

**2008 APTR Institute for Interprofessional Prevention Education
Final Team Project Report
University of Colorado**

1. Title: “Interprofessional Transitional Care From Hospital to Home: Promoting Safety and Positive Health Outcomes.”

- This project involves physical therapy, nursing, medicine, physician assistant, pharmacy students and faculty. Dental medicine students and family medicine residents were part of our original proposal, but due to staffing issues, these departments are no longer part of this effort.
- Although there were interested IPE faculty before this project, there were no core IPE staff or faculty at its conception.

2. Goals you seek to achieve

- Our efforts have involved creating a learning opportunity to address secondary prevention of patients with cardiometabolic risk factors
- Educational methods to be used will be simulation. Using our advanced Center for Advancing Professional Education (CAPE), a state-of-the-art simulation lab, we will be simulating a patient’s transition from hospital to home and clinic. During this simulation we hope to teach and assess:
 - Interprofessional care coordination and initiation of health behavior change conversations before leaving the hospital
 - How to work as a team to coordinate care and encourage health behavior change after returning home.

Was credit offered for the course or was the activity an elective? --- Although offered as an elective, this course will earn credit for participants.

3. Progress to date

- The project has not proceeded as planned. Originally we had proposed a grander scheme with educational, simulation, and real life exercises in transitioning a patient from hospital to home. Our time spent as a team in Washington, DC at the APTR Institute last fall helped us to be more realistic about what we might be able to do. So upon our return, we scaled down the project to involve just the simulation part of the project.
- When starting to create the simulation in the Spring of 2009, we faced the following challenges and change to the organizational structure:
 - Robin Harvan, the original leader of this project, left the University of Colorado Denver, leaving us without dedicated FTE for this endeavor.
 - Our Vice-Chancellor appointed a new “IPE Champion,” named Mark Earnest. Dr. Earnest has wiped the slate clean and proposed a new IPE Master Plan. He now is working with a new task force that includes some of our team members, to devise both a preclinical and clinical curricula for all health science students. Our challenge has been to move forward with the CAPE to create a

simulation that will contribute to and become an integral part of this curriculum.

We are currently in a planning stage. Although we don't have students involved currently, it is our goal that we could have the simulation written and actively being used in the teaching of students in the Spring of 2010.

4. Important decisions made (or contemplated)

We have decided to try to work with the new IPE curriculum so that this simulation will be an integral part and not just thrown away in a year or two.

5. Lessons learned or new perspectives acquired so far:

We learned about the critical importance of leadership that has the power of administrative authority as well as the inclusion of project time in the position description. There is wide support for the project we have on the table, but the time and energy needed to coordinate scheduling and to strategize for curriculum revision across disciplines is stunning!

6. Challenges faced

We have really faced the challenge of losing our leader, Robin Harvan. Dr. Harvan's departure meant that the project was left with no one with even a part of his or her FTE devoted to IPE. So finding any time to keep this ball in the air was a big challenge.

7. Evaluation plans/instruments being used - NONE

8. Note any Institutional Change—See #3 above for a discussion of the shifting and bolstering of IPE efforts with the appointment of an "IPE Champion."

9. No new projects were developed.

10. Has your team participated in specific activities designed to help you work together more effectively? NO

What impact on the curricula at your institution do you anticipate will emerge as a result of your Interprofessional prevention education initiative?

This plan for preventive care simulation has definitely been a different slant than what seems to be evolving on its own as our institution develops IPE. Most simulation exercises to date have been single discipline (with some IP sims) and have focused on acute care scenarios. This project has kept a more community-based, preventive perspective on the table as the curriculum evolves.

Please share future plans you have for advancing Interprofessional prevention education activities at your institution.

We are, as a group, committed to persisting in bringing about increased opportunities for all of our students to work together. There are several initiatives in the implementation phase for IPE – thankfully, that includes the development of this preventive simulation scenario!