

AHC CENTER FOR INTERPROFESSIONAL EDUCATION CHARTER (December 12, 2006)

PURPOSE:

The Center for Interprofessional Education will work collaboratively with AHC schools, colleges, centers, faculty, students and staff to identify, promote, implement and evaluate interprofessional education in a continuum of activities across the educational lifespan. The center will facilitate the creation of a vertically integrated interprofessional curriculum that leads to expected student outcomes. The center will provide support for approval pathways and oversight for the development, management and evaluation of interprofessional education opportunities (curricular and co-curricular; content-based and experiential) in the AHC. The center will provide and support faculty development specific to interprofessional education. One of the center's key functions will be to support short-term faculty work groups that will be formed to develop discrete interprofessional courses and experiences.

INTERPROFESSIONAL EDUCATION DEFINITION AND OUTCOMES:

Interprofessional education is the process by which *two or more health professions learn with and about each other across the spectrum of their education to improve collaboration, practice and the quality of patient-centered care.*¹ Our interprofessional education programs will lead to the following student outcomes: students will **know about** the roles of other health professionals; students will be able to **work with** other health professionals in the context of a team where each member has a clearly defined role; students will learn how to **apply disciplinary strengths** of health professionals for their highest and best value in health promotion, prevention, and care delivery.

PRINCIPLES:

1. Recognize, celebrate and build upon the successes of current interprofessional activities and upon lessons learned.
2. Protect faculty time; reward and recognize faculty participation in interprofessional education
3. Meet the growing expectation of health professional students for interprofessional education experiences.
4. Incorporate online experiences into each interprofessional course offering
5. Design interprofessional education to be developmental over time: develop experiences across the spectrum of health professional education and that are appropriate to stages of professional development.

¹ Adapted from the United Kingdom Center for the Advancement of Interprofessional Education

6. Interprofessional education will lead to specific outcomes for our students. These outcomes will be measured and evaluated routinely.
7. Research, theories, best practices and evidence will guide decisions and development of interprofessional education.
8. Share knowledge management across initiatives and programs using a range of mechanisms, such as wiki, myU, face-to-face, and website.

CENTER FUNCTIONS:

- Work collaboratively with AHC deans and associate deans to facilitate the identification, promotion, implementation and evaluation of interprofessional education.
- Support and facilitate *development* of interprofessional course work and experiences
 - Support *short-term* faculty/staff workgroups (groups formed and charged to complete a discrete, time-limited project)
 - Ensure workgroups have access to instructional designers, research assistants, other necessary resources
- Manage day-to-day administration of the center and its programs
 - Work with schools to recruit faculty to teach courses
 - Develop financial models to support each offering and the center with the expectation that time allocation will be used for teaching time
 - Facilitate interprofessional course approval process
 - Ensure an appropriate and adequate technology infrastructure for developing and evaluating interprofessional education activities.
 - Develop and manage contracts for course development
 - Manage AHC course designator and its courses
 - Identify, evaluate and schedule interprofessional performance sites
 - Work with AHC Classroom Services to ensure access to appropriate classrooms for interprofessional education courses
 - Support and provide direction for co-curricular interprofessional student activities, such as CHIP and CLARION
 - Organize AHC New Student Orientation to interprofessional education
- Develop, provide and support faculty development specific to interprofessional education.
- Develop and maintain systems for evaluation and assessment:
 - Measure the baseline as the AHC launches this next stage of development in interprofessional education
 - Develop outcomes assessments

- Examine the existing opportunities/experiences in the AHC where two professions come together and consider how those experiences could be strengthened by weaving in and enhancing interprofessional collaboration.

CENTER ORGANIZATION, ADMINISTRATION AND OVERSIGHT:

- The Assistant Vice President for Education will have overall administrative responsibility for interprofessional education in the AHC.
- A center director will provide day-to-day leadership for the center's programs and administration.
- The center will have lean staff to ensure efficient and effective operations of the center.
- The center will have an advisory group comprised of faculty and staff that will work with the center director, the AVP Education, the AVP Clinical Sciences to develop the priorities for the center and annual work plans. The advisory group will assess the quality and content of interprofessional courses and will monitor student outcomes. The advisory group will formulate, issue and evaluate proposals for faculty work group projects based on approved center work plans and priorities.
- Short-term faculty work groups will be constituted and charged to develop interprofessional courses and experiences. These work groups will be constituted carefully to get an optimal match between expertise and project, and will have a set period of time to meet their charge (e.g., a semester).
- The Assistant Vice President for Clinical Sciences will inform the discussions and planning related to interprofessional experiences and connections to the practice and the care system.
- The Associate Deans for Education will review priorities and work plans of the center and make recommendations to the AHC Deans Council. Review recommendations of CIPE Advisory Group on short term work groups to support; reviews course/experiential activity performance and make recommendations to AHC Deans Council.
- The AHC Deans Council will approve center's annual work plan, long-range strategic plans and priorities; approve short term work group and activities being developed; oversight of activity performance; consider recommendations of associate deans

The center's budget will be comprised of the administrative platform costs and will become part of the central services cost pool.