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

*2014 Data; CCBC
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.*

Jefferson Center for InterProfessional Education (JCIPE)

• Initial consult with Dr. Elizabeth Speakman

• Started the ideas for the CCBC Health Mentor Program
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

• For more information, Please contact:

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