

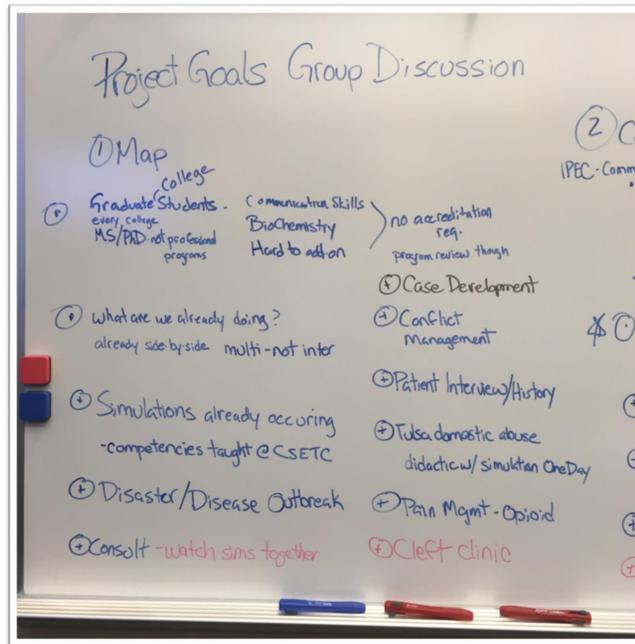
INTERPROFESSIONAL CURRICULUM ALIGNMENT AT AN ACADEMIC HEALTH CENTER

Background

The University of Oklahoma Health Sciences Center (OUHSC) is a comprehensive academic health center with 29 participating programs located across three campuses. The Interprofessional Educators and Practitioners Association (IEPA) Curriculum Committee faced numerous challenges to create distinctive interprofessional programming that engages as many student participants as possible without burdening academic programs. With guidance from our Academic Affairs Policy Committee, participants from our Academic Strategic Plan project team, IEPA Faculty, and Program Directors across OUHSC embarked on a strategic alignment process.

Methodology

- Using best practices from the literature, administrators from the Office of Interdisciplinary Programs led monthly meetings bringing together over thirty faculty involved with program curricular development.



- These semester-long networking opportunities permitted campus curricular leaders to develop relationships and increase their awareness of shared curricular elements across the programs.
- During initial brainstorming sessions, the team debated between creating new interprofessional education (IPE) content or aligning our IPE curricular offerings with existing, hands-on activities already available in specific content areas.
- The group chose the latter approach to minimize ramp-up time and facilitate early adoption.

Results

Next, moderated sessions focused on building consensus among stakeholders toward the goal of selecting specific programmatic content for expansion into flexible IPE experiences. This approach developed learning opportunities that still met specific programmatic contact needs but could be quickly adapted to create IPE learning experiences for multiple programs. We created adjustable templates that could work for any number or combinations of disciplines. Collaboration resulted in an efficiently designed interprofessional, rather than silo-based, delivery model of relevant learning content applicable to all OUHSC students. Content in these areas already existed in every program in broad formats that could be easily modified to engage any blend of professional students.

Crucial Conversations®

- IPEC Competency: Communication, Teamwork, Values & Ethics
- Content is already developed and delivered through OUHSC Faculty Development

Difficult Conversations

- IPEC Competency: Communication, Teamwork, Values/Ethics, Roles/Responsibilities
- Many disciplines already include learning objectives or modules related to patient/client communication. Sometimes referred to as "Delivering Bad News."

Team Ethics

- IPEC Competency: Values/Ethics, Roles/Responsibilities
- Identified by the OUHSC Academic Strategic Plan Implementation Team as course content area for possible alignment. Numerous instances of discipline-specific ethics courses are taught across campus. Few offer cross-enrollment.

Pain Management

- IPEC Competency: Teamwork, Roles/Responsibilities
- With respect to mental health, rehabilitation, diagnosis, prescribing, treatment, research, and policy administration, each college had numerous didactic, simulation, and clinical/practicum activities for alignment.

Simulation

- IPEC Competency: Communication, Teamwork, Values/Ethics, Roles/Responsibilities
- Each program identified areas of simulation currently taught both for practice and competency evaluation. Using templates, each program was able to identify key context for possible project alignment.

Relevance for Allied Health

Successful outcomes include increased availability of curricular IPE modules for use by any program and purposeful reinforcement of campus-wide interprofessional culture.

Although COVID-19 challenged our plans for project implementation, the team has revised the methodology and is now prepared for virtual content delivery to students from all programs.

Our IPE program development model follows initial innovation with purposeful expansion by facilitating early adoption of IPE methods to deliver core content relevant to several disciplines. IPE includes discipline-based and interprofessional mentored teaching and learning. This approach enables synergy between identifying discipline specific roles and responsibilities while facilitating understanding and practice of interprofessional communication and shared values.

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Further Information

- <https://ipe.ouhsc.edu/>
- OUHSC-IPE@ouhsc.edu
- (405) 271-5557

