Implications of Interprofessional Education on Who We Teach
(Who are we preparing)

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The World Health Organization (WHO) defines as “involving shared learning among students from two or more health professions”
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**Important Reports**

- Health Professions Education: A Bridge to Quality (2003)
- Core Competencies for Interprofessional Collaborative Practice (2009)
- Who Will Provide Primary Care and How Will They Be Trained (2010)
- Team-Based Competencies, Building a Shared Foundation for Education and Clinical Practice (2011)
Core Competencies for Interprofessional Collaborative Practice (2009)

• Panel Recommended:
  o Assert values and ethics of interprofessional practice by placing the interest, dignity, and respect of patients at the center of health care delivery, and embracing the cultural diversity and differences of health care teams.
  o Leverage the unique roles and responsibilities of interprofessional partners to appropriately assess and address the health care needs of patients and populations served.
  o Communicate with patients, families, communities, and other health professionals in support of a team approach to preventing disease and disability, maintaining health, and treating disease.
  o Perform effectively in various team roles to deliver patient/population-centered care that is sage, timely, efficient, effective, and equitable.
Team-Based Competencies, Building a Shared Foundation for Education and Clinical Practice (2011)

Developed the following action strategies:

- Communicate and disseminate the core competencies to key stakeholders, and launch an education campaign that makes the critical link between collaborative health care teams and providing high-quality, safe, and cost-sensitive treatment.
- Prepare faculty for teaching students how to work effectively as a part of a team and encourage all health professions to use the competencies in their field.
- Develop metrics for interprofessional education and collaborative care to help advance team-based competencies in teaching and practice.
- Forge partnerships among the academic community, health care providers, and government agencies to advance interprofessional education.
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Ultimate Goal

The Interprofessional Education Collaborative and the Foundations believe that establishing these core competencies for health professionals will provide the valuable transformative direction needed to improve the nation’s health care system.
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What about educating and training today’s students?
Generation ME (Post Millennials) “R u talking 2 me :-?

Are they on trial?
Generational Groups

Baby Boomers (1946-1964)
Generational Groups

Generation X (1965-1981)
Generational Groups

Generation Me (1982-1999)

Facebook
Twitter
Instagram
Snapchat
Messenger
Email
Generation Me (1982-1999)

• Class of 2014
• Class of 2015
• Class of 2016
• Class of 2017
Where is the best seat in a UCLA classroom?

A. Front and center, where the professor can see you.

B. The acoustic sweet spot, where your digital recorder can pick up the lecture.

C. The distant corner with the broken chair where the wireless Internet signal is the strongest.

Answer: C
Psychologist Gary Small worries that...

A. Gen Y—the generation that never knew life without the Internet—is losing the ability to empathize and socialize.

B. The instant gratification of multitasking—a new tweet, a blog update, a fresh search result—could impair Gen Y’s ability to complete projects that involve delayed gratification.

C. The negative effects of Twittering, Googling and gaming will begin inspiring public health laws like recent “no texting while driving” regulations.

D. All of the above

• Answer: D
A Vision of Students Today

A short video summarizing some of the most important characteristics of students today - how they learn, what they need to learn, their goals, hopes, dreams, what their lives will be like, and what kinds of changes they will experience in their lifetime. Created by Michael Wesch in collaboration with 200 students at Kansas State University.

https://www.youtube.com/watch?v=dGCJ46vyR9o
Research indicates that interprofessional education is more effective when:

1. Learning methods reflect the real world of practice.

2. Greater Interaction occurs between students.

Leading to the transformative direction needed to improve the nation’s health care system.
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Thank You!

Questions/Comments