

Call for Coursework Proposals Promoting Interprofessional Health Sciences Education

Background

Responding to a recommendation from the Interprofessional Health Curriculum and Student Affairs Committee (IHC), The University of Wisconsin-Madison Health Sciences Council designated a uniform, dedicated time in the curriculum schedule of all health sciences program (Mondays, 4:30 to 6:30 pm). Beginning with this fall 2004 semester, five courses promoting interdisciplinary health sciences education will be available in the time slot. This present call for proposals is for courses beginning in the spring 2005 semester.

The purpose of this IHC call for courses is two-fold:

1. To acknowledge the eligibility of existing interdisciplinary health sciences courses or structured learning activities for inclusion in the Monday 4:30-6:30 time slot
2. To promote the development of new or modification of current health sciences coursework related to interdisciplinary/interprofessional teamwork

All courses or structured learning activities (such as seminars, case studies, competitions, or discussion groups), considered for scheduling in the 4:30-6:30 time period must meet the IHC criteria for interdisciplinary health sciences education (described below). The primary subject material/content for the course or activity must relate, directly or indirectly, to health care, either individual or population-based. Not everyone on the team or in the course has to work directly with patients, but the coursework content has to focus ultimately on patient and health care outcomes. Interprofessional teamwork has to be present and emphasized. Note: Multidisciplinary/Multiprofessional education includes occasions when two or more professions learn side by side for whatever reason. Interdisciplinary/Interprofessional education includes occasions when two or more professions learn from and about each other to improve collaboration and the quality of care

Assistance with the design or adaptation of coursework is available to faculty/instructors on request (see contact information below). In addition, a three-part module designed to introduce students to the basic concepts of interdisciplinary health care teamwork, case based learning and reflection skills, is available for inclusion in courses. This module is available by request: mbumann@wisc.edu or 608-261-1509 and on the IHC website: <http://projects.hsl.wisc.edu/ihsc/>.

Interprofessional Coursework Criteria

1. Interdisciplinary health sciences education is an explicit design element of the course or activity.
2. Interdisciplinary teaching in the course or activity includes these three core strategies
 - a. Introduction to interdisciplinary health care team concepts
 - b. Experiential or active learning opportunities
 - c. Reflective or debriefing sessions
3. The primary subject matter of the course has application for multiple health sciences disciplines.
4. The interdisciplinary content is integral to the primary subject matter of the course.
5. The course objectives clearly reflect the justification for teaching the course content in an interdisciplinary manner.
6. Prerequisites do not exclude potential students from any of the health sciences disciplines.

Procedure:

Application to be designated as interdisciplinary and scheduled in the dedicated time slot requires the following: 1) a course description and syllabus, and 2) responses to the following questions which incorporate the IHC interdisciplinary course criteria.

Questions:

1. How does this course model interdisciplinary teamwork?
2. What health sciences disciplines will contribute to the development, planning and teaching of the material?
3. How does the design of the course or activity represent the perspectives of the faculty team?
4. How would this course or activity employ the following three core strategies?
 - a. Introduction to interdisciplinary health care team (IHCT) concepts
 - b. Experiential and/or active learning component
 - c. Reflective and/or debriefing component
5. How does the primary subject matter apply to all the student disciplines targeted for enrollment in the course?
6. How does this course integrate the interdisciplinary content with the primary subject matter?
7. How do the course objectives reflect the rationale for teaching course concepts in an interdisciplinary way?
8. Do the prerequisites for this course exclude any health sciences students?
9. Are the interdisciplinary learning outcomes clear and measurable?

Timeline

To be considered for scheduling for spring 2005, submit materials via email to Mary Carson-Bumann (mbumann@wisc.edu) by June 21, 2004. Review of courses or activities proposed for future semesters is ongoing.