



Learner-Developed and Centered IPHE Curriculum at UCSF

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Inspiration

- Align professional schools with UCSF's strategic plan
- Create and deploy curriculum that advances interprofessional (IP) competencies
- Explore innovative frontiers:
 - Does early exposure to IPHE enhance IP teamwork?
 - Do our current metrics deliver meaningful information?
 - What is the impact of IP student team leadership on IPHE curriculum design and efficacy, and on student teams?

Action

Six learners representing dentistry, medicine, nursing, pharmacy and physical therapy piloted a novel interdisciplinary yearlong IPHE curriculum for 500 1st-year learners

Analysis of 2009-2010 IPHE Curriculum

- Online engagement in curriculum declined over the year
- Few students did required readings
- Majority enjoyed integrated learning & small group experiences

Goals of 2010-2011 IPHE Curriculum

- Create learning objectives targeting readiness for IP learning
- Enhance student engagement via blended learning techniques
- Promote IP communication skills
- Build longitudinal IP relationships
- Incorporate health policy reform

Assessment

- RIPLS
- IEPS
- Satisfaction Survey

2010-2011 IPHE Curriculum

	Pre-IPHE Day 1	Oct QoTM 1	Nov-Dec QoTM 2	Jan-Feb QoTM 3	Mar-Apr QoTM 4
Pre-IPHE Curriculum: RIPLS/IEPS	Video: Welcome to IPHE by the Deans	Medical Home	Health Policy	Telemedicine	Video: Mr. Quinlan Case
Learning Objectives	1. 10 real life barriers to IP collaboration	1. 10 key issues and trade-offs in implementing reform	1. 10 appropriate settings and usage of telemedicine?	1. 10 types of patient care needs that can be addressed using telemedicine?	1. 10 Communication Issues
Pamphlet: Description of Professions	2. What was idealized in the Deans' talk?	2. What was idealized in the Deans' talk?	2. 10 types of patient care needs that can be addressed using telemedicine?	2. 10 types of patient care needs that can be addressed using telemedicine?	2. 10 Patient-Centered Care
	3. What needs to be changed?	3. Submit questions you would like the Deans and Policy experts to answer at IPHE Day 2.	3. Reimbursement of the various healthcare professions or team?	3. Reimbursement of the various healthcare professions or team?	3. Changes to Healthcare System and/or Team to Improve PI Outcomes
Small Groups Assigned (7-8/group)	Sep	Oct	Nov	Dec	Jan
Classroom Curriculum	IPHE Day 1: Wed Sept 29, 2010			IPHE Day 2: Mon Jan 24, 2011	
	Introduction & Ice Breakers Opening Remarks: Joe Castro, PhD Keynote: Dean Kathy Dracus, RN, PhD, FAAN Deans' Sit with Small Group Discussion Large Group Discussion Closing: Joe Castro, PhD Evaluation			Welcome and Keynote: Joe Castro, PhD and Helen Lasser, MD, MSc Keynote: Health Policy by Keith Grumbach, MD Panel 1: Health Policy Experts Panel 2: Deans about IPHE at UCSF Introduction to Telemedicine Closing: Chancellor Susan Desmond-Hellman MD, MPH Evaluation	

Figure 1: 2010-2011 IPHE Curriculum Timeline

Learning Objectives

- Demonstrate knowledge of the roles, how to collaborate, when to refer
- Initiate ongoing relationships within an interprofessional small group
- Discuss how health policy reform will impact interprofessional teamwork
- Explain the role of IPHE day as it relates to professionalism and continued professional development
- Summarize established relationships among IPHE collaboration, job satisfaction, quality of patient care, and safety
- Identify effective techniques for contributing opinions, insights and information to team problem-solving

Curricular Innovations



Figure 2: Assigned IP Small Groups

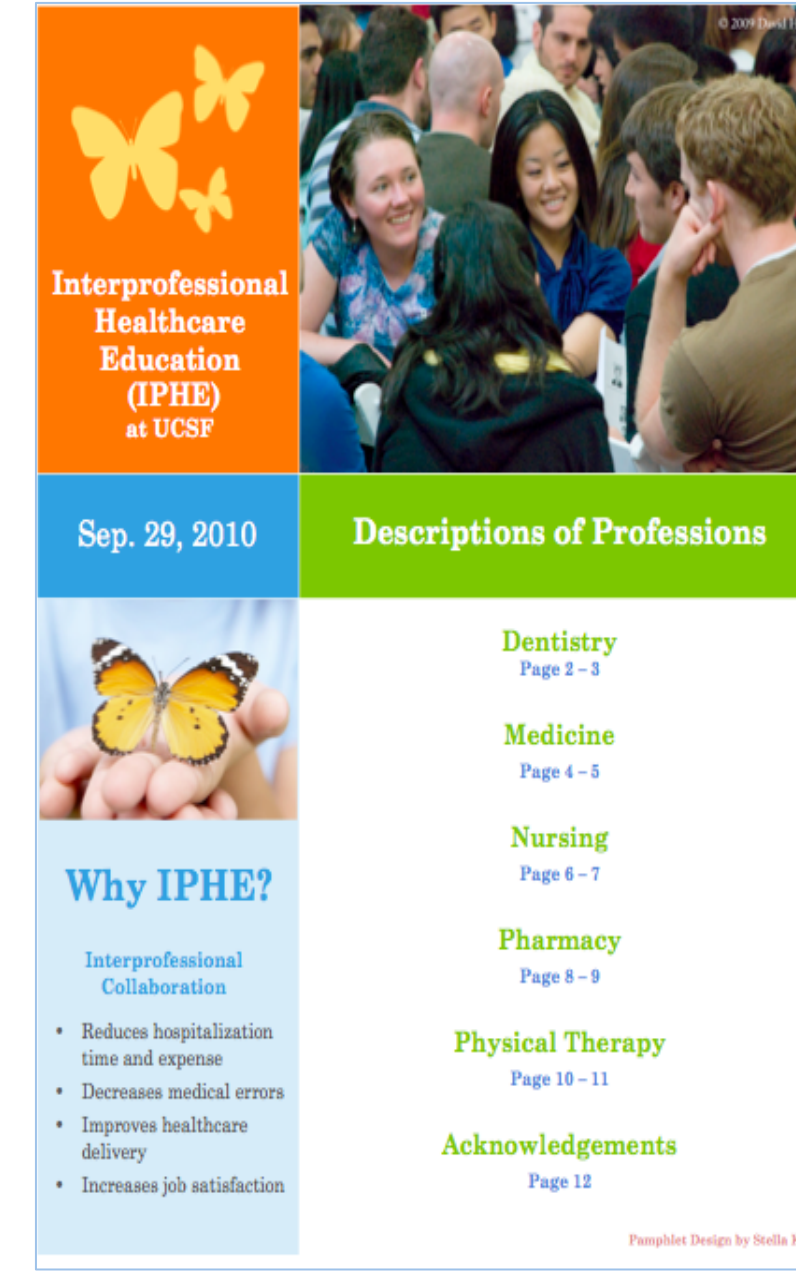


Figure 3: Online Pre-Event Learning



Figure 4: IP Student Curriculum Leadership Team



Figure 5: Telemedicine Demonstration

Results: Satisfaction Survey

IPHE DAY 1

"[I liked] meeting students from other schools – observing team-based approach to health care in action – **learning more about different roles, other professions.**"

"The **discussion was extremely stimulating and enriching** in understanding the roles of each profession and the effectiveness of a healthcare team."

"[Suggestions for improvements:] Maybe have the students role play? **Continue to have faculty endorse the purpose of it** and make room (give credit) in the curriculum for it, or students won't be into it."

IPHE DAY 2

"Listening to the speakers of the first panel **tied together what we've been discussing on CLE** to real-life applications in our health care system."

"The small break out sessions allowed me and other professional students **to discuss interprofessional ideas and to get to know each other.**"

"The program can be improved by showing more visuals, **putting many of the discussions into cases that have happened before and how they can be looked at and resolved.**"

Results: Leadership Skills

Expected	Surprise
Project management/delegation	Value of the process over the project
Self-reflection and constructive feedback	Vested interest in professional development
Effective team collaboration	Gaining insight into the roles and responsibilities of other professions

Results: Curriculum Surveys

Pre- and Post-Curriculum Surveys (n=65)	Pre-Mean (SD)	Post-Mean (SD)	P-value <0.05
RIPLS Subscale			
Teamwork/ Collaboration	4.49 (0.49)	4.37 (0.69)	.152
Professional Identity	4.24 (0.61)	4.06 (0.71)	.021
Roles/ Responsibilities	2.06 (0.80)	1.95 (0.74)	.391
IEPS Subscale			
Competency/ Autonomy	4.69 (0.64)	4.43 (0.80)	.037
Perceived Need for Cooperation	3.69 (1.21)	3.68 (1.16)	.962
Perception of Actual Cooperation (0.62)	4.85 (0.62)	4.51 (0.91)	.027

Conclusions

- Significant decreases in the pre- and post-curriculum surveys in the domains of Professional Identity, Competency/Autonomy and Perception of Actual Cooperation
- Impacts of curriculum on first-year learner attitudes and skills are *inconclusive* because currently available validated tools do not capture or identify nature of change
- Impacts of curriculum creation and implementation on student leadership team confirm that early exposure to authentic collaboration in IP teams is effective in increasing awareness of roles and augmenting teamwork skills.

Limitations

- Single institution (UCSF)
- No comparison group
- Low response rate
- Limitations of assessment tools
- Acculturation

Looking Forward

- Develop new assessment tools to determine the catalyst of IP collaborative growth and measure the changes within the domains
- Implement small-group, problem-based learning
- Create authentic and clinically relevant experiences

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