Interprofessional Collaboration: “The ongoing practice of collaboration across disciplines in teaching, scholarship, and engagement to enhance the health and quality of life of local and global communities.”

Guiding Principles
1. Respect (everyone feels their opinions are valued),
2. Challenge an idea, not the person,
3. Provide and also be receptive to Constructive Feedback,
4. Commit to attending the meetings regularly,
5. Commit to actively participating,
6. Commit to following-through with assignments,
7. Engage an ongoing process and define direction, goals, and timeliness,
8. Embrace a global perspective and step outside of professional realms,
9. Welcome the bike rack (If the conversation shifts, we can put it on our bike rack, and come back to it later)

IPC Definition for Task Force
Interprofessional Collaboration: “The ongoing practice of collaboration across disciplines in teaching, scholarship, and engagement to enhance the health and quality of life of local and global communities.”

IPC Activities: The Past and Present
Dr. Robert Rice (SHAHS), Mr. Jared Kerr (SON), and Dr. Susan Sinclair (SON)
Exploring Conventional and Complementary Treatment Approaches for COPD
- Interprofessional collaboration: Student Engagement in Innovation, and Community Partner (created the device used in the study)
- Found that there is an opportunity for new complementary therapies to help people suffering from COPD at their homes

Best Ideas & Successful Practices
- Community engagement and interprofessional grants from our college/university are very helpful and encourage faculty to be creative and innovative in our project designs and to engage with various community partners;
- The use of the Simulation Learning Center has also been incredible and helpful to engage students and hire community actors;
- Creation and implementation of: (a) the CHHS prefix, and (b) the interdisciplinary CHHS 205 (Introduction to Health and Human Services) course, including the acceptance of this course into the University Studies curriculum;
- It is rewarding to see there are now eight, CHHS-prefixed courses that have an interprofessional focus to them, including an innovative Research Methods course, taught jointly by faculty from all three schools in the CHHS.

Unintended Consequences
- Conflicts in faculty teaching schedules make coordination of teaching arduous;
- Engaging students in interprofessional learning outside regular class times is challenging
- Sometimes we function as interprofessional teams organically, but not intentionally;

Lessons Learned/Cautionary Tales
- Interprofessional patient care (and associated education) involves collaboration across well-defined professional roles and their scopes of practice. Billing and reimbursement limits interprofessionalism since discussions around coordination of care are not billable and could interfere with billable activities; therefore, a culture change is needed.

Research Questions
- How do we handle IPC (globalized) resistance? If you were selling IPC to someone that isn’t in the Task Force, how would you convince them that this is valuable?
- Is it unethical not to practice IPC in our professions?
- How do we prepare students for natural IPC in professions that are siloed?
- How can we create an assessment mechanism to demonstrate that IPC is beneficial, instead of measuring perceptions?
- How can we use technology in teaching and learning for IPC practice?