Why Interprofessional Education at Rush?
- A necessary step in preparing a “collaborative practice-ready” workforce
- Strengthens health systems and optimizes health services
- Improves health outcomes and promotes a culture of safety
- Develops health system leaders who champion interprofessional and collaborative practice

What is Interprofessional Education?
Occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes (WHO, 2010)

What is Collaborative Practice?
Occurs when multiple health workers from different professional backgrounds work together with patients, families, caregivers, and communities to deliver the highest quality of care (WHO, 2010)

Rush Interprofessional Core Competencies for Collaborative Practice

Roles and Responsibilities
Engage diverse professionals to complement one’s own professional experience in investigating, developing and implementing strategies focused on improving health and healthcare outcomes

Interprofessional Communication
Communicate with clarity, confidence and respect in encouraging ideas and opinions of other team members to ensure a common understanding of information, treatment and health/healthcare decisions

Ethics and values
Work in an ethical and respectful manner with all members of the health care team responsible for investigating, developing and delivering patient-centered care

Teams and Teamwork
Apply leadership practices that support collaborative practice, team effectiveness, and patient-centered care.
Interprofessional Patient Centered Teams

The interprofessional (IP) curricular integration will begin during the students’ first year of study, building foundational knowledge of team identity concurrent with professional identity. Students from all four colleges will acquire competencies in interprofessional behaviors through experiential learning in interprofessional student teams. The course consists of six workshops and supportive didactic on line content and will run from September through April.

Rush Interprofessional Core Domains for Collaborative Practice

This course will apply knowledge, skills and values of the four IPEC* domains: Values/Ethics, Roles/Responsibilities, Teams/Teamwork, and Communication through experiential learning for patient centered care.

The 6 workshops include:

Bench to Bedside and Back Again
- Understanding the relationship between research and clinical practice
- Meeting highly effective teams from Rush

Introduction to IPCP
- Introduction to interprofessional collaborative practice (IPCP) - Why teams?
- Roles and responsibilities of a health care team

Community Health Mentor (CHM)
- Interprofessional student teams will work with CHMs (adults with chronic conditions)
- IP student teams explore the social determinates of health within the CHM’s community as they develop and implement an action plan to improve their overall health
- Multiple contacts with your CHM throughout the year to develop a Community Advocacy Proposal

Culture of Safety
- Case study analysis of sentinel events
- Team communication skills

Team Observed Structured Clinical Encounters (TOSCEs)
- Interprofessional student teams learn how to support patients as they manage their chronic conditions through simulation encounters with standardized patients

Debrief
- Present your CHM outcomes and Community Advocacy Proposals

IPE 502 course carries over from Fall to Spring semester

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This course is the Higher Learning Commission IPE Initiative for Quality Improvement and Accreditation and supported by all four colleges.