Creating and Sustaining IPE: Benefits and Lessons Learned


BACKGROUND/RATIONAL
Interprofessional Education (IPE) is a vital component in creating a culture where health professions students expect and support a culture of learning with and from students in other disciplines. Though many health professions programs require IPE for accreditation there are multiple challenges to overcome in planning, implementation, and sustainability of IPE.

This project used a logic model approach to assess the process of developing a university-wide IPE collaborative.

COMPONENTS OF A LOGIC MODEL
- Inputs
- Activities
- Outputs
- Outcomes (Short, Medium and Long)

RATIONAL FOR A LOGIC MODEL APPROACH
- It generates a clear and shared understanding of how an IPE program would function effectively.
- It supports IPE program planning and improvement with key faculty, students, staff and administration.
- It serves as the foundation for evaluation present/future.

<table>
<thead>
<tr>
<th>1st Survey Needs Assessment</th>
<th>2nd Survey Curriculum/Accreditation</th>
<th>3rd Survey Ethics Curriculum (after IPEC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Accreditation</td>
<td>Ethics</td>
</tr>
<tr>
<td>Knowledge and Comfort Level</td>
<td>Common Topics</td>
<td>Schedules</td>
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<tr>
<td>Priorities of IPE</td>
<td>Teaching/ Learning</td>
<td>Priorities of IPE remained Content</td>
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<td>Requirements</td>
<td>Challenges</td>
<td>Ethics Topics</td>
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<td>refrains</td>
<td>3 of 5 programs had IPE in accreditation standards</td>
<td>1) Common Resources established</td>
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<td>All participants were somewhat comfortable with IPE</td>
<td>2) All program accreditation included Ethics as a required component of curriculum</td>
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<td>All participants wanted further training</td>
<td>Each of the programs provided schedules to establish common 1) Identify asynchronous sessions and 2) 2-4 in IPE student large group sessions per year</td>
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<tr>
<td>1) Communication, 2) Teamwork, 3) Professionalism</td>
<td>Modalities selected to fill all Topic Areas</td>
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<td>1) IPE Mandatory activities 2) Simulation 3) No online asynchronous or online synchronous learning 4) No lectures</td>
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OUTCOMES

In the fall 2018, 2 IPE Simulations completed (Disaster Response, Community Action Poverty Simulation)
- IPE Mission Statement developed/approved
- 3 Surveys monitored and directed next steps IPE

MEDIUM TERM GOALS (IN PROGRESS)
- Identify Assessment Attitudes/Awareness Surveys (2019-2020 student cohorts for baseline)
- Completed Homeless Attitude Surveys (2018 following Poverty Simulation)

LONGTERM GOALS (IN PROGRESS)
- Develop sustainable IPE
- Assess Change over Time
- Strengthen the IPE Culture and include additional programs (Counseling, Education, Religion)

LESSONS LEARNED
- It is important to have a process in place to guide change. The logic model served as an effective approach for the University IPE project.
- Change takes time and when you build it... they won’t always show up on your schedule!
- It is important to celebrate short term goals as well as long term goals.
- Faculty training is essential to implement change.
- Early Adopters in any curricular change should be rewarded.
- Failure is progress! We learn what did work and what did not work and can identify what needs to be changed.
- Resources and institution support are great motivators to drive change.
- Institutional progress updates can be a priority in maintaining institution support.
- Effective and continual lines of communication are essential with all (students, faculty, staff, administration, community).