

Building an IPE Program to Develop Interprofessional Skills in Health Professions

Background

High functioning interprofessional teams are associated with lower mortality rates and better health outcomes for patients. Delivering interprofessional education (IPE) to large numbers of learners from multiple professions requires widespread preparation of teachers in both education and clinical settings. We will illustrate our model for implementing IPE across UAB.

Aims

Implement a comprehensive IPE program that prepares UAB health-related profession learners to work effectively in interprofessional teams. Prepare educators to teach IP competencies in an interprofessional environment. Assist health-related schools meet their IP accreditation requirements.

Methods

The Office of Interprofessional Curriculum (OIPC) designed, implemented and evaluated an institution-wide framework for IPE, including student activities, faculty development, leadership development, and integrated incentives for faculty engagement. OIPC teamed with school representatives in 2017 to assess their needs for student IPE skill building. Collaboration with the Center for Teaching and Learning (CTL) in 2018, began the development of a workshop series to provide faculty with tools needed to prepare their learners for interprofessional practice. Using IPEC competencies, learning activities and strategies are practiced facilitating use in a variety of curriculum and classroom contexts. OIPC facilitates collaboration between professions across campus. The IP leadership development program, launched in 2019 further expands reach across professions. A variety of systematic institution-wide opportunities now bridge IPE from pre-licensure training to IP clinical care teams.

Results

Our IPE program has increased faculty engagement and professions actively promoting IP education and practice across the institution. Faculty development workshops have expanded from 4 to 15, with 29 faculty achieving CTL IP Teaching Certificates, equipped with tools to meet the new AACN Essentials. Currently 20 IP leadership fellows and 73 Scholars have been appointed to our Center. Four Annual IP Symposia have successfully raised awareness about IPE for 603 attendees. School of Medicine students have spent over 11,000 hours interacting with other professions.

Conclusion

Implementing a comprehensive program to promote IPE has accelerated integration of IPE to all health profession learners at UAB. Our model has enhanced learner preparation and achievement of IP competencies, potentially improving patient safety and better preparing learners for the healthcare workforce.