Local Perspective on IPE: Why IPE now and where we are in the IPE journey

Teachers of Quality - Learning Session 5
Geralyn Crain, DDS, PhD
ECU School of Dental Medicine
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Interprofessional Alliance for the Health Sciences (IPAHS):

Creating a Community of Excellence in Health Care for the Future

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East Carolina Heart Institute
Goal 1 of the 2010 – 2013 Division of Health Sciences Strategic Action Plan: “Ensure students are prepared to succeed in interdisciplinary, team-based health care settings”

Working Group Charge: Recommend administrative next steps for moving IPE forward in the Division of Health Sciences

“IPE” Working Group

Dr. Geri Crain, School of Dental Medicine, Lead
Dr. Libby Baxley, Brody School of Medicine
Dr. Patricia Fazzone, College of Nursing
Dr. Annette Greer, Brody School of Medicine
Dr. Mike Kennedy, College of Allied Health Sciences
Dr. Donna Lake, College of Nursing
Overview: Background and Context

Working Group considered:

- Literature and National Initiatives for Interprofessional Education and Practice
- Existing Models at Other Schools
- Past and current ECU IP activities and accomplishments
Conclusion

➢ There is a need and an opportunity to integrate Interprofessional Teaching, Practice, Research, and Service within the DHS
The context of today’s health care drives the need to integrate IPE, IPR, IPP, and IPS as fundamental to the Interprofessional Alliance of the Health Sciences.

Student learning is a journey that occurs at any point of entry: Education, Practice, Research, or Service.

The four domains of Teaching, Research, Practice, and Service, embedded in the ECU academy, drive the importance of integrating IPE, IPR, IPP, and IPS.

Teaching faculty, clinicians, researchers, and community partners are all participants in the learning journey.

Patients/clients/families, funders, and community constituents may expect high quality collaborative health care practice, research, education, and service.
Success Factors for Alliance Formation

1. Cultivating a culture of interconnectedness; inspiring commitment across the HS campus

2. Organizing and dedicating a supporting infrastructure
   - Personnel, community partners, Laupus Library

3. Establishing an Organizing Model
4. Emphasizing Student and Faculty Education and Development
   • Learning outcomes, curriculum and activities that meet accreditation and desired local outcomes

5. Identifying incentives for faculty
   • Recognition, time, integration into unit goals and assessment, part of evaluation, appointment, tenure & promotion guidelines
Integration of **Teaching, Research, Practice, and Service** at all levels
Just think of the possibilities…