

Instructional Grants and Interprofessional Education

The 2009-2010 Instructional Grants Program will consider proposals that exemplify the qualities described below.

Interprofessional health science education is defined as formal, planned “occasions when two or more professions learn with, from and about each other to improve collaboration and the quality of care¹”. Interprofessional education means that students from different fields are interacting and learning in a way that prepares them for the seamless teamwork between different specialists that modern healthcare requires. This definition can be extended to training clinical and basic science researchers to collaborate on translational research activities. Key aspects of interprofessional education include:

1. Going beyond multidisciplinary education by requiring students to learn about each other’s roles through team-based learning and other similar interactive activities.
2. Including learning objectives designed to build skill sets that prepare students to work with others on the health care team and to improve collaborative practice and research.
3. Applying the principles of adult learning to interactive, group-based activities that relate collaborative learning to collaborative practice and research. Activities should have a coherent rationale informed by understanding of interpersonal, group, inter-group, organizational and inter-organizational relations and processes of professionalization.

The goal of interprofessional education is to ensure that students and trainees in the health professions build a skill set that will ultimately increase patient safety, reduce errors, maximize efficiencies, and improve quality of care. It can serve to “modify negative attitudes and perceptions, remedy failures in trust and communication, reinforce collaborative competence, cope with problems that exceed the capacity of any one profession, secure collaboration in policy, create a more flexible workforce, and enhance job satisfaction and ease stress¹”.

Resources and Advice in Interprofessional Education

The UCSF Work~Life Resource Center is available to serve in a collaborative, advisory or consulting role to grant applicants for proposals that intend to include educational content addressing interprofessional communication, team building and dispute management in a multidisciplinary healthcare setting.

Applicants for instructional grants are encouraged to consult one of the associate deans who provide leadership for the UCSF Interprofessional Education Task Force. A successful project in interprofessional education requires partnerships across schools and disciplines during both planning and implementation. The deans can assist you in identifying partners for your project.

Brian Alldredge, alldredgeb@pharmacy.ucsf.edu, 415-476-5587

Helen Loeser, loeserh@medsch.ucsf.edu, 415-476-2347

Judith Martin-Holland, judy.martin-holland@nursing.ucsf.edu 415-476-4801

Dorothy Perry, perryd@dentistry.ucsf.edu, 415-476-1323

Excerpted from *Report on Interprofessional Education at UCSF*, by UCSF students Pietra Adams, School of Pharmacy; Kenny Lim, School of Dentistry; Hugo Torres, School of Medicine. September, 2008.

¹Barr, Hugh. “Today, Yesterday, and Tomorrow: A review”. 2004: The Learning and Teaching Network for Health Sciences & Practice and the UK Centre for the Advancement of Interprofessional Education.

<http://www.health.heacademy.ac.uk/publications/occasionalpaper/occp1revised.pdf>

²University of California, San Francisco. “Advancing Health Worldwide: A Strategic Plan.” 2007
<http://strategy.ucsf.edu/>.