="list-style-type: none"> Ashley Wells (Assistant Dean for Community Engagement, Public Health) – Facilitator Linda Haddad (SON) Robin Cunningham (SON/SIM Coordinator) Leah Mayo (Center for Healthy Communities Coordinator, Public Health) Tiffany Erichsen (Center for Clinical Research Workforce Development Coordinator) 	<ul style="list-style-type: none"> Lorie Sigmon (SON) – Facilitator Kristin Bolton (SSW) Candy Ashton (SHAHS) Linda Kleckner (Administrative Assistant, Student Success Center) Sheri Shaw (Assistant Dean for Student Success)

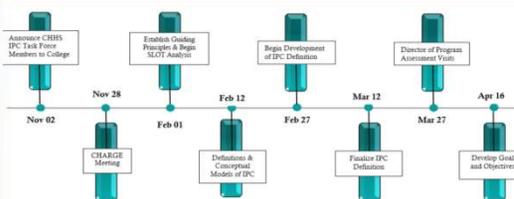
CHARGE from Dean Hardy

Evaluate our progress to date and build a plan to fully integrate IPC into all aspects of the work of our college – i.e. curriculum, applied learning experiences, research and innovation, and community engagement.

Guiding Principles

(1) Respect (everyone feels their opinions are valued), (2) Challenge an idea, not the person, (3) Provide and also be receptive to Constructive Feedback, (4) Commit to attending the meetings regularly, (5) Commit to actively participating, (6) Commit to following-through with assignments, (7) Engage an ongoing process and define direction, goals, and timeliness, (8) Embrace a global perspective and step outside of professional realms, (9) Welcome the bike rack (If the conversation shifts, we can put it on our bike rack, and come back to it later)

Task Force TIMELINE



IPC Activities: The Past and Present



Dr. Robert Boyce (SHAHS), Mr. Jared Kerr (SON), and Dr. Susan Sinclair (SON)

Exploring Conventional and Complementary Treatment Approaches for COPD

- Interprofessional collaboration; Student Engagement; Innovation; and Community partner (created the device used in the study)
- Found that there is an opportunity for new complementary therapies to help people suffering from COPD at their homes



Dr. Justine Reel, Mr. David Giordano, Dr. Robert Boyce, Mr. Jared Kerr, Dr. Susan Sinclair



College of Health & Human Services
CHHS 205 Introduction to Health and Human Services
3 credit hours

Class meeting: THU 3:00-3:30pm

Instructors: David Jones, M.Ed. (djones@uncw.edu), Phil Hardy, M.Ed. (phardy@uncw.edu), Adam Harty, M.Ed. (aharty@uncw.edu), Ashley Hartschuh, M.Ed. (ahartschuh@uncw.edu)

Class location: 1055 McNeill

Office hours: *Please place CHHS 205 in subject line of all email communications.
By appointment / Drop-in hours

Required Text: There is no required text. Various readings will be assigned throughout the semester and listed in Blackboard.

Course Overview: In this course, students will explore career opportunities in health and human services. In addition, the history, values, and economic and political environmental changes will be discussed in relation to the U.S. health and human service system (HHS). This course fulfills three credit hours of the Understanding Human Institutions and Behaviors requirement.

There will be multiple assignments exploring a variety of careers in health and human services including: assessments, papers and presentations. Make-up assignments will not be permitted except with prior notice and only in extraordinary circumstances. Please see make-up policy below.

Course Objectives: At the conclusion of this course, you will be able to:

1. Identify the qualities and characteristics of the health and human service professional.
2. Describe and explain major terms, concepts, methods, and principles in health and human services. (LO1)
3. Compare and contrast various models for understanding the determinants of health (Cultural, social, and biological). (LO2) (LO3)
4. Understand the importance of interprofessional collaboration in healthcare. (LO4)
5. Investigate different career paths within health and human services organizations.
6. Identify and describe the variety of health and human services organizations addressing numerous types of issues (e.g. addiction, aging, palliative care, disabilities, etc.) (LO5)
7. Understand the nature of agencies and the unique characteristics of health and human service organizations.
8. Understand components of agency structure and function (e.g. purpose, goals, evaluation, etc.) (LO6)



Best Ideas & Successful Practices

- ❖ Community engagement and interprofessional grants from our college/university are very helpful and encourage faculty to be creative and innovative in our project designs and to engage with various community partners;
- ❖ The use of the Simulation Learning Center has also been incredible and helpful to engage students and hire community actors;
- ❖ Creation and implementation of: (a) the CHHS prefix, and (b) the interdisciplinary CHHS 205 (Introduction to Health and Human Services) course, including the acceptance of this course into the University Studies curriculum;
- ❖ It is rewarding to see there are now eight, CHHS-prefixed courses that have an interprofessional focus to them, including an innovative Research Methods course, taught jointly by faculty from all three schools in the CHHS.

Unintended Consequences

- ❖ Conflicts in faculty teaching schedules make coordination of teaching arduous;
- ❖ Engaging students in interprofessional learning outside regular class times is challenging
- ❖ Sometimes we function as interprofessional teams organically, but not intentionally;

Lessons Learned/Cautious Tales

- ❖ Interprofessional patient care (and associated education) involves collaboration across well-defined professional roles and their scopes of practice. Billing and reimbursement limit interprofessionalism since discussions around coordination of care are not billable and could interfere with billable activities; therefore, a culture change is needed.

Research Questions

- ❖ How do we handle IPC (globalized) resistance? If you were selling IPC to someone that isn't in the Task Force, how would you convince them that this is valuable?
- ❖ Is it unethical **not** to practice IPC in our professions?
- ❖ How do we prepare students for natural IPC in professions that are siloed?
- ❖ How can we create an assessment mechanism to demonstrate that IPC is beneficial, instead of measuring perceptions?
- ❖ How can we use technology in teaching and learning for IPC practice?

