

CAIPER Core: A Portable Model that Transports IPE from Vision to Action Across Clinical Settings

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Background

Health professions programs routinely partner with clinical sites to provide students with opportunities to master discipline-specific and interprofessional competencies learned in the classroom situated within a healthcare environment context. While clinical preceptors are often prepared to provide uni-professional supervision and mentoring, most were educated before the adoption of IPE competencies and often work within clinical sites that do not reflect best practices in interprofessional collaborative team-based care. To bridge this gap, it is important for health professions programs to identify and develop core interprofessional activities and learning strategies that can be successfully implemented across a range of clinical settings, facilitate the development of tailored interprofessional experiences that capture learning opportunities unique to a given site, and develop interprofessional leadership skills as students will ultimately serve as change agents upon entering practice, modeling and mastering the competencies for team members with lesser knowledge, skills, or experience with interprofessional team-based care.

Design

Examples of interprofessional practice and education (IPE) activities and learning strategies were gleaned from a range of interprofessional clinical partner sites including primary care, outpatient clinic, transitional care, integrated care, and federally qualified health center (FQHC) sites.

Results

Core activities were developed and implemented across all clinical sites including interprofessional patient panels and student leadership development activities. Additionally, tailored activities were developed unique to the mission or role of individual sites including projects focused upon population health management, social determinants of health, and quality improvement. Students developed posters and participated in a poster symposium to share their tailored projects.

Conclusion

Development of core interprofessional activities facilitates continuity and student mastery of interprofessional competencies across clinical sites. Student leadership development is an important core IPE activity to foster the development of effective healthcare teams who demonstrate mastery of interprofessional collaborative practice competencies in pursuit of the triple and quadruple aim.

Lessons Learned

It is possible to develop IPE activities that are portable across a range of clinical settings. Such activities leverage familiar clinical practices and preceptor teaching strategies, shifting the focus from uni-professional to interprofessional.

