A MULTI-INSTITUTIONAL COLLABORATIVE APPROACH TO INTERPROFESSIONAL EDUCATION: BENEFITS, CHALLENGES, AND STRENGTHS

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Objectives and Disclosures
► The learner will be able to:
  ► recognize the benefit of providing interprofessional education to strengthen future interprofessional collaborative practice in a primary care setting.
  ► to engage in a discussion on the benefits and challenges faced in developing a multi-institution collaboration.
► Both presenters confirm no conflicts.

Interprofessional Education (IPE)
► Development of IPE Competencies
► Number of Schools Participating in Design of Core Competencies
► Accreditation of Programs Require IPE
► Framework for Action on Interprofessional Education & Collaborative Practice

Background and Significance
► Different Curriculum Design & Accreditation Standards for IPCP
  ► Medicine
  ► Physician Assistant
  ► Nurse Practitioner – Masters and Doctoral
► Stand Alone Program versus University with Multiple Professions
► Expectations for Entering Workforce
  ► Readiness for Practice
  ► Workforce Shortages
► Number of Nursing Graduates, 2001-2013

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Project Partners
- Co-Leaders
- Clinical Partner
- Academic Partners

Methods: Programs for IPCP Students
- Programs
  - Student Leadership Skill
  - Student Team-member Skills
- Unique and Transferrable Skills
  - Typical Team STEPPS Model
  - Soft Skills Training: Emotional Intelligence; Resilience; Personality, Civility, Conflict Resolution, Communication
  - Interactive Learning – Experiential Learning

Outcomes to Date:
- Pre-Post IPCP Competency
- Program Evaluations
- Testimonials

Challenges
- Personnel Turnover
- Partner Commitment and Collaboration
- Coordinating Student Schedules for Scheduling
- Recruiting Students with Significant Workloads
- Identifying Right Level of Students for Content
- Space and Location

Strengths
- New Opportunities for Students
  - Provides IPE that would not be provided in these programs without Collaboration
  - Program Elective Credit
  - Resume Building for Residency
  - Cross-pollination From Multiple Universities to Mirror Practice
- Practice and Education Partnership
- Rapid-cycle Process Improvement → 5 Year Grant
Next Steps

- Elective Credits to Improve Recruitment
- Collaboration for Clinical Placements
- Greater Involvement by Faculty as Program Facilitator/Trainers

References


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