

Implementing IPE in Community College Health Professions Programs, Challenges and Rewards



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Objectives:

- **At the end of this session, participants will be able to:**
- **Describe strategies for introducing an Interprofessional Education (IPE) program in the community college setting**
- **Analyze 3 interprofessional collaborative learning experiences designed for health professions students in the community college setting**
- **Discuss the challenges of educating faculty and organizing pre-baccalaureate students in interprofessional education activities**

Community College of Baltimore County (CCBC) School of Health Professions



- CCBC is ranked among the number one providers of undergraduate education, workforce development, technology training, and lifelong learning/life enrichment in the Baltimore Metropolitan area.
- Three Major Campuses



CCBC School of Health Professions Programs

- Dental Hygiene
- Emergency Medical Technician
- Massage Therapy
- Medical Laboratory Technician
- Mental Health
- Mortuary Science
- Occupational Therapy Assistant
- Physician Assistant
- Practical Nursing
- Registered Nursing
- Radiography
- Radiation Therapy
- Respiratory Therapy
- Veterinary Tech

Demographics at CCBC

Community College of Baltimore County*

- 64,784 total students
- 32,119 taking credit courses
- 50% receive financial aid
- 52% work 20+ hours/week
- 33% first generation college
- 75% testing into at least 1 developmental education course

School of Health Professions*

- 1200 students
- 20% full time/80% part time
- 30% age 20-24; 20% age 25-29
21% age 30-39
- 42% white; 44% African American

The CCBC Journey

Recognizing the need to:

- Assist the aging population in the Baltimore Area
 - Focus on *aging in place*
 - promote team approach for chronic morbidities
- Move into the community/primary care clinical experiences
- Meet Accreditation standards
- Discover Interprofessional Collaborative Clinical Experiences

Need for IPE at the Community College



- Literature indicates that graduates of associate degree allied health and nursing program graduates account for **49%** of the total healthcare workforce
- pre-baccalaureate healthcare professionals make up anywhere from 39%-95% of workers in a healthcare system*

Ross, M., Svajlenka, N., & Williams, J. (2014, July 24). Part of the Solution: Pre-Baccalaureate Healthcare Workers in a Time of Health System Change. Retrieved from <http://www.brookings.edu/research/interactives/2014/healthcare-workers#/M10420>

Jefferson Center for InterProfessional Education (JCIPE)



- Initial consult with Dr. Elizabeth Speakman
- Started the ideas for the CCBC Health Mentor Program

The CCBC Initiative

Grant Funding

Maryland Higher Education Commission Nurse Support Program II



- The Nurse Support Program II (NSP II) is funded by the [Health Services Cost Review Commission \(HSCRC\)](#) and administered by [Maryland Higher Education Commission \(MHEC\)](#). The goal of the Nurse Support Program is to increase the number of nurses in Maryland. NSP I supports hospital centered initiatives while NSP II focuses on expanding the capacity to educate nurses through nursing education programs at Maryland institutions.

Objectives of 2-Year Planning Grant:

- Explore the application of IPE in a variety of academic settings via site visits, participation in conferences, and workshops.
- Introduce and educate faculty on IPE and the IPEC competencies
- Implement a variety of IPE activities with pre-licensure students
- Assist affiliated clinical hospitals in reinforcing IPE concepts among staff
- Identify assessment tools for use with IPE activities

Faculty Development:

- *Collaboration Across Borders (CAB),*
Roanoke, Virginia
- *Educating Health Professions for*
IP Practice Buffalo, NY
- *Train the Trainer Faculty*
Development Program
Charlottesville, VA
- *National Center for IPE Summit*
2016
- *IPE at the University Of Maryland*
Jane Kirschling PhD, RN
University of Maryland
- *New Web-Based Method for Geriatric*
IPE: Interactive Unfolding Cases
- *Northeastern-Central Pennsylvania*
IPE Coalition-Collaborative Care
Summit
- *Drexel Simulation Training*

IPE Student Activities

First Year:

SHP Orientation

Learning about
roles/responsibilities, teams, &
communication

Focus on simulation/case study

Second Year:

- Health mentors & health fair
- Pediatric asthma dental clinic program
- IPE Day 2017



Common challenges:

1. Changing; finding early adopters
2. Scheduling in multiple schools / programs
3. Accounting for student time / credit for experiences
4. Organizing large numbers of students
5. Needing buy-in from senior administrators
6. Choosing appropriate assessment tools

Unique challenges

Students

- Pre-baccalaureate
- Personal obligations/issues
- Variety of health career programs
- Existing IPE activities must be adapted to CC population and settings

Institutional

- Eligibility to pursue funding sources
- Scarce resources; limited funding
- Research is a secondary focus of the CC
- Need to justify priority of IPE internally – Administrative Support ?

Ideas.....

- Partnerships with universities/IPE centers
- Collaboration with community based settings/primary care
- Changing practice environment
- Assessment of outcomes

Discussion.....



Thank you



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