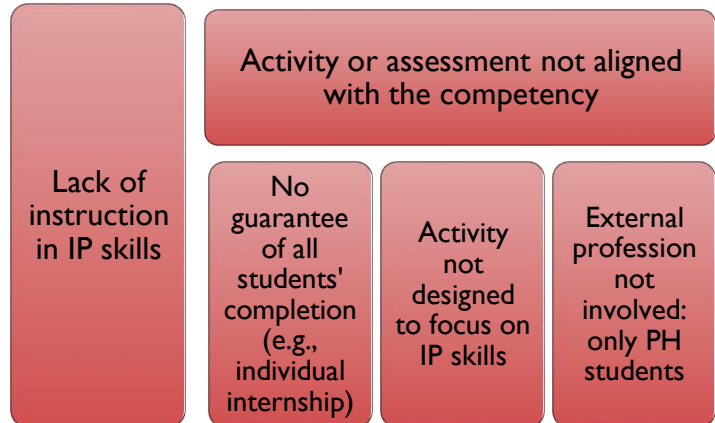


## SUCCESSFUL MODELS FOR MPH COMPETENCY 21: INTERPROFESSIONAL TEAMS

The MPH degree is built on a set of 22 foundational competencies defined by CEPH. Units must demonstrate that each student is prepared and individually assessed on each of the foundational competencies. By far, the most challenging competency for schools and programs to implement in the initial years after criteria adoption was foundational competency 21, “Perform effectively on interprofessional teams.”

### MOST COMMON CHALLENGES TO TEACHING & ASSESSING MPH STUDENTS' INTERPROFESSIONAL (IP) SKILLS



### SUCCESS STORIES IN INTERPROFESSIONAL SKILL-BUILDING...



Clear instruction






Purposeful activity



Individual assessment

...in a health science center




### INDIANA UNIVERSITY – PURDUE UNIVERSITY INDIANAPOLIS (SPH)

Didactic preparation	Activity	Assessment
 <p>During new student orientation, MPH students receive an overview of IP education.</p> <p>Students receive additional didactic preparation through four “anchors” in core integrated courses. The anchors include:</p> <ol style="list-style-type: none"> <li>1. Intro to team science</li> <li>2. IP communication skills</li> </ol>	 <p>Students perform on IP teams with students from medicine, dentistry, dental hygiene, social work, nursing, occupational therapy, optometry, physical therapy, pharmacy, and other health professions.</p> <p>Teams must work together to apply principles of person-centered care to create a comprehensive</p>	 <p>Students are assessed throughout the curriculum.</p> <ul style="list-style-type: none"> <li>• Pre- and post-test knowledge of teams and teamwork competencies and roles/responsibilities of team members</li> <li>• Survey of attitudes toward IP collaboration</li> <li>• Facilitator checklist from direct observation of individual team</li> </ul>

<p>3. Application of IP teamwork skills</p> <p>4. Integration of IP teamwork skills</p> <p>The school uses the TEACH! framework promoted by the university's IP Practice and Education Center</p>	<p>health plan for someone living in the community with complicated and competing health issues. The activity takes place over several hours.</p>	<p>member behaviors during exercises</p> <ul style="list-style-type: none"> <li>• Student self- and team-assessment of team behaviors</li> <li>• Reflective writing assignment</li> </ul>
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...with distance-based students

GEORGE WASHINGTON UNIVERSITY (SPH)

<p>Didactic preparation</p> 	<p>Activity</p> 	<p>Assessment</p> 
<p>Students receive didactic preparation asynchronously and synchronously.</p> <p>Asynchronous:</p> <ul style="list-style-type: none"> <li>• Guest speakers from a variety of professional fields speak to their interests, priorities/values, motivations, typical professional activities, and perspectives on their professional roles</li> <li>• Lectures address the stages of team development and how to maximize performance in each stage</li> </ul> <p>Synchronous:</p> <p>Students complete readings about the IP nature of public health. Small-group synthesis activities guide students to explore how they and their peers noted different details from these various sources.</p>	<p>Students work virtually in IP teams using a case-study or group-design format. Teams include a faculty preceptor and students or professionals from various health professions. Partner programs include family nurse practitioner, physical therapy, physician assistant, occupational therapy, social work, speech-language pathology, health administration, and medicine.</p>	<p>Students are assessed at several points:</p> <ul style="list-style-type: none"> <li>• Quiz on the roles and responsibilities of each profession as they relate to the case/event</li> <li>• Use of the Interprofessional Attitudes Scale (IPAS)</li> <li>• Individual short, written reflective essays identifying key takeaways from the collaborations in which they engaged</li> </ul>




UNIVERSITY OF NEW ENGLAND (PHP)

<p>Didactic preparation</p> 	<p>Activity</p> 	<p>Assessment</p> 
<p>Students read the full report of the Interprofessional Education Collaborative (IPEC) core competencies for IP collaborative practice (2016 update).</p>	<p>Students from public health, nutrition, social work, education, and health informatics develop a policy analysis of body mass index (BMI) screening in K-12 schools.</p>	<p>Students are assessed on the quality of the feedback they provide their colleagues and their integration of multiple perspectives in the revision of their work. In the</p>

<p>Readings and lectures include</p> <ul style="list-style-type: none"> <li>• discussing the different policy problem perspectives,</li> <li>• considering the viewpoints of other professions in describing the policy context and landscape, and</li> <li>• identifying how various perspectives can help address the policy problem.</li> </ul>	<p>Students are divided into three groups, each of which analyzes relevant policy at the local school district, state government, or federal level. Instructors assign the groups so that students from different fields of studies or professional backgrounds are represented in each group.</p> <p>Students collaborate to review the policy from the perspective of their discipline but informed by all of the disciplines.</p>	<p>final policy analysis paper, students are assessed on how well they incorporate the feedback from their instructor and peers from other disciplines to refine their final document.</p> <p>Additionally, students compose a written reflection of how the experience of working in IP teams informed the process of policy analysis. They discuss how they practiced the IPEC core competencies, using specific examples from their group interactions. They reflect on the challenges they faced applying them, and how this experience will affect their work in the future.</p>
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...with working professionals, trained initially in another discipline, who are enrolled in the MPH program

NOVA SOUTHEASTERN UNIVERSITY (PHP)

<p>Didactic preparation</p> 	<p>Activity</p> 	<p>Assessment</p> 
<p>Students watch videos on IP education and practice and IP practice in healthcare. Students then discuss the role and importance of collaborative practice in improving health outcomes.</p>	<p>Students are placed on teams with their MPH peers. Teams are defined based on their professional backgrounds and experience. Teams include dental, pharmacy, medicine, optometry, education, law, and public health students.</p> <p>Teams create a social marketing campaign that incorporates their professional perspective and works toward the goal of improved health of the community.</p>	<p>Faculty assess the social marketing campaigns on the incorporation of IP perspectives.</p> <p>Additionally, students complete assessment tools to measure the collaborative environment and experience working on their teams.</p>

...working with professionals outside the university

BETHUNE-COOKMAN UNIVERSITY (PHP)

<p>Didactic preparation</p> 	<p>Activity</p> 	<p>Assessment</p> 
<p>Students participate in a community health advocacy training, “Working on IP teams in healthcare.” A member of a local community healthcare system presents on IP collaboration. The presentation includes the role of student health coaches while serving on IP teams and explains the Triple Aim of improving patient care, enhancing population health, and reducing healthcare costs.</p>	<p>MPH students provide support to the local community healthcare system as student health coach volunteers. The student health coaches are partnered with the IP team of the Community Care program. They work alongside physicians, pharmacists, home health care specialists, hospice staff, nurses, rehabilitation specialists, social workers, and more.</p> <p>The Community Care program comprises high-risk patients in the community and aims to assist in eliminating care gaps for this patient population. Students coach patients to make healthy lifestyle decisions and help provide resources to support adherence to doctors’ orders, such as nutrition education to improve diets.</p>	<p>Students are assessed on products related to their student health coach volunteering experience.</p> <ul style="list-style-type: none"> <li>• Service logs capture contact hours and the impacts of the team experiences as they relate to the MPH competencies</li> <li>• Evaluations of the student’s performance on the team from the local healthcare agency supervisor</li> </ul> <p>Faculty assess effective interprofessional teamwork through the health advocacy project, a student presentation, and peer and agency supervisor evaluations.</p>