



Longitudinal Interprofessional Practice and Education (IPE) Curriculum

A goal for interprofessional practice and education curricula is to deliberately design and sequence a series of classroom, simulation and experiential/clinical learning activities integrated into existing professional curricula and extracurricular offerings. This design, spanning the length of professional programs, creates opportunities for learning formats appropriate to the level of learners, competency mastery, and outcomes along the continuum of the Kirkpatrick model. Presenters in the Longitudinal IPE Curriculum Track span four areas: early and introductory courses and activities, beginning to transform singular events into longitudinal curricula, experiential education, and IPE tracking systems in their 9 lightning talks, 1 seminar, 5 professional posters, and 4 interprofessional student posters.

Learning Objectives:

By participating in the Longitudinal IPE Curriculum Track, you will be able to:

1. Compare/contrast the strengths and/limitations of single IPE activities with a longitudinal IPE curriculum;
2. Describe three approaches to and components of longitudinal interprofessional education models;
3. Generate meaningful research questions about the impact of longitudinal IPE and progression of IPE competencies;
4. Discuss different learning pedagogies and their application to interprofessional education and practice;
5. Explain the rationale for the longitudinal tracking of participation in IPE; and

6. Articulate the challenges of implementing experiential learning using virtual or hybrid platforms.

Reflective Questions:

In reviewing the sessions in the Longitudinal IPE Curriculum track, the JCIPE team (Jefferson Center for Interprofessional Practice and Education) has the following questions to explore during the lightning talk discussion sessions and seminars:

1. How do we know that the skills obtained in a single experience can be extrapolated to clinical practice? Or can they?
2. What moves the needle from a combination of 'one offs' to a thoughtfully threaded longitudinal curriculum?
3. Is the "holy grail" for students to engage in real life experiential learning or does quality, rigorous simulation provide adequate opportunity?
4. How do we best utilize longitudinal interprofessional curricula to advance IPE competencies?
5. How do we create coherent longitudinal IPE curriculum for learners when components or experiences are drawn from menus?
6. How can we steer away from measuring outcomes of individual IPE programs to examining those of longitudinal experiences?
7. What are the learning pedagogies currently utilized in both interprofessional and uni-professional education at your institution?
 - a. a. How do we consider and shift these pedagogies to better advance interprofessional education and practice?
 - b. b. How would/could a signature pedagogy be incorporated, developed and then assessed across a longitudinal curriculum?
 - c. c. How effective would/could a signature pedagogy be when comparing 'one off' IPE activities to a longitudinal curriculum?
8. How do we advance beyond tracking to truly measuring the impact of IPE on clinician behaviors and patient outcomes?
9. What does it mean to achieve IPE competency? How much exposure is enough/what is the "right" dosing?
10. Does the interprofessional experience and its outcomes change as the problems become deeper and more complex?
11. Some experiential learning uses models of teaming in the moment whereas other learning pedagogies allow for a more formal team development. What are the learning

benefits for each pedagogy? And how will students transfer those skills to clinical practice?

12. How will programs integrate the changes implemented as a result of COVID into future programming?
13. How can experiential learning measure if there is improved patient/family satisfaction?
14. How can we move away from the classroom and integrate more experiences in the CLE?
What tools and resources are necessary for this?
15. What are optimal experiences for socializing students to the CLE?