

## Background

Interprofessional education (IPE) is now a required part of health professions education but the “how” to ensure robust learning to graduate students “collaboration ready” remains elusive. Due to recent accreditation requirements, healthcare educational institutions are trying to determine best practice related to implementation of IPE into their didactical curriculums and clinical experiences, creating a “wicked problem” for many educational institutions . Wicked problems have been defined as a “socially messy” situation in which every participant describes the problem differently .

## Study Purpose

A internally grant funded project focused on a participatory process to create educational objectives that were unique to the University’s mission while being true to the IPEC core competencies and subcompetencies and maintaining the autonomy of seven vary different health programs.

## Design



## Results--Initial Blueprint

### Integrates Core Competencies, Jesuit Mission and Dreyfus model of skill acquisition

LEARNER			
	Novice (Defining characteristics: strict adherence to rules or plans, unable to utilize discretionary judgment, doesn't understand context)	Advanced Beginner (Defining characteristics: limited situational perception, unable to prioritize, starting to develop self-awareness, clear professional identity, starts to acknowledge conditional rules, does not experience personal responsibility)	Competent (Defining characteristics: able to multi-task, deliberate planning, formulates routines, experience in real situations, understands context)
Values and Ethics	1. Recognize the unique cultures, values, roles/responsibilities, and expertise of other health professions and the impact these factors can have on health outcomes. (VE 4)**	1. Value the cultural diversity and individual differences that characterize patients, populations, and health team. (VE 3)** 2. Demonstrate mutual respect.	1. Distinguish characteristics of a moral change agent. <sup>6</sup> 2. Create a climate of mutual respect. 3. Exercise situational awareness. <sup>4</sup> 4. Illustrate practical reasoning
Roles and Responsibilities	1. Identify the roles and responsibilities of health care team members.	1. Describe the roles and responsibilities of other providers and how the team works together to provide care, promote health and prevent disease. (RR 4)** 2.Distinguish each member’s responsibility in executing components of a treatment plan or public health intervention. (RR 6)**	1. Cultivate an environment that promotes psychological safety <sup>3</sup> .
Interprofessional Communication	1. Recognize the importance of listening. 2. Demonstrate the ability to ask questions in a team environment.	1. Demonstrate active listening 2. Encourage ideas and opinions of other team members (CC 4)** 3. Use respectful communication appropriate for the situation (CC 6)**	1. Value the importance of relationship management including self-awareness, vulnerability, and reflection. 2. Model professional communication.
Teams and Teamwork	1. Recognize the importance of teams. 2. Acknowledge team conflict engagement. 3. Identify team expectations.	1. Reflect on individual and team performance for individual, as well as team performance improvement. (TT 8)** 2. Demonstrate empathy for team members. 3. Evaluate team expectations. 4. Use available evidence to inform effective teamwork and team-based practices. (TT 10)**	1. Developing team practical reasoning. 2. Employ effective conflict engagement.

\*\*Adapted objectives from the IPEC Sub-competencies

## Future Implications

Currently this project is in phase 3 and in the process of vetting this blueprint with various stakeholders. The focus group meetings have occurred and the data is undergoing thematic analysis.

References available upon request