Methods

Our family tree was developed by bringing together fictional “patients” currently used in individual IPE case-based activities. Building from an activity centered around a ‘grandfather Carl’ family members span four generations.

SMITH FAMILY TREE

Connie Smith (Deceased)

Carl Smith (Age 80)

Daisy Jones (Age 58)

Iris Golden (Age 60)

David Smith (Age 56)

Andrew Smith (Age 54)

Tony White (Age 30)

Stacey White (Age 35)

Leslie White (Age 4)

Jack White (Age 3)

Steven Golden (Age 19)

Ours Aims Were To:

A family-based approach and IPE framework was applied together to develop appreciation for the social determinants of health.

Provide a family-centered socially diverse learning context for IPE

Identify and document learning levels for each IPE activity

Track and map progression and achievement of IPE competencies

Provide a pathway for learners to select opportunities, map individual progress and sustain engagement in IPE learning

Results & Conclusion

Our living and adaptive Family Tree links learner IPE activities across the institution to a framework of competency development.

This allows for the identification of gaps at each learner level, facilitating strategic planning of future programs.

The Smith “family” could be adapted for any profession’s learner group on campus and beyond.

Background

The Office of Interprofessional Curriculum (OIPC) serves as a central resource for all eleven schools across our academic institution.

Moving away from adhoc development of learning activities, we sought a family-based competency-informed structure to meet diverse program needs.

Case Study Example

EXPOSURE LEVEL

Ms. Stacey White recently moved her family to Birmingham so her son Jack could be assessed at UAB for health problems.

Stacey moved in with her mother (Iris Gold) for financial reasons. Iris receives disability benefits due to chronic mental health problems. Iris has been a heavy smoker for 40 years.

Her daughter, Leslie (4), whose father is ex-husband Tony White, suffers from asthma. Jack (3) was born after Tony was imprisoned, has a different father to Leslie. Jack suffers from a rare genetic disorder that affects his cognitive and motor development.

Stacey was recently hired as a teacher’s aide at the local Head Start program. Stacey’s job is located within three blocks of a major interstate.

The home neighborhood is urban and densely populated with high crime rates. Leslie, Jack and Stacey walk to their Pre-K school each day. Stacey thinks the school building has mold because Leslie’s asthma has been much worse lately.