ADVANCING HEALTH EQUITY THROUGH INTERPROFESSIONAL EDUCATION AT MOREHOUSE SCHOOL OF MEDICINE

QEP IS IPE!

MSM’S QUALITY ENHANCEMENT PLAN

QEP DIRECTOR: MERYL MCNEAL, PHD., MA
THE QEP
Quality Enhancement Plan

The institution has a QEP that (a) has a **topic identified through its ongoing, comprehensive planning and evaluation processes**; (b) has **broad-based support** of institutional constituencies; (c) focuses on improving **specific student learning outcomes and/or student success**; (d) **commits resources** to initiate, implement, and complete the QEP; and (e) includes a **plan to assess achievement**. (Quality Enhancement Plan)

MSM’S QEP FOCUSES ON INTERPROFESSIONAL EDUCATION

OUR TITLE IS: ADVANCING HEALTH EQUITY THROUGH INTERPROFESSIONAL EDUCATION AT MOREHOUSE SCHOOL OF MEDICINE

OUR SLOGAN IS: QEP IS IPE!
When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.

(WHO Study Group on Interprofessional Education and Collaborative Practice, 2010)
THE NEW QEP GREW OUT OF MSM’S STRATEGIC PLANNING PROCESS

Goal III: Preparing Future Health Learners and Leaders

Strategy 4.2: Develop innovative new curricula to advance the achievement of health equity.

• Develop an online Health Disparities/Health Equity curriculum to enhance various graduate programs.

• Develop interprofessional education teams that include social and biomedical researchers.

Tactic i. Incorporate health equity curricula into graduate education in the biomedical sciences and public health programs.

Tactic j. Establish interprofessional and interdisciplinary forums to increase synergy between students in and across all MSM education programs.
Support of Interprofessional Education Topic

Support for selecting IPE as our QEP topic is derived from:

▪ three accrediting agencies listing specific IPE educational requirements,

▪ stakeholders identifying IPE as a student academic learning need in the strategic planning process,

▪ institutional support through faculty and student comments,

▪ baseline data of existing IPE programs, and

▪ a literature review outlining best practices that recommend the early introduction of IPE in the training of health professional students.
THE PLANNING TEAMS & COMMITTEES

- The Academic Leadership Team
- The Curriculum Development Team
- The Curriculum Implementation Team
- The Digital Learning Team
- The Evaluation & Assessment Team
- The Promotions Team
- The QEP Development & Implementation Advisory Board
- The IPE Student Council
- The Training Team
- The Writing Team
MSM QEP INITIATIVES

CONNECTIONS LEARNING EXPERIENCE
An introductory exposure to IPE for entering students in the four academic divisions through a set of modules and activities.

IPE STUDENT COUNCIL ACTIVITIES
Spring and fall activities lead by the IPE Student Council to promote relationship building and comradery among MSM students.

HEALTH EQUITY ACTIVITY REGISTRY (HEAR)
An online list of campus-wide IPE activities for student engagement. This will include a partnership with the H.E.A.L. (I.M.P.A.C.T.) Clinic, the student-run MSM clinic.
CONNECTIONS LEARNING EXPERIENCE

- Inclusion in pre-existing courses in the 4 division curricula
  - Fundamentals of Medicine I & II (UME)
  - Medicine & Society (GEPAS)
  - Seminar (GEBS & GEPH)
- Inclusion of all first year on-campus students (2 sessions in your 1st year, 2 sessions in your 2nd year)
- Inclusion of online (self-directed learning) and student team sessions
  - Team Sessions
    - 16 groups with 12-13 students per group & 1 faculty facilitator/observer
      - 6 Doctor of Medicine students
      - 1 Physician Assistant students
      - 2 Master of Public Health Students
      - 2-3 Graduate Education in Biomedical Science students (PhD & Masters-level)
CONNECTIONS LEARNING EXPERIENCE

- **2 Months a semester**
- **2 Self-directed sessions a semester**
- **2 Team sessions a semester**

**SPRING SEMESTER**

- Self-Directed Session 1
- Self-Directed Session 2

**SUMMER**

- Self-Directed Session 3

**FALL SEMESTER**

- Self-Directed Session 4

**Pilot:** January 2020 - December 2020
**Full Program begins:** January 2021
This theme is consistent with the idea that there are stages of competency development and that interprofessional learning is a continual process (Interprofessional Education Collaborative Expert Panel, 2011).

The University of Toronto’s Framework for the Development of Interprofessional Education Values and Core Competencies breaks learning into three stages: Exposure, Immersion, and Competence.

- **Exposure** introduces students to the definitions and beginning stages of developing IPE skills and behaviors. **Immersion** delves deeper into demonstrating skills and behaviors instead of focusing on knowledge. **Competence** goes beyond entry-level knowledge and skills, where students can begin to perform effectively on interprofessional teams.

The goal of this QEP is to offer an Exposure (Introduction) while other MSM IPE offerings will continue the continuum into the Immersion (Development) and Competence (Entry-to-Practice) stages.
FOUNDING IPE STUDENT COUNCIL

ALEXANDRIA BLAKE - PHYSICIAN ASSISTANT STUDENT

DOMINICK CANADY: DOCTOR OF MEDICINE STUDENT

ALEXIS CLARK - MASTER OF SCIENCE IN BIOMEDICAL RESEARCH STUDENT

NORA JEAN BAPTISTE - DOCTOR OF MEDICINE STUDENT

KABRIEL MOOREHEAD - PHYSICIAN ASSISTANT STUDENT

VANESSA MORRIS: MASTER OF PUBLIC HEALTH STUDENT

OLIVIA OGBA: DOCTOR OF MEDICINE STUDENT

JESSICA ROBINSON: DOCTOR OF MEDICINE STUDENT

CAPELLA SAGASTUME: MASTER OF PUBLIC HEALTH STUDENT

COURTNEY SMART: PHYSICIAN ASSISTANT STUDENT

FRANZ SOIRO: MASTER OF PUBLIC HEALTH STUDENT
The MSM QEP assessment philosophy is based on the adaptation of Kirkpatrick’s four-level model of reaction, learning, behavior, and results for Higher Education (Praslova, 2009).

- **Reaction** is based on how well individuals enjoyed the program or believe they learned by participating.

- **Learning** is based on measuring learning outcomes through the utilization of knowledge tests, pre/posttests, or other direct measurements of learning.

- **Behavior** is based on behavioral performance, typically behavior that will prepare the participant for future work requirements.

- **Results** are operational gains like measurable benefits to society through training students for the labor force.

### Assessment of Results
- The QEP’s school wide impact
- What is the QEP’s role in MSM curriculum?
- How will the QEP impact the outcomes of students becoming members of their chosen professions?

### Assessment of Behavior
- What did students demonstrate they were competent in?

### Assessment of Student Learning
- Are students demonstrating that they learned what we say they will?

### Assessment of Satisfaction
- Did students and faculty like the experiences? Why or why not?

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### GOALS & OUTCOMES

#### GOAL 1: To develop and integrate a set of introductory interprofessional education (IPE) learning experiences within the established MSM curriculum.

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<thead>
<tr>
<th>Outcome 1.1</th>
<th>MSM will successfully develop and integrate introductory IPE co-curricular elements into all academic disciplines.</th>
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<tr>
<td>Outcome 1.2</td>
<td>Participating in QEP Faculty Training will successfully prepare faculty to deliver the IPE curricular elements at MSM.</td>
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#### GOAL 2: To introduce students to interprofessional competencies in preparation for their future work on interprofessional health teams.

| SLO 2.1   | After participating in the Connections Learning Experience, students will be able to describe the ethical principles and values associated with interprofessional collaboration in health settings (Values/Ethics). |
| SLO 2.2   | After participating in the Connections Learning Experience, students will be able to communicate the roles, contributions, and responsibilities of their profession as well as other members of interprofessional health teams (Roles/Responsibilities). |
| SLO 2.3   | After participating in the Connections Learning Experience, students will be able to describe an effective interprofessional team communication process (Interprofessional Communication). |
| SLO 2.4   | After participating in the Connections Learning Experience, students will demonstrate effective team-based problem solving during interprofessional team activities (Teams/Teamwork). |

#### GOAL 3: To enhance the MSM learning environment through peer to peer and faculty to student relationship building.

<table>
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<tr>
<th>Outcome 3.1</th>
<th>MSM will enhance the learning environment through students’ increased exposure to students from different academic disciplines.</th>
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<td>Outcome 3.2</td>
<td>MSM will enhance the learning environment through students’ increased exposure to faculty from different academic disciplines.</td>
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At MSM, the QEP is an initiative in the Office of Academic and Community Innovation, known as OACI.