Together we strive to create unstoppable momentum toward the goal of improving individual and community health through discovery, clinical and translational science and technology, exceptional education, and patient-centered, innovative, high-quality health care.
UF Health Science Center

College of Dentistry
83 Students, 9 Faculty

College of Medicine
135 Students, 43 faculty

College of Nursing
189 students, 27 faculty

College of Pharmacy
130 students, 21 Faculty

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UH Health Science Center cont.

College of Public Health and Health Professions

Two of seven units:
• Clinical and health psychology-15 students, 4 faculty
• Physical therapy-55 students, 14 faculty

College of Veterinary Medicine

Institute of Food and Agricultural Sciences-(Non HSC College)

Food Science and Human Nutrition- 5 students, 1 faculty

ADEA, March 13, 2011 San Diego
# IFH Course Totals

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>736</strong></td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td><strong>119</strong></td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td><strong>612</strong></td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

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Driving factors

2000
(Prior to IOM Reports)
COM faculty drive for community involvement and exposure to students in other disciplines.

2011
Patient Safety, improved health outcomes and now part of HSC Strategic Plan and Core Values

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DEN 5010
Interdisciplinary Service Learning
*(UFCD curriculum has 11 semester over 4 years)*

<table>
<thead>
<tr>
<th>Instructional Element</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHEC Tobacco Training And Cessation – Initial Training (ATTAC-IT)</td>
<td>1</td>
</tr>
<tr>
<td>Interdisciplinary Family Health (IFH)</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>Community Service</td>
<td>1-11 (10 hrs/yr)</td>
</tr>
</tbody>
</table>

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DEN 5010, Interdisciplinary Service Learning

Began in 2000.

Required course for all 1st year students in Medicine, Dentistry, Pharmacy, Accelerated Nursing, Physical Therapy, Clinical and Health Psychology and Graduate Nutrition students.

More recently includes all 1st Year nursing students and Veterinary Medicine student volunteers.

Timeline: Semester one and two

Based in the Office of Interprofessional Education within the Office of the Senior Vice-President for Health Affairs.
Teaching Methodology

Objectives/Grading

6 small group seminars (2 hours each) with 12 students and 2 faculty members.

A team of three students make 4 home visits with an assigned family (2 per semester.)

8 online patient safety modules. (New AY 2010/2011) 3 in semester one and 5 in semester two.

Grading of the course is centralized, but grading status of the course is determined by each college. (DEN 5010 is S/U course at UFCD.)

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Faculty Development

Core faculty from each college meet annually to review evaluation data, set policy and revisions for the course.

All IFH faculty meet prior to the course to share best practices on Team development, course content, small group facilitation.

New faculty are paired with an experienced faculty member.

Faculty and Student Resources: IFH Health Information Wheel, Multiple Community Resources online with contact information.

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Health professionals must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.
IFH students must be able to demonstrate interpersonal and communication skills that result in effective information exchange and teaming with volunteers, their families, and professional associates.
Student Learning
Outcomes/Competencies

III. PROFESSIONALISM COMPETENCIES

Students must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.
Methods of Evaluation/Student Assignments

1 Family Home Visit

2 Home Visit Reports
Methods of Evaluation/Student Assignments

3 Create a Family Genogram

4 Community Assessment Windshield Survey

5 Family Health Survey

6 Small Group Discussion: Include family visit debriefing, Case Studies, Videos on cultural implications of health decisions, Discussion of designated readings.
Methods of Evaluation/Student Assignments continued

7 Family Health Project Outline

8 Reflection Report and Presentation

9 Social Service Consult

10 Peer Evaluation

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Family Background
- Ms. S.
- 55 yrs old Female
- African American
- Lives alone in low income, disabled community

Health Problems
- Failed gastric bypass
- CHF, Hypertension
- Edema & pain to back & legs

Learning Experience
- A lot of resources in community
- Teamwork is essential

Health Project Goals
- Develop exercise program
- Find healthy recipes
- Increase motivation
- Increase patient’s knowledge of prescription medications and their side effect

Health Project Intervention
- Leg and back exercises
- Cook books from American Heart Assoc. & other diet plans
- CD player pouch
- Reviewed prescription medications and their side effects

Barriers & Supports
- Low energy, lives alone, lacks motivation
- Excellent case manager from Meridian
- Good support system from family & neighbors

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Methods of Evaluation/Student Assignments continued

11 Precourse web-based learning in patient safety

PS 100: Introduction to Patient Safety
• Lesson 1: Understanding Medical Error and Patient Safety
• Lesson 2: Understanding Unsafe Acts
• Lesson 3: A Call to Action — What YOU Can Do

PS 101: Fundamentals of Patient Safety
• Lesson 1: To Err Is Human
• Lesson 2: Responding to Error
• Lesson 3: Identifying and Reporting Errors
• Lesson 4: Error versus Harm

PS 103: Teamwork and Communication
• Lesson 1: Why Are Teamwork and Communication Important?

12 Attendance at Patient Safety
Small Group discussion

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IFH Course Evaluation Data - Fall 2010

1: Please rate the course overall.
   - Poor: 15 (4.25%)
   - Fair: 51 (14.79%)
   - Good: 100 (28.9%)
   - Very Good: 110 (31.8%)
   - Excellent: 69 (20%)

2: Please comment on the following: a) specific strengths of the course; b) specific weaknesses of the course; c) suggestions for improvement. Please be thoughtful, professional and constructive in your feedback.

3: The learning objectives of the course were clear.
   - Strongly Disagree: 9 (2.62%)
   - Disagree: 24 (6.98%)
   - Neutral: 48 (13.95%)
   - Agree: 153 (44.4%)
   - Strongly Agree: 90 (26.16%)
   - No Opinion: 20 (5.81%)

4: The learning activities were appropriate for the specific course competencies.
   - Strongly Disagree: 6 (1.74%)
   - Disagree: 19 (5.52%)
   - Neutral: 64 (18.6%)
   - Agree: 147 (42.7%)
   - Strongly Agree: 89 (25.87%)
   - No Opinion: 19 (5.52%)

5: The methods of evaluation were consistent with the course objectives.
   - Strongly Disagree: 4 (1.16%)
   - Disagree: 7 (2.03%)
   - Neutral: 57 (16.57%)
   - Agree: 156 (45.3%)
   - Strongly Agree: 92 (26.74%)
   - No Opinion: 29 (8.14%)

6: The methods of instruction were consistent with the course objectives.
   - Strongly Disagree: 3 (0.87%)
   - Disagree: 11 (3.2%)
   - Neutral: 60 (17.44%)
   - Agree: 157 (45.64%)
   - Strongly Agree: 83 (24.13%)
   - No Opinion: 30 (8.72%)

7: Formative feedback was useful.
   - Strongly Disagree: 4 (1.16%)
   - Disagree: 26 (7.56%)
   - Neutral: 50 (14.53%)
   - Agree: 127 (35.92%)
   - Strongly Agree: 88 (25.58%)
   - No Opinion: 49 (14.24%)

8: Please rate the level of the workload required for the course.
   - Much Too Light: 0 (0%)
   - Light: 38 (11.05%)
   - Okay: 229 (66.57%)
   - Heavy: 40 (11.63%)
   - Much Too Heavy: 15 (4.36%)
   - No Opinion: 22 (6.4%)

9: Overall, the instructors were sensitive to individual student differences such as gender, race, religion, sexual orientation, socioeconomic factors, ethnic origin, and students with disabilities.
   - Almost Never: 2 (0.58%)
   - Rarely: 2 (0.58%)
   - Sometimes: 5 (1.45%)
   - Usually: 35 (10.17%)
   - Almost Always: 239 (69.48%)
   - No Opinion: 61 (17.73%)

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I learned helpful information in home visits that I could not have obtained had I seen this family only in a health setting.
I learned helpful information in home visits that I could not have obtained had I seen this family only in a health setting. (cont.)
The family health project enhanced my ability to communicate ideas about health promotion and disease prevention.
The family health project enhanced my ability to communicate ideas about health promotion and disease prevention. (cont.)
I had a positive impact on the health of my family.
I had a positive impact on the health of my family. (cont.)
IFH Course Evaluation Data/2006-2010

I am more aware of community resources available for my patients
I am more aware of community resources available for my patients. (cont.)
As a result of this course, I feel a greater sense of responsibility to the community.
As a result of this course, I feel a greater sense of responsibility to the community. (cont.)
IFH Course Evaluation Data/2006-2010

I am more aware of the barriers to health promotion and wellness as a result of this course.

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IFH Course Evaluation Data/2010

I am more aware of the barriers to health promotion and wellness as a result of this course. (cont.)
Interdisciplinary Family Health is an important part of the curriculum.
Interdisciplinary Family Health is an important part of the curriculum. (cont.)
The IFH course gave me the opportunity to apply knowledge and skills acquired in my other classes to real life situations.
The IFH course gave me (students) the opportunity to apply knowledge and skills acquired in other classes to real life situations.
IFH Course Evaluation Data/2005-2008

This course challenged me to think in new ways.
This course challenged me (students) to think in new ways.
Working with my IFH family gave me the opportunity to apply the concepts presented in course materials and small group discussions.
Working with an IFH family gave me (students) the opportunity to apply concepts presented in course materials and small discussion groups.
So what does IPE cost at UF?

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel (5)</td>
<td>$382,315</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>$9,250</td>
</tr>
<tr>
<td>Equipment</td>
<td>4,500</td>
</tr>
<tr>
<td>Total</td>
<td>$396,065</td>
</tr>
</tbody>
</table>
Service Learning Impact-IFH Course

Over 3500 students have completed the course

8000 home visits

Visits served over 500 families in the Gainesville area (name other counties??)
Current COD IFH Faculty

Micaela Gibbs
Gail Childs
Jean Sweitzer
Frank Catalanotto
Scott Tomar
Lorena Baccaglini
Tim Garvey
Sharon Cooper
Venita Sposetti

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AHEC Tobacco Training And Cessation – Initial Training
ATTAC-IT

ADEA, March 13, 2011 San Diego
Started in 1997, over 900 students from 5 colleges in 2010

- Dentistry
- Medicine
- Nursing
- Pharmacy
- Physician Assistant
- Public Health
- & more
Phase 1: Afternoon of Learning

• Interdisciplinary
• Keynote speakers
• Small group exercises
• 150 small groups.
• Tobacco is focus.
Phase 2: Day of Service

• Red Ribbon Week
• Student teams teach middle school classes
• 7 county area
• Partnership through AHEC with other Florida universities
What have we learned?

• Service learning cements learning
• Reflection papers show professional growth
• Over 90% middle school teachers want students back next year
Lessons learned

- Centralized coordination
- Champions at each college
- Funding Fluidity
- Outcome measures
Primary Goal: Interprofessional Collaboration

Competency Domains
1. Learn about other health professions
2. Participate in teams
3. Demonstrate teamwork competencies in educational and clinical settings

Teaching Methodologies
problem-based learning, simulation, case studies, journal clubs, health system quality improvement projects, community health interventions

Beginning of training
- Demonstrate knowledge of roles and responsibilities of different health professionals
- Demonstrate understanding of teams and why they are valuable
- Demonstrate professional conduct during interprofessional encounters
- Communicate effectively as an interprofessional team member

Midpoint of training
- Define the behaviors and attitudes that lead to effective teamwork
- Describe the scope of practice of members of the health care team
- Demonstrate the ability to work effectively as a team member with students from other disciplines
- Practice collaborative decision-making

Graduation
- Identify barriers (institutional, health systems) to successful team functioning
- Demonstrate the ability to facilitate interprofessional meetings
- Identify and achieve a collaborative clinical care goal

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SHIP: School Health Interdisciplinary Program

- University of Florida pediatric medical residents serve as Team Leaders for inter-professional, longitudinal, school-based health promotion projects.
- Residents, working with students from other disciplines (dentistry, public health, allied health) conducted assessments of their school's learning/service needs. In concert with school district officials and after school personnel, they developed and implemented activity based projects that helped meet these needs.

- Goals:
  - To provide dental students with a “home school” to plan initiatives around for duration of DMD program
  - Enhance interdisciplinary experience in a longitudinal fashion
  - Expose children at early age to dentistry as a profession

- Challenges:
  - Lack of flexibility in DMD schedule, compared to other participating inter-professional students
  - Plan: Formulate a complimentary program, rather than full participation
UF Dental Clinics

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The future of health sciences education is a team sport/ science
Websites: UF Health Science Center [http://forwardtogether.health.ufl.edu/]
Interdisciplinary Family Health [http://medinfo.ufl.edu/other/ifh]
Contact Information: gchilds@dental.ufl.edu

Thank You

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Summary and Next Steps....

Lessons for Practice

- Faculty/staff development in the facilitation of IPE is essential to its effectiveness.
  

- Learner reaction to IPE is related to multiple factors.

- Faculty/staff should seek funding for robust evaluations that measure its impact on attitudes and behavior.

- Context that reflects the students’ current or future practice is important for effective learning.

- Structure teaching with principles of adult learning.

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Implications for Future Evaluation

- Cohort detail (numbers/professional mix) and the influence of these on outcomes.
- Funded evaluations.
- More evaluations in real and simulated practice.
- Adoption of a common outcomes model (e.g. adapted Kirkpatrick model)
- Development and robust use of tools that can assist in positively changing attitudes and perceptions of others.

CALL FOR ABSTRACTS
Collaborating Across Borders III
(An Interprofessional Education (IPE) Conference)
Abstracts Due Friday, April 29, 2011

Collaborating Across Borders III
Interprofessional Collaboration: From Concept to Preparation to Practice

November 19-21, 2011
Tucson, AZ USA

www.cabarizona2011.org

CALL FOR ABSTRACTS

Abstracts are now being accepted based on the conference theme
"IPE: From Concept to Preparation to Practice".
We invite your abstracts and participation in this exciting and important event.

You are invited to submit an abstract that address any of the conference topics outlined below:

Conference Themes:
• Developing interprofessional collaboration ready educators and practitioners, including faculty development models, incentives, (e.g., promotion and tenure) and continuing education approaches
• Policies and trends shaping interprofessional education and/or practice and funding opportunities
• Technology innovations to facilitate interprofessional education and/or practice, including on-line learning, simulation, social networking, and e-library, telehealth, telemedicine, e-health, and m-health
• Interprofessional education competencies and curricular models
• Developing infrastructure to support an IP culture: grassroots and institutional leadership approaches
• Linkages amongst and/or between these themes

Presentation Formats:
• Workshops
• Interprofessional Discussion Groups
• Research Paper
• Demonstration
• Poster

Submission of Abstract:
All abstracts must be submitted electronically. Go to http://www.cabarizona2011.org/call-for-abstracts to submit your abstract.

We look forward to receiving your abstract and your participation at the CAB III Conference

Sincerely,
CAB III Program Planning Committee