

### Background:

Population health management requires cross-sectoral collaboration within and outside of health sciences professions to effectively address our current societal health priorities and inequities. Exposing health professions students to a competency-based framework that focuses on community engagement early in their educational training lays the foundation for building the necessary partnerships with communities to promote health. Aligned with our institution's mission, the University of New Mexico Health Sciences Center's Interprofessional Education (IPE) Team is designing a required interprofessional community engaged curriculum for all nursing, medicine, pharmacy, physician assistant, and occupational and physical therapy students to be implemented in Fall of 2015.

### Overarching Goals:

1. Integrate early learner IPE competencies into health professions student education through a community engaged course
2. Lay the foundation for continuing IPE to build on community partnerships for improving the health of patients, families, and communities.

### Description:

Health professions students will be divided into interprofessional faculty facilitated teams and assigned to 27 diverse communities throughout the city. Working closely with a community representative and faculty, students will apply the *Health in All Policies* framework to examine a community-identified health issue. Student capstone presentations to community members and key stakeholders will focus on their community experiences and interventions and end with open discussion to strategize next steps for addressing these health concerns. Students will be assessed through best informed team dynamics and community engagement tools. Course evaluation will be based on student, faculty and community member feedback in the early pilot phase, with implementation of more rigorous tools in the future to better measure community health impact.

### Conclusion:

Developing an IPE student community engaged curriculum requires:

1. An interprofessional taskforce that includes community members
2. An assigned community liaison to build and sustain community relationships
3. Trained faculty facilitators in interprofessional student education through faculty development workshops, and most importantly,
4. Institutional leadership support.

### References:

- **Core Competencies for Interprofessional Collaborative Practice (2011)**  
<http://www.aacn.nche.edu/education-resources/ipecreport.pdf>
- **Health in All Policies Framework**  
[http://apps.who.int/iris/bitstream/10665/112636/1/9789241506908\\_eng.pdf?ua=1](http://apps.who.int/iris/bitstream/10665/112636/1/9789241506908_eng.pdf?ua=1)
- **Partnering with Patients, Families, and Communities: An Urgent Imperative for Health Care**  
[http://macyfoundation.org/docs/macy\\_pubs/JMF\\_ExecSummary\\_Final\\_Reference\\_web.pdf](http://macyfoundation.org/docs/macy_pubs/JMF_ExecSummary_Final_Reference_web.pdf).  
Conference Recommendations from Josiah Macy Foundation. April 2014.

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