

University-Wide First Year Interprofessional Patient Centered Teams Curriculum

Joanne Miller, APN/GNP-BC; Jan Odiaga, DNP CPNP-PC; Christopher Bruti, MD; Gabriella Cs-Szabo, PhD; Mary Jo Guglielmo, MPH

Purpose

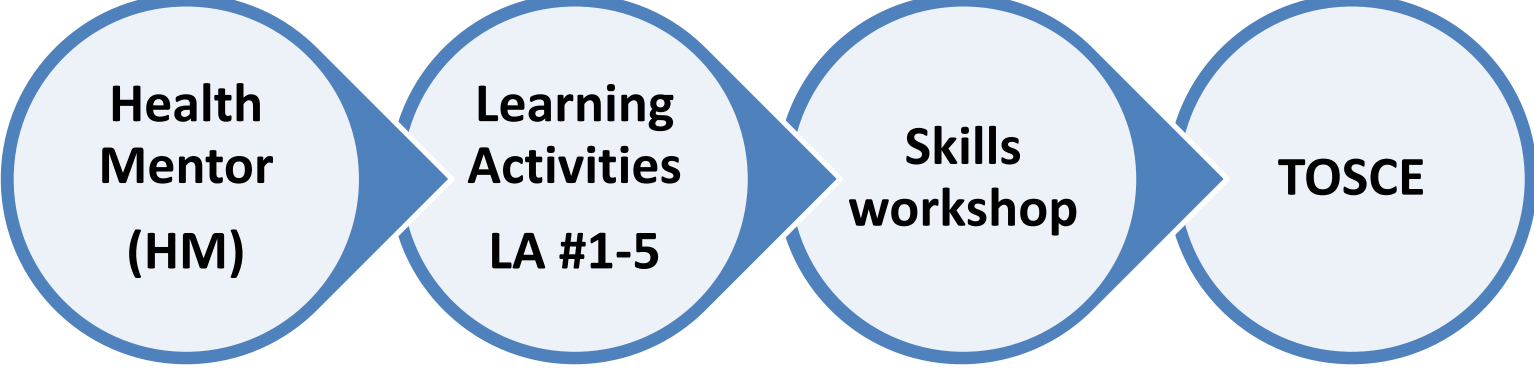
In 2016-17, a university-wide first year IPE curriculum academic medical center inaugurated a first year IPE curriculum incorporating 372 students from 11 professions.

Student Learning Objectives

Apply knowledge, skills and values of the 4 Interprofessional Education & Collaborative Practice domains (Roles & Responsibilities, Team & Teamwork, Interpersonal Communication, Ethics & Values) to Patient-Centered care through experiential Learning

Curriculum Design

7-month program for first year students across all 4 colleges



Participants (2016-2017) N=388	# of Program	# of Students
College Of Health Sciences Clinical Nutrition Health Sciences Medical Lab Sciences Occupational Therapy Physician Assistant Respiratory Therapy Speech-Language Pathology	7	135
College of Medicine Medical students first yr. (M1)	1	138
College of Nursing Graduate Entry Masters Pediatric Primary Care Nurse Practitioners	2	84
Graduate College Biotechnology	1	31

Health Mentor

Participation in this course increased my knowledge about interprofessional education and practice.

Participation in this course increased my interest in interprofessional education and practice.

Participation in the course encouraged collaboration between different healthcare professions.

Assignments, readings, and videos were clearly matched to the objectives.

Activities and assignments were easy to navigate on Blackboard.

Activities, objectives and goals were clearly defined.

70%

70%

80%

80%

74%

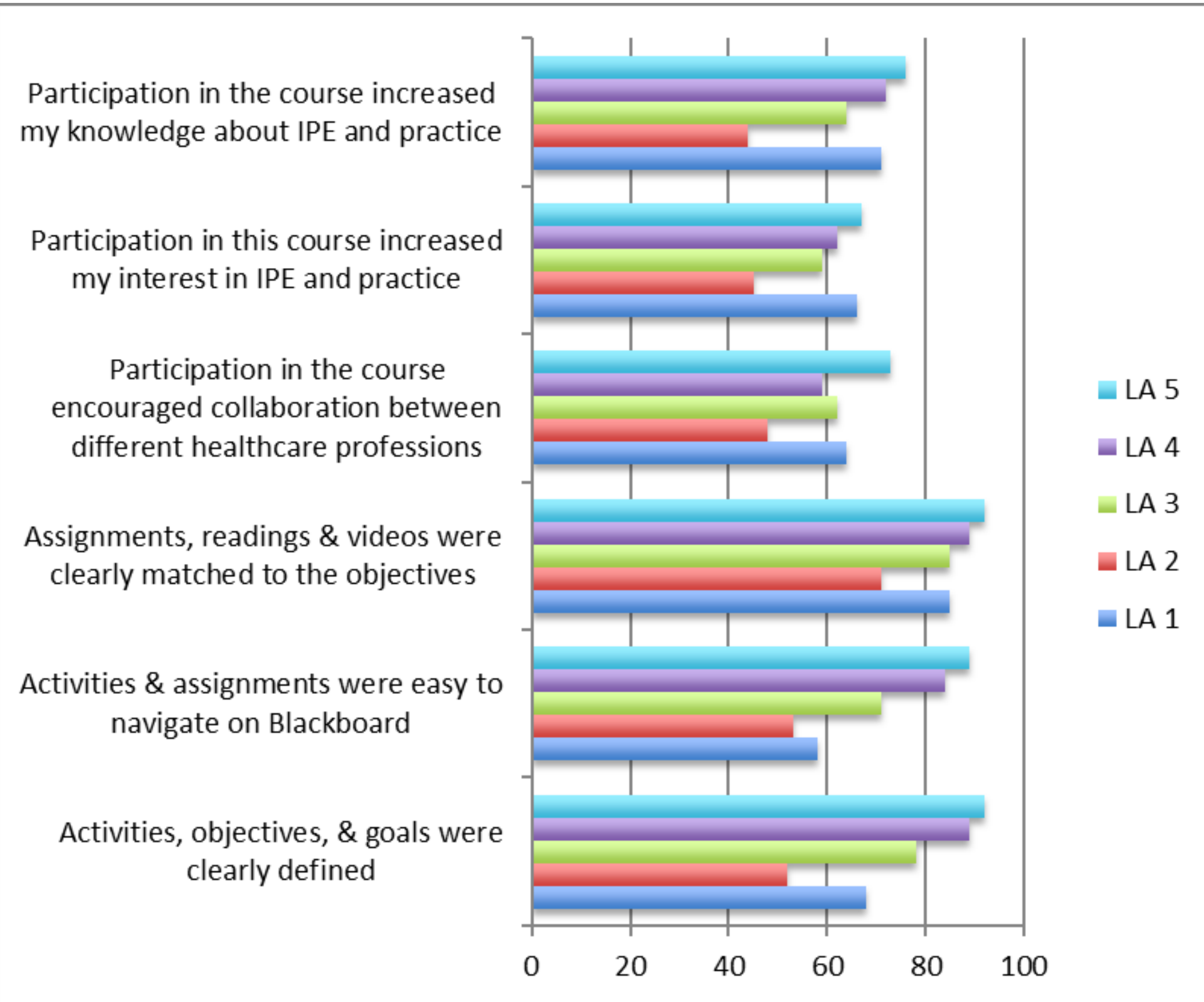
82%

Note: N=217 or 56% of students responded to post survey.

Results

	Skills Workshop N= 207, %53	TOSCEs N= 218, %56
Activities, objectives and goals were clearly defined	89.85%	84.87%
Activities and assignments were easy to navigate on Blackboard.	86.48%	84.86%
Assignments, readings, and videos were clearly matched to the objectives	89.85%	86.23%
Participation in the course encouraged collaboration between different healthcare professions.	83.58	86.24%
Participation in this course increased my interest in interprofessional education and practice.	69.12%	82.73%
Participation in this course increased my knowledge about interprofessional education and practice	71.5%	90.03%

Learning Activities 1 - 5



Discussion

- Students valued the live interactive workshops that applied the IP content.
- As the curriculum progressed, adjustments were made to the IPE curriculum framework based on qualitative and quantitative assessments and a new model was created

Curriculum Modification for 2017-2018

- Unify Academic Calendar
- Designated time for IPE (Wednesday afternoons)
- Consistent teams
- More contact with Health Mentor
- More live interactions
- New model was created
- Participation In the IPE curriculum became mandatory for the Medical College and the college of Health Science students
- Intercollegiate relationships were formed to include more disciplines