

Enhancing Curricular Topics Shared Across Health Professions with Interprofessional Perspectives

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Learning Objectives

1. Explain how to identify common topics across health professions curricula ripe for IPE
2. Describe strategies for organizing IPE around common themes across health professions curricula

Background

- JCN and JCIPE have partnered to host an ACE Day, or Alternative Clinical Experience Day, for the past 4 years
- What is ACE Day?
 - Day-long activity including IPE
 - Embedded in BSN curriculum at end of nursing clinical
 - Complemented other academic and clinical learning
 - Centered around open dialogue, fact finding, and interprofessional education

Shared Curricular Topics for ACE Day

- Brainstorm areas of study that are priorities for all the health professions you wish to engage
- Identify common areas that have not been covered in-depth in the curriculum or could be richer if interprofessional
- Select a topic that is a challenging aspect of care and knowledge that could benefit from “expert” perspectives and interprofessional fact finding

Identifying a Topic...Leveraging Current Events

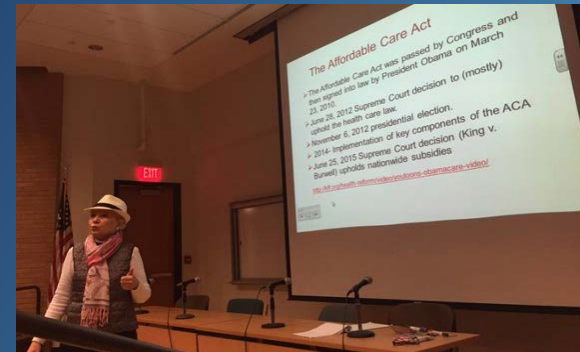
- Patient Protection and Affordable Care Act (ACA)
- While it continues to affect all health care professionals both as clinicians and as consumers, many health professions students have not deeply engaged with the ACA
 - This creates challenges in discussing the ACA and health care policy in general in the classroom
- Regardless of the outcomes of the upcoming election cycle, it can be assumed that the ACA will not remain exactly the same
 - As future clinicians and potential health care policy influencers, students should critically engage with the ACA and reflect on its successes and opportunities for improvement

Planning Process

- 1. Identified key players from Nursing and JCIPE**
For topic identification, activity planning and facilitation, and recruitment of expert panelists
- 2. Recruited interested faculty from other professions**
For insight into current knowledge levels of students relating to the ACA and to help recruit appropriate students from their respective professions for ACE Day participation
- 3. Consulted with individual faculty members who already teach health care policy to students**
For assistance in activity development and to align with and build upon current curriculum
- 4. Selected an interprofessional expert panel**
Panelists were asked to speak on their professional experiences with US health care and how it impacted their relations with other professions

Agenda of Workshop: Morning Session

- **Pre-work:** Review resources on the ACA: policy now, future directions and the role of health care providers in advocacy and social policy creation
- **Didactic:** General overview of the ACA
- **Group Case Studies:** Student groups unpacked case studies about patients in need of health insurance, how health care policy could better fit that patient's circumstance, and how a more collaborative interprofessional care team could benefit the patient



Example Case Study

Individual Mandate

Construction worker Rob Mitchell is 53. He has never had medical insurance as an adult. "I can't afford it," said Mitchell, who last looked at rates for an individual policy six years ago. He remembers the quote as something around \$600/month. Of note, ten years ago, uninsured, he shattered his ankle falling off a ladder. The hospital covered most of the cost through charity care, but he still owed \$1500. With the ACA, he may be eligible for federal tax subsidies to help him buy coverage.

Example Discussion Questions:

- How could health care policy change in order to meet the needs of this population?
- The ACA specifically recognizes the impact of interprofessional education and care on quality health care and cost effectiveness. How could a more collaborative interprofessional healthcare workforce benefit this patient?

Agenda of Workshop: Afternoon Session

- Panel Presentation:
 - Panelists included a U.S. Senator/nurse, a family medicine physician, a nurse practitioner with legislative experience and professor of population health/podiatrist
 - Questions for panelists were developed by student groups
- Q & A with Panelists



Challenges

- Scheduling continues to be a formidable obstacle to interprofessional participation
- Relying on volunteerism is not reliable
 - The ACE Day was comprised of 130 BSN students for whom it was a required activity and 7 other students from Biomedicine, Medicine, Pharmacy, and Population Health for whom this was a volunteer opportunity
- Ensuring pre-work is completed and not viewed as “additional work” in an already dense curricula

Lessons Learned & Conclusions

- Use interprofessional education to teach shared curricular content
- Engage interprofessional faculty in the planning process early
- Embed IPE into curricula
 - Allows for a more interprofessional mix of students in addition to facilitators and panelists
- Capitalize on current events and on information pertinent to students professionally and personally
 - Student participation and curiosity was high, as observed by the coordinators
- Integrate formal evaluation for student feedback

Questions?

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Thank you!