Curricular Gap Analysis: A Tool for Cultural Change

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Interprofessional education (IPE): Occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes (WHO, 2010)

Chronic Disease Self-Management (CDSM): The health care team members and the patient work together to manage chronic disease. The emphasis is on the patient's active role in decision making and empowering the patient to manage their own disease to improve health behaviors, status, and service utilization. (Creer & Hollywood, 2006)

Motivational Interviewing (MI): A two phase communication technique that is patient centered but directive. Resolving ambivalence and resistance to change. Followed by developing a plan for change. (Miller & Rollnick 2002)

Culture and Diversity (C&D): Cultural diversity, or multiculturalism is based on the idea that cultural identities should not be discarded, ignored, but rather maintained and valued. Is a reflection of the world we live. An environment that fosters appreciation and mutual respect for each other no matter what race, gender, ethnicity, sexual preference, religion, or disability a person may have. WWW.UNESCO.ORG

Is IPE and key concepts related to CDSM integrated into course descriptions, objectives, didactic, activities and evaluation?

EXEMPLARY COURSES
Key concept term in 4 out of 5 aspects of course syllabus

MINIMAL EXPECTATION
Key concept term in 3 out of 5 aspects of course syllabus

Reviewed 457 syllabi from graduate 14 Colleges within Nursing, Medicine & Allied Health Sciences

12 EXEMPLARY COURSES
15 MET MINIMAL EXPECTATIONS
0 COURSES CONTAINED ENOUGH CDSM CONTENT TO MEET MINIMAL EXPECTATIONS

Results of Curricular Gap Analysis were presented to:
1. Office of Institutional Research, Assessment and Accreditation
2. University Curriculum Committee
3. Deans of Colleges
4. Champions

Cultural Change:
1. Rush University Medical Center has integrated IPE into their Mission & Vision Statement.
2. Center for Applied Interprofessional Practice and Education (CAIPE) has been sanctioned.
3. Plans to integrate IPE core competencies and CDSM across curricula are in place.
4. Models are being developed to support IPE and CDSM through workshops, simulation experiences and clinical placements.