



Embedding Interprofessional Education into a Learning Experience: Creating Twelve Tips

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Introduction

- Interprofessional education (IPE) may be embedded within existing courses, in new courses, as stand-alone sessions or in extracurricular learning experiences.
- Our experience developing an IPE curriculum resulted in the development of twelve tips to provide guidance to curriculum and session planners for IPE, building upon traditional elements and considering unique requirements and opportunities.

Creating Competency Based Curricula

- Through multiple pilot IPE experiences, The Upstate The Office of Interprofessional Education identified opportunities for IPE development.
- In the example below, the planning team, including the IPE Director & Team Leaders, and the course director for the Consortium for Culture and Medicine, identified three existing course sessions in which to embed IPE content and skills development.



Building Effective & Sustainable Relationships

- Neighborhood Violence & Trauma in Syracuse: An Interprofessional/Community Workshop
- Refugee Experiences & Health in Syracuse: Perspectives from Inside Two Communities
- Disability, Critical Design and Collective Access



“Twelve Tips” Examples

CREATE AN INTERPROFESSIONAL PLANNING GROUP



Model teamwork with two or more health professionals.



Invite students & community members to help plan.



Ensure profession specific relevance & student progress.



Create a supportive environment for interprofessional perspectives.



HIGHLIGHT INTERPROFESSIONAL PERSPECTIVES WITHIN TRADITIONAL CONTENT

Consider topics: Communication skills, professionalism, systems based practice, practice based learning, popular health, preventive medicine, triple aims & social determinants of health.

INVITE COMMUNITY MEMBERS



Engage members of the community most impacted by the session topic.



Cultivate future student experiences at community sites.



Teach community and population-focused issues



Provide reflective questions to prompt students to relate with the community.

Key Interprofessional Education Concepts

Connect IPE experiences longitudinally	Embedded IPE experiences should be part of a longitudinal, profession-specific developmental process within the broader curriculum (Anderson, Teodorczuk 2016)
Balance IPE with needs for student development of discipline specific professional identity	Students benefit from having a good understanding of their own discipline prior to engaging in interprofessional experiences (Gilbert)
Create cumulative IPE assessments over the broader curriculum	Assessment of IPE should take prior and subsequent IPE experiences into account as well as the discipline specific content so that IPE is not viewed as an “add-on”
Identify needed resources	Resources for embedded IPE will require central institutional support as well as support from the involved professions, establishing a shared learning experience with shared responsibilities
Be aware of differing accreditation standards	Accrediting bodies for each profession have differing requirements and most are broad enough to allow educators to innovate experiences within already existing curricula
Use IPE session development to support educator professional development and community networking	Educator and community collaborations for the development of IPE provide opportunities for professional development, positive role-modeling of team activities, and strengthening of community ties

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