

## **2008 Institute for Interprofessional Prevention Education**

### **Evaluation Brief**

#### **Background:**

The Institute for Interprofessional Prevention Education was designed to promote innovative change in health care education through the acquisition of knowledge, resources, and strategies to introduce, or expand, interprofessional prevention initiatives on campuses and in communities. The main goal of the Institute is to advance interprofessional prevention education on the campuses of academic health centers and to increase the emphasis on prevention in health professions education programs. With support and funding through the Josiah Macy, Jr. Foundation, Office for Disease Prevention and Health Promotion (ODPHP) and Centers for Disease Control and Prevention (CDC), the Association for Prevention Teaching and Research (APTR) and the Healthy People Curriculum Task Force collaborated to offer the Institute for Interprofessional Prevention Education for the purpose of increasing this type of learning opportunity.

In early September 2008, APTR convened the second Institute for Interprofessional Prevention Education. This event provided participants with an opportunity to meet and talk with experts who have successfully implemented interprofessional education programs on their campuses as well as with faculty colleagues from other academic institutions. The 15 participating interprofessional teams, located at academic health centers across the U.S., were selected via an objective review process from among proposals that were submitted in response to a request for application (RFA) released in April 2008. Applicants were encouraged to focus on prevention areas cited in *Healthy People 2010* and *Steps to a Healthier US*. The criteria set forth for the required post-Institute projects of teams selected to attend the Institute included both a curricular component and a community-based, service learning component.

To assess how well projects met this goal, APTR entered into an agreement for an objective review of the post-Institute projects. A descriptive evaluation was conducted and key findings follow. The evaluation consisted of completion of an on-line survey administered through Survey Monkey software, a telephone interview conducted with project directors

and/or a designee from each project, and a review of end-of year reports that each project submitted.

End of Year Project Review Summary:

The following summarizes outcomes relative to stated goals of the institute:

1) The institute successfully introduced and expanded interprofessional prevention education (IPE) initiatives on campuses and in communities.

- 70% of responding initiatives had students engaged in interprofessional activities within a year of the institute.
- 17 disciplines were represented by participating students across the initiatives.
- Medicine was the discipline of greatest participation followed by graduate nursing, physical therapy, physician assistant, and pharmacy.

2) All projects in year one and year two either addressed or proposed to address high-priority health problems through advancing interprofessional training with an increased emphasis on prevention in health professions education programs at multiple levels.

- Initiatives were primarily delivered in community or clinical settings.
- Health problems addressed by the initiatives varied by geographic location and often were selected by a community assessment process.
  - Obesity, diabetes, mental health, dental care, domestic violence, chronic disease, geriatric care etc.
  - Curricula addressed cultural issues of populations served
- Curricula often used service-learning pedagogy as a foundation.
- 100% of the curricular initiatives implemented in the program year included prevention.

- 8 courses were designed as interprofessional and 2 courses were designed that included interprofessional content for a single profession.

3) The projects all resulted in new designs for either curricula or modules or enhancements to existing curricula that yielded substantive IPE projects.

- 70% of responding initiatives either enhanced existing curricula, formed new curricula, or designed educational modules.
- Faculty felt that initiatives yielded substantive impacts to communities served.

4) The expertise (knowledge and skills) of faculty interested in IPE and their ability to become change agents within their institutions has been realized and continues on a positive track.

- Multidisciplinary faculty teams averaged 5 per institution.
- Initiatives reported engagement of administration in some level of awareness or involvement in IPE efforts.
- Faculty reported interest groups, advisory boards, and other structures for advancing IPE efforts.
- Experts in IPE brought into institutions for educational seminars.
- Faculty noted that greater ongoing support is required to sustain them as change agents.

5) A network exists at some level through the APTR website.

- More socialization opportunities to increase the level of relationships for national curricular reform are desired.
- Additional strategies should be sought to increase the synergy needed to create a high level of sustained national change at the policy level.