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Utilizing Implementation Science Framework for Innovative Interprofessional Pedagogy

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Title: Utilizing Implementation Science Framework for Innovative Interprofessional Pedagogy

Presenter Information: Monica and Kandice

Theme: Trends in Higher Education

Type: Best Practices

Abstract:

Today's work environments require employees to function on interdisciplinary teams. Using the implementation science framework, the presenters will describe the planning and implementation of an undergraduate curriculum model that prepares students with interprofessional competencies. They will also describe the lessons learned and potential for scaling the model with other disciplines.

Keywords:

Undergraduate
Curriculum Model
Implementation Science
Interprofessional Education
Innovative Pedagogy

Session Objectives:

1. Understand interdisciplinary and interprofessional educational competencies.
2. Learn about a specific model involving multiple disciplines in preparing professionals.
3. Understand challenges in, and rewards of, implementing interprofessional education models.
4. Apply implementation science principles to brainstorm innovative intervention at their respective institutions.

Session Context:

1. Students graduating from professional programs (e.g., teacher education, public health, nonprofit management, marketing, human services etc.) are facing complex and dynamic challenges at work. Understanding systems' perspective is important to address issues in a multifaceted environment.
2. Students need to understand how their roles complement those of others in their work context in order to address the issues in a systematic, strategic and sustainable fashion.
3. Funders (private and public) are supporting innovative solutions, which create sustainable solutions.

4. Interprofessional education can provide students the opportunity for engaging in critical thinking and synthesis beyond a single discipline or field of study.

Session Relevance:

Interprofessional education crosses various disciplinary lines for addressing complex problems (e.g., social, economic, physical, environmental). Interprofessional education is when students from two or more disciplines learn about, from, and with each other to enable effective collaboration and improve outcomes (WHO, 2010). University leadership should be interested in the process of promoting interprofessional education since many federally and privately funded programs are moving in that direction, especially in the U.S. Moreover, disciplines themselves are under attack while the nature of knowledge is being radically rethought in contexts when disciplinary lines are blurring, being crossed or cracking. Interdisciplinary programs give voice to different, and sometimes conflicting, perspectives and attempt to reconcile the tension that may exist between these perspectives. Two key questions the presenters will address: how can chairs facilitate an environment where students can think autonomously and collaboratively, reflectively and critically? How can chairs promote interprofessional approaches for learning and teaching?

Session Involvement of Participants:

1. In small groups, participants will share their individual experiences working with other disciplines.
2. In small groups, participants from different disciplines will brainstorm to identify one challenge that they will like to address collaboratively.
3. In the small group, they will design strategies and tactics on how to approach their potential collaborators, e.g., chair, dean, VPAA, Directors of Centers in the University etc.
4. During the presentation all participants will also be invited to provide input to the team of presenters for addressing some of the challenges in the interprofessional teaching model that is shared.

References:

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