Interprofessional Education: A Curricular Gap Analysis

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The goal of Interprofessional education (IPE) is to create a new health care workforce that is prepared to function as a deliberative culturally competent team, providing patient centered care that optimizes health and quality of life for individuals with multiple chronic conditions. The purpose of an IPE curricular gap analysis is to determine if IPE and key concepts related to chronic disease self-management are integrated into course descriptions, objectives, didactic, activities and evaluated. The baseline results can be an effective tool to initiate an institutional cultural change promoting curricular revision.

Key concept terminology, interprofessional, chronic disease self-management, motivational interviewing, and culture and diversity were reviewed in graduate syllabi from the Colleges of Nursing, Medicine, and Allied Health Sciences. The terms were tallied in course content areas (course descriptions, objectives, content didactic, learning activities, and evaluation). Exemplary syllabi included 4 out of the 5 key concept terms listed above. Courses with key concepts in 3 out of 5 content areas were defined as meeting minimum expectations.

A total of 457 courses were reviewed across the three graduate colleges. Ten exemplary courses were found with key term concepts threaded throughout the syllabi: 4 with motivational interviewing (MI), 3 with culture and diversity (C&D) and 3 with interprofessional (IP) concepts. Eighteen courses met minimum expectations: 7 courses with MI, 6 with IP and 5 with C&D. The other key concept, chronic disease self-management (CDSM) was notably lacking in all courses from all colleges.

A curricular gap analysis is an effective tool to initiate an institutional cultural change to include IPE and related concepts. It can create awareness and commitment from administration, deans, faculty, and students. Champions can be identified from each college, spearheading action plans for changes in syllabi, thereby promoting curricular revision in key content areas.

Objectives:
1. Discuss the common definition of interprofessional education, chronic disease self-management, motivational interviewing, culture and diversity.
2. Identify a method to examine one’s own curriculum for a gap in IPE.
3. Discuss the use of a curricular gap analysis to create awareness, commitment to facilitate cultural and curricular change within a University.