

## *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.

## IPE 502 Interprofessional Patient Centered Teams

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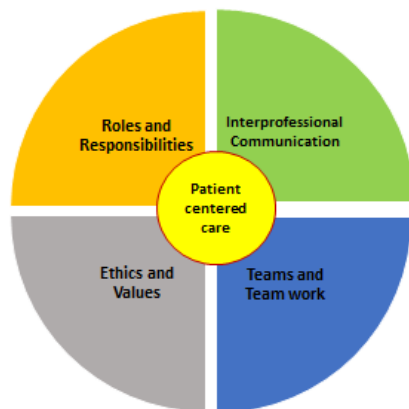
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## Interprofessional Patient Centered Teams

The interprofessional (IP) curricular integration will begin during the students' first year of study, building foundational knowledge of team identity concurrent with professional identity. RUSH University students 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:

### Kick Off: Patient Centered Teams

- Introduction to IPE 502: Interprofessional Patient Centered Teams

- Discovering the impact of the health care system on the patient

### 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 (IPST) will work with CHMs (adults with chronic conditions)

- IPST explore the social determinants 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)

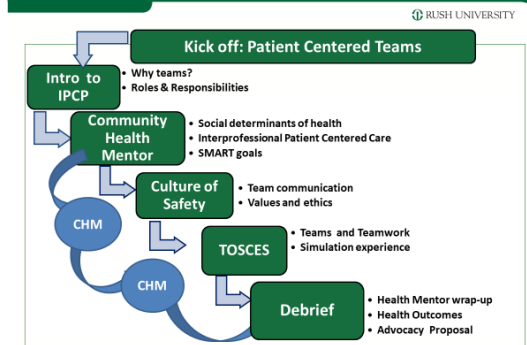
- IPST learn how to support patients as they manage their chronic conditions through simulation encounters with standardized patients

### Debrief

- Present your CHM outcomes and Community Advocacy Proposals

## IPE 502 course carries over from Fall to Spring semester

### IPE 502: Interprofessional Patient Centered Teams



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## Building Blocks of Interprofessional Education

Preparing collaborative practice-ready Rush graduates who champion interprofessional practice that optimizes health services, improves health outcomes and strengthens health systems

**Acquire** competencies in interprofessional behaviors

Building foundational knowledge (team identity concurrent with professional identity)  
Interprofessional curricular integration in the beginning of their educational experiences

**Develop**

Team learning Environments curricular and extra curricular activities  
Formal workshops Clinical and community-based experiences  
Team Simulation exercises

**Strengthen** interprofessional experiences to prepare students for the health care delivery system

Reinforced through program and college specific competencies to include leadership skills in interprofessional collaborative practice