**INTRODUCTION**

- Currently more patients and populations are living with multiple chronic illnesses and the complexity and diversity of patient care has become very challenging.
- Today’s healthcare professionals face various issues in collaborating with each other.
- However, there is no current standard for interprofessional education in the pre-professional stage.

**OBJECTIVE**

- Provide interprofessional collaborative education to pre-professional students from different disciplines and meet the Core Competencies for Interprofessional Collaborative Practice set forth by the Interprofessional Education Collaborative.

**RATIONALE & BACKGROUND**

- The complexity of the patient population has increased drastically. People are living longer, and the co-morbidities and special needs of patients seem to be more challenging.
- Interprofessional collaboration is not a new concept. However, many professionals are not trained on how to start interprofessional teams or do they know that other professionals possess various resources to enhance practice.
- Research has identified many variables and barriers to interprofessional collaboration.
- It is imperative to address the known issues and barriers at an early stage of professional growth.

**CORE COMPETENCIES**

- An Expert Panel, Interprofessional Education Collaborative, developed Core Competencies for Interprofessional Collaborative practice in the United States.
- This project is directly aligned to specific objectives from the competency domains.
- There are four domains with specific objectives:
  - Competency Domain 1: Ethics for Interprofessional Practice
  - Competency Domain 2: Role & Responsibilities
  - Competency Domain 3: Interprofessional Communication
  - Competency Domain 4: Teams and Teamwork

**STUDENT DEMOGRAPHICS**

- **Nursing**: Students in their first semester of senior (S1) year
- **Pharmacy**: Students in their third (P3) year
- **Social Work**: Students in their first year of master’s degree
- **Medicine**: Students in their third (M3) year

**TRAINING DESIGN**

- Introduction and group formation
  1. Roles and responsibilities interactive session
     - Interactive discussions on individual roles
  2. Communication interactive session
     - Round table, positive and negative health experiences
  3. Ethics cases and reflections
     - Complex scenarios and team reflections
  4. Team Work Case Scenarios
     - Eight case scenarios incorporating all objectives

**INTERPROFESSIONAL EDUCATION DESIGN**

**ACTIVITIES/PROJECTS**

1. Roles & Responsibilities: Activity consisting of outlining the different roles and responsibilities of each profession.
2. Communication: Active participation and discussion in previous positive and negative healthcare experiences.
3. Ethics: Case studies regarding transplant decisions and ethical dilemmas outside the acute care setting.
4. Teamwork: Incorporation of all domains, student collaboration, and advocating for patients in difficult situations

**EVALUATION**

Students are evaluated through different methods:

- Reflection Journal: Describe feelings and outcomes learned from the various activities.
- Active Participation in Discussions: Different faculty members participate in the active learning process and assess student outcomes.
- Communication: Faculty will evaluate communication techniques and advocacy strategies of students.

**IMPLICATIONS**

- Professional organizations are encouraging interprofessional education as part of the curricula and a standard requirement for accreditation.
- These organizations include:
  - The American Association of Colleges of Nursing
  - The American Association of Colleges of Osteopathic Medicine
  - The American Association of Colleges of Pharmacy
  - The American Dental Education Association
  - The Association of American Medical Colleges
  - The Association of Schools of Public Health

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