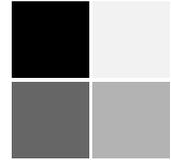


Creating,
Implementing,
and
Sustaining
Interprofessional Education



Volume III of a Series Created by
The Interprofessional Education Consortium
with funding from the Stuart Foundation

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Creating, Implementing, and Sustaining Interprofessional Education
By the Interprofessional Education Consortium
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The Interprofessional Education Consortium has produced three volumes:
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Volume II, *Evaluating Interprofessional Education Programs*
Volume III, *Creating, Implementing, and Sustaining Interprofessional Education*

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Preface

This manual was created by the Interprofessional Education Consortium (IPEC), a group of educators, administrators, and evaluators, funded by the Stuart Foundation. The purpose of this Consortium is to define, promote, and sustain interprofessional practice in universities, communities, agencies, and schools by supporting IPE programs and by serving as a leader in interprofessional education.

The IPEC met in a colloquium almost monthly to work on issues and products relevant to interprofessional education (IPE). This volume represents their third product. It is intended to assist IPE programs to frame, create, build, and sustain their work. The members of the group that worked collectively to prepare these evaluation materials are as follows:

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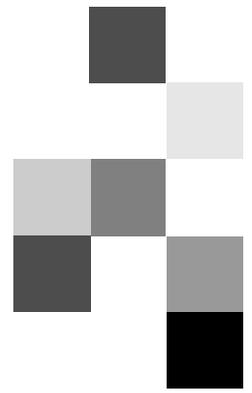
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Introduction

This manual and its companion pieces have been created for college and university educators and others who are interested in interprofessional education. These publications are the result of a collaborative effort among representatives of several diverse university and community programs. A brief history of that effort is offered to increase understanding of how the manual can best be used.

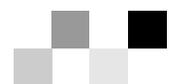
The Beginning

Funding from the Stuart Foundation of San Francisco brought together directors and administrators from five college and university programs involved in interprofessional education, two supporting consultants, and a facilitator. This group eventually named itself the Interprofessional Education Consortium (IPEC). Generous grants from the Foundation provided support over a four-year period for the IPEC members to meet together, learn from one another, and collaboratively produce three volumes of information for educators in the emerging field of interprofessional education. The first, *Defining the Knowledge Base for Interprofessional Education*, was printed in July, 2001. The second, entitled *Evaluating Interprofessional Education Programs*, appeared in December, 2001.

This third volume, entitled *Creating, Implementing, and Sustaining Interprofessional Education*, provides practical strategies for starting an IPE program, creating its educational component, structuring community and university partnerships, and sustaining the program over the longer term. In section V, the volume illustrates how these critical elements come together through case studies of the five programs of IPEC members. The volume also includes data from a national survey of IPE programs. Issues involved with sustaining IPE as a field are also identified and discussed.

Primary audiences for these volumes include college and university educators in the fields of education, health, and human services. Secondary audiences include professionals providing training and technical assistance to community partners and community organizations. The present manual is intended, in particular, for those who might want to create a new IPE program or to enhance a program that has already begun.

It is the hope of the Stuart Foundation that these volumes will improve and expand IPE programs and that those programs will positively impact the communities the Foundation is dedicated to serving.





Definition of Key Terms

There are four key terms used in this series of manuals:

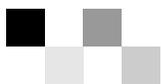
Interprofessional Education – IPE is a learning process that prepares professionals through interdisciplinary education and diverse fieldwork experiences to work collaboratively with communities to meet the multifaceted needs of children, youth, and families. It provides the knowledge, skills, and values individuals need to collaborate effectively with others as they serve communities and families. IPE offers a holistic conception of human needs, one that transcends the traditional boundaries and distinctions of the traditional social service fields. IPE exposes learners to the frameworks and techniques of more than one social service profession. It builds respect for, and the ability to collaborate with, individuals and groups who bring different perspectives to the solution of human problems (*Knapp, M. et al., 1998*). IPE is a relatively new field, intended to equip graduates to work across disciplines as they deliver services to families and children in an integrated and thus more efficient and effective way.

Core competencies – These are broad, general abilities essential to the practice of interprofessional education. They form the basic standards for a program in this field. As defined by IPEC, there are a total of seven core competencies. However, it is likely these competencies will be modified, interpreted, and/or embellished by individual programs as well as by the changing new field of interprofessional education itself.

Abilities – Mastery of each of the competencies involves the development of related knowledge, skills, and abilities. In this manual, these are listed immediately after the definition of each competency.

Knowledge base – Following the broad definition of each core competency, a longer section discusses components of the competency in more specific terms. This is what IPEC has termed the “knowledge base” for this competency. It is found in Volume I of this series and provides a more detailed description of the knowledge, skills, and values associated with a particular competency. In addition, it references literature relevant to the IPE field.

These core competencies and their associated abilities are detailed on the following pages.





Seven Core Competencies in IPE Programs

I. Family-Centered Practice

The ability to understand the philosophy and process of family-centered practice and apply skills necessary to facilitate integrated services provision in collaboration with families, professionals, and community members. This includes the abilities to:

- Understand the ecological/systems views of family development;
- Articulate the history and philosophy of family-centered practice;
- Recognize models of school-based and school-linked services;
- Understand wraparound services and their application to family-centered practice;
- Distinguish between prevention, intervention, and promotion theories; and
- Understand the concept of Family Resource Centers.

II. Integrated Services

The ability to integrate services for children, youth, families, and communities in diverse settings. This includes the abilities to:

- Identify different models and types of integrated services;
- Identify barriers and strategies to overcome challenges to integrated service delivery;
- Establish and maintain governance structures that support collaborative, integrated services for children, youth, families, and communities;
- Identify short and long-term funding strategies and sources of support for integrated services for children, youth, families, and communities; and
- Develop strategies for sustainability of integrated services programs.

III. Collaboration/Group Process

The ability to work in teams in interprofessional settings across traditional lines of programs, agencies, disciplines, and diverse communities to establish common missions and purposes, including the abilities to:

- Share resources, expertise, and responsibility to achieve common goals in a collaborative setting;
- Build consensus and sustain participation within an interprofessional group;
- Recognize when it is and is not appropriate to work in a collaborative setting;
- Resolve problems and conflicts, using conflict resolution techniques; and
- Use decision-making processes that are relevant for collaborative groups.





IV. Leadership

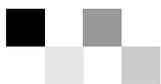
The ability to implement and sustain change in interprofessional settings and diverse communities, including the abilities to:

- Develop, articulate, and sustain a vision for collaborative success;
- Ask hard questions about the status quo of the “systems” serving children, youth, families, and communities;
- Involve key stakeholders and key decision-makers in collaborative efforts;
- Recognize and support the emergence of leaders among collaborative participants; and
- Encourage and engage in appropriate risk taking as part of the process of change.

V. Communication

The ability to communicate effectively in interprofessional settings with people from different cultural, social, professional, and organizational backgrounds, including the abilities to:

- Clarify and interpret jargon and technical terms for collaborating professionals, individuals, families, and communities;
- Seek out and accept feedback;
- Express ideas clearly in both oral and written forms;
- Use voice and word choice to help others hear and understand the message;
- Use public speaking and visual materials to inform, persuade, and motivate others;
- Produce written documents and make oral presentations that are understood by community members and professionals across disciplines;
- Listen actively to facilitate understanding; and
- Facilitate communication across multiple language and cultural groups.





VI. Assessment and Outcomes

The ability to understand and implement outcome-based accountability as it pertains to integrated and collaborative services, including the abilities to:

- Determine the strengths, weaknesses, and needs of a targeted program or community;
- Articulate achievable, measurable, realistic outcomes for children, youth, families, and communities;
- Distinguish between process and outcome evaluation;
- Access and use process, outcome, and other data to improve collaborative outcomes and services for children, youth, families, and communities;
- Interpret data in a manner that is comprehensible and useful to members of the collaborative endeavor and community;
- Assess the functioning of a collaborative endeavor; and
- Analyze and present process and outcome data to develop, monitor, and assess program outcomes and client progress.

VII. Social Policy Issues

The ability to recognize and acquire the knowledge and skills necessary to understand and/or change social policies across multiple systems that affect children, youth, families, and communities, including the abilities to:

- Articulate the history and trends leading to the present integrated services movement;
- Articulate how social contexts and policy affect practice and outcomes for children, youth, families, and communities;
- Maintain awareness of significant changes now pending and their potential impact and ability to generate alternative scenarios for change; and
- Understand how to effectively influence social policy.



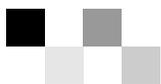


Variations in IPE Programs

What is the current status of IPE in the nation? How many programs are there and what are their characteristics? In spring, 2001, the IPEC conducted a national survey of IPE programs to provide answers for such questions. There was no current national list of such programs, although earlier work had tried to describe IPE in the nation (*Jivanjee, 1995*). To conduct the survey, IPEC members and others contributed names of known IPE programs, such as those in attendance at previous conferences on IPE and those having published in the field. This list was supplemented by a mailing to campus programs accredited in fields such as social work, education, psychology, public health, and nursing. The accrediting organizations were:

- The National League of Nursing;
- Service Bridges Programs;
- The American Psychological Association;
- The American Public Health Association;
- Council of Social Work Education;
- The National Council for Accreditation for Teacher Education; and
- The National Organization of Human Service Education.

A total of 1,887 letters of inquiry were mailed. Some 495 responses to these letters were received and, eventually, 81 programs completed a survey. Given such a sampling procedure, it is impossible to know how representative these programs are of all IPE programs in the nation. It is, however, the largest known survey of such programs and reflects a wide range of program designs and settings.





Some of the academic characteristics of these programs are shown in the box here.

Academic Characteristics of IPE Programs	
Level of instruction undergraduate 35% graduate 31% both 29% post-graduate 5%	Degree offered none 54% AA degree 3% BA or BS degree 26% Master's degree 26% something else 23%
Extent of offering one or a few courses 44% concentration, track, or certificate 27% major 13% some other format 29%	Part of regular curriculum no 39% yes 61%
Housed in a department no 45% yes 55%	Administrator for program is full time 41% part time 59%

The programs surveyed are about equally divided between undergraduate and graduate levels. Many are comprised of only a few courses and do not result in degrees. Most programs have a part-time, rather than a full-time, director. The IPE concentration is usually housed within a department and includes courses that are part of the regular curriculum.

On average, these programs serve 25 students per year. Their staff generally includes 3 full-time and 5 part-time faculty as well as others such as community partners. The most popular key knowledge areas/competencies offered by a majority of these programs are:

- Collaboration skills;
- Communication skills;
- Team work;
- Group process skills;
- Family and community orientation;
- Cross-cultural competency;
- Knowledge of health/human services;
- Ethics;
- Outcome orientation; and
- Leadership skills.





Critical Program Elements

Each of the programs surveyed has struggled with determining their core program elements, the subject of the present manual.

Framing an IPE Program

One program is nearly 30 years old, while others began during the current year. Over half report that getting faculty to understand IPE has been something of a problem or a big problem. Half say that resistance of the university community to anything outside of traditional departmental structures has been a barrier.

Creating the Educational Component

About 40 percent of these programs report problems enlisting faculty to teach IPE skills. Half of them say finding ways to reward participating faculty has been challenging.

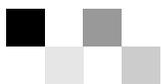
Building Community and University Partnerships

Establishing partnerships with community groups has been less of a problem than gaining the support and understanding of the university. The vast majority of these programs have field placements and most have trained community agency personnel on IPE topics. A little over a third have offered training to community residents.

Sustaining IPE Programs

Leaders from 60 percent of these programs cite sustainability as the biggest issue facing their programs. Over half have difficulty finding continuing funds to support their programs, and some piece together funding from a multitude of internal and external sources.

These critical program elements will be discussed in detail in this manual. Other data from the IPEC national survey will be presented where relevant.

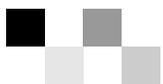


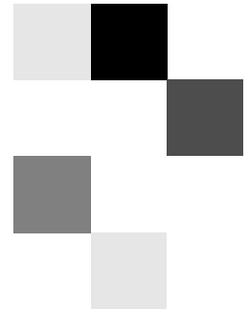


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I. Framing an Interprofessional Education Program

Starting an interprofessional education program poses unique challenges not encountered in beginning more traditional, discipline-specific programs. Successfully launching an IPE program requires specific attention to such start-up issues as:

- Drawing a picture of IPE that is understandable within the university;
- Understanding the historical context that makes IPE fit into a modern university;
- Understanding new models for service delivery;
- Adopting a less individual and competitive approach to university work;
- Educating faculty in IPE competencies;
- Recruiting committed faculty and administrators; and
- Reworking administrative structures.

This chapter offers an introduction to these systemic issues.





Draw a Picture of IPE for Colleagues

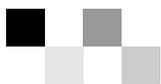
Sometimes it is difficult for university faculty to understand the meaning of interprofessional education. Indeed, it is easy to mistake this kind of education for traditional cross-disciplinary work where faculty bring their singular expertise to the student. Appreciation of the special skills taught in IPE courses and modeled in its fieldwork only occurs when university faculty and administrators can truly “picture” what IPE means and understand the importance of this way of thinking.

Box 1:1 — An IPE Seminar in Action

At 8 a.m. there are 12 senior year nursing students and six social work students already in their seats, sipping on coffee, and preparing their materials for the seminar being taught by a social worker and a public health school nurse.

A student tells the story of one of the families she is working with in the community. The other students react with concern, disbelief, and some seem overwhelmed. The student’s client is a 13 1/2-year-old biracial girl who has not been attending her adolescent parent school program. We call her “M”. First pregnant at 12 years of age, she has a one-year-old child. She lives with her mother, a recovering methamphetamine addict who suffers from bipolar disorder and has recently learned that she is in the end stages of terminal cancer. M has a sister, who has never been seen by the students as she does not come out of one of the two bedrooms in the home. M’s brother is 15 and appears quiet and withdrawn. Mom has a live-in boyfriend who works two jobs in an attempt to provide for the family. The seminar student reports that M has not been attending school because she is pregnant again. M shares that her mother was upset because M was talking about going to Planned Parenthood. In response, the mother refused to let her go to school. M will have her second child before she turns 15 years old. “Where do I start?” the student asks.

The discussion begins as students engage in assessment and offer varying perspectives from their disciplines and major subject areas of origin. My colleague and I share our input with the intention of modeling collaborative teamwork. We listen for differences in approach as well as integration of diverse perspectives and purposefully comment on these as they occur.

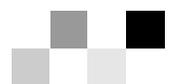




One way to produce such a picture is to help faculty imagine how an interprofessional approach to solving problems differs from a more traditional approach. For example, referring to the situation described in Box 1:1, what would a nurse suggest about this family? How would a social worker approach these issues? What solutions might the school administrator suggest? These are the traditional questions that might be raised in dealing with a family with these challenges.

In an IPE seminar, however, the discussion goes beyond the specific, discipline-bound, traditional solutions for this family. Information and perspective-sharing discussions are held. Collaborative and cooperative solutions that an interdisciplinary team working together would implement are the focus. Coming from specific departments in the university, the students working with this family each bring to the table not only their disciplinary expertise but the competencies they develop through training in IPE in such areas as collaboration and family-centered practice.

As illustrated in this case example, the professional skills needed by today's helping professionals go beyond discipline-specific knowledge and skills to include a larger set of competencies that support interprofessional social service provision (*IPEC, July 2001*). The role of higher education is critical in preparing students to work with the complex, sometimes overwhelming, realities facing many children, families, and communities. Interprofessional education is one avenue through which higher education can meet the needs of communities for multi-skilled professionals who can effectively address such realities (*Zlotnick, et al., 1999*).





Frame IPE as Part of “Relevancy” in Higher Education

The concept of “relevancy” in higher education has become a significant issue over the last decade (*Edgerton, 1994; McCroskey & Einbinder, 1998; Ramaley, 1996*). The importance of higher education’s role in addressing the challenges faced by communities, both small and large, has been called into question. Is higher education making a measurable difference in the quality of societal life? To what extent is the teaching, research, and/or service provided through higher education having an impact on the complex and multidimensional issues faced by society?

The challenge of being called to relevancy is difficult for most universities, given their long-standing view of themselves as bastions of tradition. Higher education has historically held a reputation for being far removed from the realities of surrounding communities and the struggles of societal problems – hence their “ivory tower” image. However, the “ivory towers” of higher education have never been completely walled off from the real issues that rage around them.

Higher education in the United States is almost as old as the nation itself. Since its inception in the late eighteenth century, it has evolved, albeit slowly, in response to the needs of the nation. The founding of the first agricultural colleges in Michigan and Wisconsin was through the Morrill Act of 1862. This federal land grant bill, signed by Abraham Lincoln, was initiated in direct response to the needs of the American farmer, rural communities, and agriculture (*Maurrasse, 2001*). The bill opened access to higher education for the broader public, and especially farmers, with the express purpose of “enhancing their capacity [so] that societal needs would be served” (*Maurrasse, 2001*). The roots of land grant universities do, in fact, spring from the need to prepare students to effectively impact the issues and problems of the time.

The land grant universities created by the Morrill Act continued to evolve in every state as attempts at relevancy were supported by the federal Smith-Lever Act of 1914. This act provided a mechanism and federal funding for land grant universities to bring the knowledge and resources of the university to their surrounding communities. The primary focus of the act was on agriculture and home economics; i.e., child and family development, food and nutrition, consumer sciences, housing, mining, textiles, and interior design. The significance of this bill was, first of all, in the public service and outreach aspect of higher education. Equally significant, however, was the requirement of universities to cooperate with state and local governments for joint funding and implementation of the United States Department of Agriculture’s (USDA) Cooperative Extension Service (for an in-depth discussion of the Smith-Lever Act of 1914, land grant universities, and the cooperative extension service, see Campbell, 1995).



The land grant universities and the cooperative extension service offer two of the more identifiable examples of higher education's evolution toward relevancy, and even toward partnering with communities. How pertinent is the issue of relevancy to the urban university and social issues arising in today's urban contexts? These contexts are often characterized by poverty, unemployment, violence and crime, deteriorating infrastructures, and resulting multidimensional problems. Maurrasse (2001) eloquently summarizes the need for institutions of higher education to continue to be responsive to such societal need.

... Higher education's search for relevance in society is critical to its survival... responsiveness to societal needs always has impacted the institutional health of higher education. Academic institutions would probably persist without significant change, but they might thrive by grounding their approach in meeting demand — demand not just by a few, but by the broader society and the local one. This is particularly true in the case of poor and disenfranchised populations, where the needs are most severe (p. 22).

Continuing emphasis on campus relevancy can be found in more recent federal and national initiatives. Maurrasse (2001) notes two recent initiatives that build on the earlier historical efforts at encouraging socially relevant universities: The COPC Grant Program and College Compact. Through HUD's Office of University Partnerships, the Community Outreach Partnership Center (COPC) provides federal grants for university-community partnerships that address critical societal needs. College Compact, a national organization of presidents of colleges and universities, was organized to address and support the relevancy and responsiveness of higher education to community and societal issues through the development of community partnerships and service learning programs.

In recent years, many writers have joined the call for universities (public universities, in particular) to be more responsive and accountable to the public they were created to serve (Forrant & Silka, 1999; Kreuziger, et al., 1999; Mayfield, et al., 1999; Ramaley, 1996; Reilly & Petersen, 1997; Weinberg, 1999). It is particularly prominent in Edgerton's (1994) discussions of the engaged campus. Edgerton calls for universities to become entirely community-based. Such universities would develop academic programs and research designs that integrate education, professional education, research, and public service and outreach. An example of a university organized around such a goal is shown in Box 1:2.

Box 1:2 — Toward an Engaged Campus

California State University, Monterey Bay (CSUMB) is envisioned as a comprehensive state university that values service through high quality education. The campus especially serves the working class, historically undereducated, and low-income populations. It features an enriched living and learning environment and year-round operation. The identity of the university is framed by substantive commitment to multilingual, multicultural, gender-equitable learning. The university is a collaborative, intellectual community distinguished by partnerships with existing institutions both public and private, cooperative agreements which enable students, faculty, and staff to cross institutional boundaries for innovative instruction, broadly defined scholarly and creative activity, and coordinated community service.





Create Campus Understanding of New Models of Social Response

The family described in the case example in Box 1:1 represents the complex challenges that often exist in urban community contexts. While higher education struggles with how to become more relevant in this context, the larger community has moved forward to respond to these challenges in new and creative ways (*McCroskey, 1998; Wolch & Walsh, 1998*).

Traditional social service delivery models would have provided fragmented and specialized interventions for this family, approaches that are increasingly recognized to fall short of the more comprehensive approaches needed. This realization has been a catalyst for the movement to develop and provide integrated and community-based services (*McCroskey, 1998*).

New models emphasizing integrated social services began to emerge in the 1990s (*McCroskey, 1998; Zlotnick, et al., 1999*). They are marked by their use of interdisciplinary, collaborative, and community-based services that often include public school partners in the provision of services to children, families, and communities. By 1995, there were more than 400 community-based collaborative initiatives operating in Los Angeles alone (*McCroskey, 1998*).

Box 1:3 lists the characteristics of such services (see IPEC, July 2001 for a more in-depth discussion).

Box 1:3 — Key Characteristics of Integrated Social Services

- Family-centered, community-based, preventive, comprehensive, and flexible;
- Defined in terms of the family's strengths and the family's definition of issues, goals, needs, and solutions;
- Inclusive of families as partners and tailored to fit families rather than forcing families to fit into categorical services;
- Sensitive to cultural, ethnic, historical identities of families and frames issues and solutions in these contexts; and
- Integrated, interdisciplinary, and collaborative.



At the heart of integrated community-based services is the core principle of collaboration, the same principle that drives interprofessional education. Collaboration is a process that goes beyond the more traditional notions of cooperation and typically results in something new and something more (see Section III, IPEC, July 2001).

The IPEC defines collaboration as:

... the process of dealing with problems, issues, or opportunities common to two or more individuals or groups. It involves cooperation, coordination, mutually reinforcing behavior, the development and maintenance of trust, and ultimately, the integration of activity and effort toward mutually agreed upon goals. At the most complete level of collaboration, participants jointly develop and agree to a common set of goals, sharing responsibility for achieving those goals and utilizing the expertise of each participant in the collaborative (*IPEC, July 2001*).

Collaboration asks participants to go beyond traditional, discipline-bound perspectives and to engage synergistically. To be effective, collaborative approaches require participants to have particular skills. Likewise, they require participants to shift their thinking and problem-solving in ways that may not come naturally. Training to develop such skills and abilities is often missing in current modes of professional education.





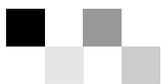
Confront the Paradigm Shift Required to Embrace IPE

University cultures are traditionally marked by “individual intellectualism.” In the same sense that collaboration is inherently noncompetitive, individual intellectualism is inherently competitive (*Brandon & Knapp, 1999*). In traditional university cultures, coordination and cooperation are the preferred methods of action when there is a demand to work across schools, colleges, and departments. Collaboration, then, is frequently a new, and even foreign, paradigm that challenges traditional university cultures to change.

When attempting to develop IPE within a university culture of individual intellectualism, it is important to remind administration and faculty that universities have traditionally had a tripartite mission: education, research, and service. This tripartite mission was originated to guide American universities to address the problems of society and improve the quality of life. However, in an attempt to fulfill this mission, higher education has focused too inclusively on building excellent discipline-specific degree programs and empirical research for knowledge building (*Harkavy & Puckett, 1994*). The unfortunate consequences of these efforts are an unintegrated mission and a subsequent lack of relevancy to social and economic issues. McCroskey (1998) and others (*Harkavy & Puckett, 1994; Maurrasse, 2001; Picus, 1998; Zlotnick. et al., 1999*) have noted that the fractured nature of higher education’s tripartite mission, combined with the culture of intellectual individualism and discipline-specific focus have created an inherent inability to respond relevantly to societal problems. Harkavy and Puckett state that:

... if universities had an integrated mission – the creative, dynamic and systematic integration of research, teaching, and service – intellectual resources would be significantly devoted to developing humane application of scientific knowledge to help those living in conditions of profound poverty and neglect (*Harkavy & Puckett, 1994*).

When starting an IPE program, it is critical that the initiators recognize these climate and cultural challenges within the university.





Educate Faculty in Critical IPE Competencies

Faculty working in traditional university cultures generally approach teaching, research, and even service responsibilities from discipline-bound perspectives. However, faculty providing IPE courses must work interprofessionally across disciplines, across departments, and sometimes across colleges and schools. Therefore, faculty involved in IPE frequently need new knowledge, skills, and perspectives. Foley (1998) points out that the need for collaborative training for faculty is critical if IPE is to begin successfully.

Working in collaborative partnerships with other faculty usually requires faculty members to change their orientation and work style. It is important to cultivate collaboration among faculty participating in IPE. Doing so requires that particular attention be paid to:

- Developing trust and openness;
- Letting go of “turf” issues;
- Focusing on relationship development rather than individual gain;
- Consciously maintaining an openness and respect for colleagues and professionals from other disciplines; and
- Embracing the notion that the “whole is greater than the sum of its parts.”

These perspectives are not only helpful for building collaborative relationships on campus. They also engage faculty in meaningful, relationship-building activities with community partners. For instance, faculty are accustomed to developing expertise in specific subject matter areas. Traditionally, faculty have gone into communities as experts and may not view community members as true partners. The collaborative process requires those with different skills to come together and participate equally in the creation of new solutions to problems and issues.

One way to support the development of such skills and perspectives is to initiate collaborative partnerships with communities. This involves bringing together faculty and community on equal and shared ground to discuss teaching, service and research activities, and outcomes. Such efforts are at the heart of the development of collaborative, integrated, community-based services.





Faculty may also benefit from training in such community-based research methodologies as participatory research, inquiry and action research, and agency-centered research models (Corrigan, 2000). Such methodologies insist on researchers collaborating with community partners as active participants in the research. McCroskey (1998) has identified research areas that could be designed and implemented by university-community partners. They include:

- Service design and delivery;
- Community involvement;
- Service access and quality;
- Service outcomes; and
- Public policy and finance.

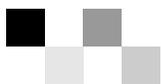
Recruit Faculty and Administrative Support

A team of like-minded colleagues can be very helpful in getting an IPE program off the ground. By its very nature, IPE is a collaborative endeavor. It works best when faculty are recruited from departments that can share in the common focus of the IPE program. When molded into an IPE team, those faculty can provide support for designing and implementing interprofessional education on campus and with community partners (see Box 1:4 for an example). By its very formation, the team itself creates change and gives shape to interprofessional approaches to higher education, community partnerships, and multidimensional societal issues.

Identifying a key administrator who can support the ideas of this team is also important for implementing IPE. Such administrative support can help secure funding, create bridges across disciplines and levels of administration, and help address issues related to institutional structures. There is a need for champions who plead the cause and pave the way.

Box 1:4 — Using the Community as Educator

At Western Washington University, the IPE program collaborates with the community in curriculum design and delivery. Through these efforts, the community perspective is being integrated into the university curriculum, providing students with a true interprofessional experience. Community educators may be the primary instructors or may co-teach with a university instructor and/or other community member. For instance, a high school teacher, a middle school teacher, and a human service professional taught Creating Effective School and Community-Based Programs. Full-time faculty members mentor the community instructors, encouraging them to draw from their vast experience. Teaching emphasizes the unique characteristics of the local community, as well as community systems in general.





Confront the Necessary Administrative Changes

Achieving the paradigm shift previously mentioned while simultaneously re-energizing the service function of the university calls for “integrative” reform (*Lerner, Simon, & Mitchell, 1998*). Such reform focuses on both external reorientation and internal reorganization. The internal and external efforts occur simultaneously and have a synergistic impact. The university develops increasingly collaborative internal structures, while becoming more responsive and collaborative as it works with community partners to address the needs of the immediate community and the larger society.

A number of university structures can be affected by the creation of an IPE program. These include faculty workload, tenure, curriculum, accreditation, and fiscal management. The complexity of these issues requires a much more in-depth discussion than is appropriate here. However, an introductory discussion will highlight the major issues in relation to IPE.

Working collaboratively with community partners and with faculty colleagues from other departments and colleges, requires considerably more investment of time than does working individually. For example, a three-credit IPE course will involve the inclusion of community partners, relationship building and sustaining activities with community agencies, and planning and implementation efforts with faculty colleagues. All of this can add up to a significant amount of time not typically needed for teaching a traditional, discipline-specific, three-credit course. If faculty involvement in IPE is to be supported, strategies must be found for compensating faculty for this additional time or for relieving their workloads in some other way.

Faculty involvement in IPE can also be affected by tenure and promotion processes at the department, college, and university levels (*Patti & Hentschke, 1998*). For instance, involvement in IPE can be considered a risky investment, especially for newer faculty, if senior faculty and university administrators view IPE as unimportant. Creating interest and support from senior faculty and administrators is key to minimizing this risk.

Deans and department chairs play a significant role in helping establish IPE and legitimizing faculty participation. These administrators need to provide support and protection for faculty who are teaching, conducting research, and/or participating in community collaborations in support of an IPE program. Efforts need to be directed toward establishing IPE as a critical path for a university to achieve relevancy and as a legitimate professional focus.





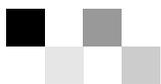
Curriculum and related discipline-specific accreditation issues are additional structures that must be addressed when facilitating the implementation of IPE on university campuses (Zlotnick, et al., 1999). The traditional categorical structuring of university programs can make it difficult to bring together students from across programs and disciplines (Zlotnick, et al., 1999). This includes issues related to course credit, diverse course scheduling, discipline specific course requirements, and IPE core courses. In addition, certain disciplines require their students to be supervised in the field by someone of that particular discipline. It is common in interprofessional clinical seminars, for example, for students from different disciplines to have different internship requirements regarding hours per week spent in the field, days of the week available for the field, and semester long versus two semester placements.

The Annie E. Casey Foundation recently funded an in-depth study of discipline-specific accreditation and interprofessional education (see Zlotnick, et al., 1999 for an in-depth report of this study). The study found that discipline-specific accreditation processes do not necessarily pose barriers to IPE, although they do indeed create many challenges (Zlotnick, et al., 1999). In a review of social work, teacher education, and nursing accreditation standards, the authors (Zlotnick, et al., 1999) found support for IPE in only a few of the standards in each discipline.

Zlotnick, et al. (1999) recommend several strategies for addressing the problems that discipline-specific accreditation standards pose for IPE. They recommend working to infuse IPE competencies into an expanding number of accreditation standards and curriculum policy statements. They also suggest increasing faculty and administrators' knowledge of their own discipline's standards and those of related disciplines as a way of supporting the infusion of IPE into the university. They point out that demystifying accreditation processes as barriers to IPE can be supported through continued initiation of innovative interprofessional education models to address discipline-specific accreditation standards. The Casey study approaches this issue by recommending that research be initiated on the impact of accreditation on IPE and visa versa.

Finally, fiscal management structures are certainly among the university structures that can either encourage IPE or create disincentives for cross-departmental ventures. The influence of the university's fiscal management structure cannot be overlooked (Maurrasse, 2001; Zlotnick, et al., 1999). For example, Picus (1998) identified four fiscal management methods used on university campuses. The more traditional fiscal management models are central-line item budgeting, performance responsibility budgeting, and revenue responsibility budgeting. All of these models utilize structures that make it fiscally problematic for individual departments to collaborate on interprofessional projects.

However, a fourth model identified by Picus (1998), "value responsible budgeting," better lends itself to supporting the unique financial aspects of IPE. While this model, originally developed by Massey (1996), uses some of the processes of revenue responsibility budgeting and performance responsibility budgeting, it is more interdepartmental friendly because it incorporates a system of "block grant" funding for innovative interprofessional education programs.





Concluding Comments

There is little doubt that the nation's universities are again being called upon to become more responsive to the multidimensional and complex social and economic issues that are facing our children, our families, and communities. There is historical precedent for higher education's role in responding to the needs of communities. Universities can draw upon this foundation as they embark on this critical journey.

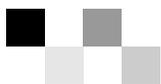
Interprofessional education, with its core element of collaborative partnerships between the university and community, is a credible and dynamic avenue for enhancing a university's social relevancy. Although there are many internal challenges to face in the continuing evolution of higher education's "integrative reform," universities can engage in both the internal reorganization and the external reorientation necessary to contribute to the well-being and quality of life of the most vulnerable in our communities.



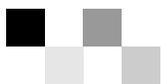


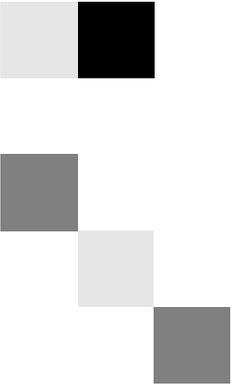
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II. Creating the Educational Component

The heart of an interprofessional education program (IPE) is its curriculum. Unlike traditional disciplines (education, social work, psychology), IPE is a relatively new field whose knowledge base has not yet been widely agreed upon or published. Thus, defining curriculum content and designing methods for its delivery are particularly complex challenges. This section attempts to decrease that complexity by providing information that is useful for creating the educational component of an IPE program. That information is organized around three central topics:

- Defining the scope of the IPE program;
- Determining its curricular content; and
- Designing how the content will be delivered.





Defining the Scope of the IPE Program

The national survey of IPE programs described in the Introduction to this volume identified numerous IPE programs across the nation. The survey shows that there is a fairly even split between undergraduate (35 percent) and graduate (31 percent) level programs. The majority of the programs surveyed (44 percent) consist of one or a few courses that do not culminate in degrees of any kind. The other programs described themselves as 1) providing concentrations, tracks, or certifications (27 percent); 2) a major field of specialization (13 percent), or 3) in a variety of other ways (29 percent). Some programs offer more than one of these options. It seems clear that the structure and scope of IPE programs varies considerably from one campus to another.

Even within a single university the format for IPE can take multiple forms. Box 2:1 illustrates such variation at San Francisco State University.

Determine the Student Outcomes

The first step in the creation of any new program is to determine the outcomes desired. IPE educators must clearly define what they want their students to know and what skills they want students to have when they complete the course of study. These outcomes should, in large part, be determined by the needs of the field. For IPE, the field is best defined as integrated and collaborative programs serving the needs of children, youth, families, and communities.

Program developers should be guided by answers to questions such as: What skills do professionals in the field need? What must they be able to do? What leadership skills are needed in interprofessional practice as compared to those needed with more “traditional” approaches? Although it is time and energy consuming, input must be gathered from the community and translated into curriculum. Box 2:2 describes how one university determined community-relevant student outcomes.

Box 2:1 — An Example of Variation in IPE Formats

San Francisco State University's Integrated Services Specialist program has developed several avenues for IPE at the graduate level. The program offers the following options:

- A 19-unit post baccalaureate certificate;
- A 12-unit specialization in integrated services at the master's level in education and public administration;
- A 6-unit specialization in services integration for teachers seeking a special education teaching credential in the mild/moderate area; and
- A 3-unit course required for receiving school psychologist credentials and special education teaching credentials in the moderate/severe area.



Define Desired Program Competencies

To operationalize student outcomes, most IPE educators begin a process of defining competencies. These are the basic standards for an IPE program. Consensus must be reached regarding the specific skills, knowledge, and practice experiences that will provide IPE students with the necessary tools to be effective in the world of integrated and collaborative services. The delineation of competencies is critical to shaping the curriculum. Clearly defining these competencies is essential to help faculty representing traditional disciplines understand the distinctiveness of IPE programs. Such a process was undertaken by Zlotnick et al. (1999) in defining what they refer to as the principles, tenets, and competencies of IPE.

Most recently, the Stuart Foundation IPEC members collectively undertook this task and have provided a set of competencies and a knowledge base for interprofessional education (see Introduction to this volume). Each participating program, in turn, undertook its own process of defining and individualizing these competencies. These competencies provide the basis for creating courses and/or revising courses and fieldwork experiences. As is true with all aspects of creating an IPE program, the more inclusive this process is and the more consensus is reached regarding the competencies, the better the resultant product.

Determine the Program Type

Once student outcomes and feedback from the field have been obtained, it is time to determine the most appropriate type of program to develop. Answers to a few questions should guide the process. Can the outcomes be achieved by offering one IPE course, a few such courses, or is a full degree or a certificate program more appropriate?

As mentioned before, some IPE programs offer degrees. Others offer a specialization or a certificate. Some provide a series of university or extended-university courses, fieldwork experiences, and seminars but offer no certification process. What determines the most appropriate program type must be driven by the intended student outcomes. Those outcomes may indicate, for example, that all graduate students in teacher education programs should have one course experience focused on IPE competencies. At the other extreme, the chosen outcomes may suggest that all undergraduate students in human services and education programs should be required to develop competencies in all areas of IPE.

Box 2:2 — A Process for Creating Student Outcomes in an IPE Program

At California State University, Monterey Bay, the Institute for Community Collaborative Studies formed panels comprised of health and human services agency representatives. These panels helped staff/faculty identify the competencies (knowledge, skills, and attitudes) needed to achieve major learning outcomes. They also helped organize the competencies into core and supporting clusters, design the curriculum, and develop program assessment procedures.





Decide on the Target Students and Develop Recruitment Strategies

Once the student outcomes, program competencies, and program type have been defined, issues regarding student enrollment need to be addressed. Will the program target students already enrolled in credential and/or licensure programs? From which fields will students be recruited (education, social work, nursing, psychology)? Will the program recruit students as part of continuing education or to begin a new degree program?

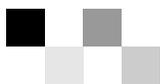
Once such questions are answered, a well-designed recruitment strategy is usually needed. Programs targeting new and returning students sometimes offer stipends as incentives for enrollment. As in the experience of the Integrated Services Specialist Program (ISS) at San Francisco State University, this technique can be successful initially but may be difficult to continue. The reality is that student enrollment becomes difficult to maintain if the IPE courses, and/or the IPE competencies, do not become requirements of, or at least options within, established degree programs (see Section IV of this volume).

Job market conditions also need to be considered. In some areas, especially those in which human service agencies are unfamiliar with IPE approaches and competencies, the job market for IPE students may be smaller than the job market for those from more traditional degree and credential programs. In other areas, the job market for students with IPE competencies may be greater than for students without such competencies. The presence of an effective IPE program can impact such job market conditions (see Section III of this volume).

Select Departments or Colleges for Participation in IPE

IPE crosses many disciplinary boundaries. It is important that the selection of university departments, colleges, or divisions for participation in an IPE program be made judiciously. Selections should be guided by the desired student outcomes. They help clarify which disciplines are most critical for helping an IPE program achieve its goals.

When the participation of colleges, and/or departments in an IPE program is voluntary, it is critical for program leadership to understand what motivates each group to participate. What are the incentives for each? What goals can they achieve through this collaborative venture that they could not accomplish on their own? Which departments have a history of working well together? Which departments or colleges/divisions are open to new possibilities?





Identify Faculty Supportive of IPE

Many of the issues raised in the previous section also apply to faculty participation. Whether their participation in IPE is voluntary or assigned will affect the attitude and quality of faculty participation. It is important to identify faculty supportive of IPE and to find ways to involve them. Whenever possible, provide incentives for faculty participants such as honoraria, funding for professional development, guest lectures for their classes, course readers, and publishing opportunities.

Such incentives may initially be provided through start-up monies for an IPE project. However, for faculty participation to be sustained over the long term, the general system of university rewards will need to acknowledge and support the value of IPE. For example, the policies regarding faculty retention, tenure, and promotion can be redefined to include interprofessional education as a valued activity. Policies regarding interdisciplinary team-teaching can also be amended to remove disincentives associated with the distribution of full-time equivalents (FTEs) across faculty involved in co-teaching IPE courses.

Confront the Challenges

There are several challenges in defining the scope of an IPE program. “Turf” is a significant issue. While IPE has a somewhat unique knowledge base, many of its competencies cross many different areas of study, practice, and expertise. The developers of IPE curricula must be sensitive to departments or faculty who believe that IPE is either duplicating or in some way threatening their established curricula or areas of expertise. Sometimes developing the IPE program as an “add-on” or certification program enables curricular changes to be made without affecting the integrity of other programs’ offerings, thus minimizing the turf battles so often associated with IPE program development (*Karasoff, 1999*).

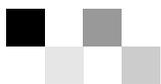
Regardless of the method used, the inclusion of key faculty members and administrators in the planning of an IPE program is critical to its success. For example, the ISS at San Francisco State University developed an Interprofessional Faculty Work Group composed of associate deans from three representative colleges, and faculty from the colleges of education, counseling, nursing, public administration, school psychology, and social work.





University bureaucracies can also present challenges to the development of IPE programs. Departmental structures and procedures often reinforce and preserve the specialization and separateness so commonly found in the training of professionals. The reward structure for university faculty members frequently provides disincentives for interprofessional education. These barriers can be eliminated through funding and/or policy development that supports interprofessional work. This requires making the efforts to identify, illuminate, and collaboratively seek remedies for such bureaucratic challenges.

Remedies might include funding for team teaching that fully supports both instructors, rather than only half-supporting each. A policy change often needed involves allowing supervision of students by faculty with degrees outside of the students' area of specialization. When available, external funding often provides flexibility that can facilitate the eventual development of more successful university-level collaboration to address such issues (*Karasoff, 1999*).





Determining the Curriculum Content

There is no generally recognized textbook for IPE. Its curriculum has emerged from recent policy trends and crosses many fields of practice. However, the IPE curricula that exist in university programs across the nation generally emphasize the acquisition of practice skills that are strength-based, prevention-oriented, child-centered, family-focused, and culturally responsive (Casto, 1994; Knapp, et al., 1994; Lawson & Hooper-Briar, 1994; Wilson, et al., 1993; Tellez & Schick, 1994; Jivanjee, et al., 1995; Brandon & Meuter, 1995; Gardner, et al., 1998; McCroskey, 1998; Corrigan, 2000).

Box 2:3 shows an outline of the curriculum offered by the 19-unit ISS certificate program at SFSU. (For a description of the curriculum offered by the programs of other IPEC members, see Section V of this volume).

Define the Program Knowledge Base

IPE incorporates a distinct body of knowledge and philosophy about families and systems. To develop an understanding of that knowledge base, curriculum designers usually conduct reviews of published articles or books, although in IPE the numbers of these are limited. Documents from groups such as Family Support America and the Institute for Educational Leadership can also be helpful.

Input concerning curricula should also be sought from the IPE program's community, especially from future employers of the program's students. A key question for curriculum developers is how the IPE curriculum will differ from the more traditional education and human services programs.

Box 2:3 — An Example of an IPE Curriculum

Fall

School/Community Partnerships for Change (3 units)*
Practicum in Integrated Services (3 units)
Student Support Seminar (2 units)

Spring

Integrated and Collaborative Services for Children (3 units)
Internship in Integrated Services (3 units)
Student Support Seminar (2 units)

Fall, Spring, or Summer

Diversity in Special Education: Family, Resources, and Culture (3 units)*
or
Policy and Legal Rights of Persons with Disabilities (3 units)

**Students may choose to take either based on advisement from the Director of Training.*





Gain Consensus on Content

Who ultimately determines the curriculum content of an IPE program's courses is a critical issue. The curriculum should meet the approval of the program's community and university partners, especially faculty from the various disciplines that participate in the program.

Therefore, the process used to define the program's curriculum should be well planned. Useful strategies include forming a combined community and university committee or an interdisciplinary faculty group. Both of these groups can provide initial input into the curriculum content, review it as revisions are made, and approve the final content.

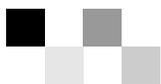
It is important to gain consensus among the program's partners in the early stages of curriculum design. It will most likely be subjected to the usual university approval process, and it is critical to have as much support as possible during that process. Box 2:4 describes the process at one university for obtaining course approval.

Confront the Challenges

There is a particular challenge related to IPE curriculum content that developers of IPE programs must be prepared to confront. IPE's focus on collaboration and interagency service is generally not recognized by state credentialing or licensing bodies. Influences such as accrediting requirements generally shape university curricula in the education and human services fields. A program focusing on the development of competencies not tied to a particular discipline or legislative mandate may encounter difficulty in determining which departments, colleges, disciplines, or combination of thereof, should "own" and/or fund the program (*Karasoff, 1999*). Political, philosophical, and practical considerations need to be understood and confronted.

Box 2:4 — A Process of Approval of Curriculum

The Integrated Services Specialist program at San Francisco State University developed one of its core IPE courses as follows. The three-unit course (School/Community Partnerships for Change) was developed with the involvement of an interdisciplinary curriculum group. Members of this group included administration and faculty representatives from nursing, elementary and secondary education, social work, psychology, special education, sociology, and interdisciplinary studies. Departmental approvals of this new course were obtained without resistance primarily because the key stakeholders were involved in the process from the start.





Designing the IPE Curriculum Delivery Method

Important commonalities have been found in the curriculum delivery strategies used by IPE programs. In a recent review of 50 IPE programs, the National Commission on Leadership in Interprofessional Education (1998) found that the delivery of curricula often begins with one jointly scheduled, field-placement seminar. These seminars, taught by a range of interdisciplinary practitioners and faculty, provide students with an opportunity to hear and learn from professionals from a variety of fields. The National Commission further found that these seminars, which focus mainly on practice, are usually followed by the development of content-based seminars taught by an interdisciplinary faculty (*Corrigan, 2000*).

These findings substantiate those of an earlier review of IPE programs by Jivanjee, et al. (1995). They reported that the majority of IPE programs provide distinct courses of study. Very few of them infused material across the curriculums of participating departments. Instead, IPE programs are usually supplemental experiences in which interdisciplinary training is provided either concurrent with or following discipline-specific training. The weakness of such an add-on approach is that it may never lead to the infusion of IPE into the established curriculum of the traditional disciplines. Its strength, however, is that it meets current needs in the field for training in integrated services development and delivery (*Karasoff, 1999*).

Determine Course Formats and Teaching Methods

The formats and teaching methods used to convey IPE content can be quite varied. Zlotnik, et al. (1999) identified the following:

- Case study;
- Real-life community problem solving;
- Participation in field work using site-based interdisciplinary teams;
- Team teaching;
- Support seminars for students;
- Field instructors also serving as classroom-based adjunct faculty;
- Interactive learning among faculty, students, and community members; and
- Families, parents, and consumers teaching in the classroom (*Brandon & Meuter, 1995*).





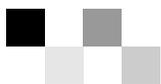
IPE programs, in general, attempt to create credit-bearing courses that provide interprofessional instruction and content to students from a number of human service disciplines. One strategy for securing credit for IPE courses from multiple disciplines is by cross-listing the courses (*Karasoff, 1999*). This strategy was found to be common across the 50 programs reviewed by the National Commission on Interprofessional Leadership. It can allow students to earn credit in their “home” departments (*Corrigan, 2000*). In several other programs, the participating departments or colleges rotated the credit received (and the responsibility for funding) each semester or year, as was most appropriate. This latter approach, while useful, is politically sensitive. Determining which of the cross-listed entities will get “credit” for the student enrollment can be a complicated process.

Team teaching is another commonly used strategy for providing students with interprofessional instruction and content (*Corrigan, 2000*). Box 2:5 describes an example of team teaching at San Francisco State University.

Box 2:5 — An Example of Team Teaching

Responsibilities in the Integrated Services Specialist program (ISS) at San Francisco State University are shared through an interdisciplinary team-teaching approach. The two members of the team are a professor of sociology from the College of Behavioral and Social Sciences and the director of training for the ISS program, who is also a lecturer in the College of Education. Shared resources support the course. Each participating college (Education and Behavioral & Social Sciences) supports the salary for its member of the team. The course is cross-listed at the college rather than the departmental level.

The two team members developed the syllabus after seeking input from an interprofessional faculty group established by the ISS program. This team-teaching approach provides a model for what the course requires of the students — to work in interdisciplinary teams that use consensus-based decision-making processes to accomplish the course objectives.





Jointly scheduled seminars are also commonly used in the field placements of IPE programs. This approach is cumbersome from a logistical point of view, but it is a very powerful way to bring multiple perspectives together. Often these seminars use case studies to exemplify the varied philosophies and practices of practitioners from different human service fields since they work with the same populations (children, youth, and families). Box 2:6 illustrates a joint-seminar field placement approach used in the IPE program at California State University, Sacramento.

Whichever course formats and teaching methods are used, the following guidelines are critical (*Karasoff, 1999*):

- Course syllabi must address current and emerging issues in IPE;
- Courses must incorporate state-of-the-art literature and reference materials;
- Issues must be addressed from an interdisciplinary point of view; and
- Courses should include the “voice and experience” of a culturally diverse community.

Box 2:6 — An Example of Case Seminars

Each week, at California State University, Sacramento (CSUS), nursing and social work students come together for a two-hour clinical case seminar. These students are working as interprofessional teams with identified at-risk students and their families. The seminar is co-taught by a school public health nurse, who is also a member of the nursing faculty at CSUS, and a member of the social work faculty at the same university. Case studies, written IPE materials, community member presentations, and student case presentations are all components of the seminar.





Design Fieldwork and Community Partnerships

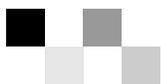
Fieldwork is an essential component of IPE. (See Section III of this volume for a detailed discussion.) It is here that students have the opportunity to witness, first hand, IPE competencies in action and to practice using such skills and abilities in real community settings. A critical step in designing and implementing the fieldwork component of an IPE curriculum is the formation of partnerships with community collaboratives and/or agencies (*Karasoff, 1999; also see Section III of this volume*). Such partnerships are fundamental to interprofessional practice (*Lawson & Hooper-Briar, 1994; Brandon & Meuter, 1995; McCroskey, 1998*) and are critical for ensuring that IPE program content reflects the needs and strengths within the field (*Corrigan, 2000*). Box 2:7 describes partnership development at the Community Collaborative Studies program at California State University, Monterey Bay.

Box 2:7 — Developing Partnerships

The Institute for Community Collaborative Studies at California State University, Monterey Bay provided training in outcomes-based evaluation methodologies for 12 faculty and 20 staff development trainers from the community college system and for 35 field education mentors from the university undergraduate programs. This training was provided to support the inclusion of competencies in paraprofessional education and in-service professional development efforts.

The staff development trainers incorporated these competencies into their staff training and included them as criteria for use in hiring practices. The field education mentors used the competencies to guide the writing of learning plans for student field experiences.

The goal of this activity was to develop consistent expectations across institutions that could guide the student, faculty, field mentor, and staff development efforts to create outcomes-based evaluation competencies. Community collaborators also appreciated the networking opportunity, especially since the training provided the only forum for interprofessional sharing and learning in a tri-county area.

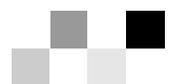




Confront the Challenges

Challenges are inherent in all efforts to change. The development of interprofessional education programs is certainly no exception. Based on the experience of many IPE efforts, institutes of higher education can expect challenges in at least the following areas:

- Accreditation, licensing, and credentialing requirements as they pertain to altering course requirements and content (*Knapp, et al., 1994; Wilson, et al., 1994; Gardner, 1996*);
- The academic disciplines themselves and their intellectual cores as they relate to “turf” and IPE’s interdisciplinary competencies (*Knapp, et al., 1994; Wilson, et al., 1993*);
- Cross-training and fieldwork supervision as these often challenge the long-standing requirements for those with the same specialization to supervise those seeking the same credential (*Knapp, et al., 1994; Wilson, et al., 1993*);
- Faculty involvement as programs seek incentives for IPE (*Knapp, et al., 1994; California State University (CSU), 1996b*);
- University bureaucracy as a challenging system to alter (*Wilson, et al., 1993; CSU, 1996b*); and
- Funding for sustainability as IPE programs seek to become institutionalized within the university (*CSU, 1996b*).

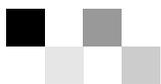


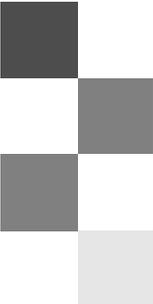


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III. Building Community and University Partnerships for Interprofessional Education

Partnerships are critical to the success of an IPE program. An interprofessional education partnership represents the bringing together, either formally or informally, of individuals representing agencies, programs, community, and university interests across sectors, disciplines, and areas of expertise. These individuals should be willing and able to commit the resources of their organizations to improve health and human services. These partnerships should improve conditions for children, families, and communities by using comprehensive and outcomes-based solutions.

The following discussion is intended to help IPE programs create and maintain this important aspect of their educational program. The discussion includes information on:

- The importance of IPE partnerships;
- Types of IPE partnerships; and
- Guidelines for creating and evaluating successful partnerships.





The Importance of Interprofessional Education Partnerships

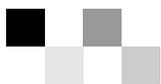
There is increasing awareness of the importance of university engagement with community collaborators (Foley, 1998; Lawson, 2000; Knapp, 1998; Zlotnik, 1997). Many colleges and universities now recognize that education programs should be student and family-focused as well as community-based to encourage multiple agencies and organizations to work across disciplines to provide integrated services.

It is important to understand how university/community partnerships improve conditions for children, families, and communities and how they enhance education for university students. These partnerships provide opportunities to model the very collaborative relationships that IPE programs try to teach, providing contextual learning environments across traditional disciplinary lines for students, university staff, agency staff, and community members. For human service agencies, IPE philosophy influences graduates to understand and look for opportunities for collaboration upon entering their career fields. The benefits to campuses, however, are also great. Such partnerships provide “real world” practice sites for students and an alliance with an entire community that can be used as a site for interprofessional practice and activity.

Types of IPE Partnerships

There are many different types of IPE partnerships. Perhaps the most common includes field practice, a field placement, or an internship for students. Community organizations, health, education, and human service agencies provide sites at which students can observe and practice interprofessional competencies (Sweitzer, 1999).

Another type of partnership occurs when IPE programs offer training and technical assistance for community agencies and organizations. University IPE programs can often help agencies as they embark on collaborative and cooperative endeavors in the community. Agency staff may need training in any of the IPE competencies including communication, collaboration, group management, integrated services, outcome orientation, policy, or leadership. This training might focus on best practices. University IPE programs can help agencies understand the best strategies for addressing youth development, working with families, assisting victims of domestic violence, and other community-based issues (Altman, 1991; Corrigan, 2000; Endres, 1991; Knapp, 1998).





A third type of partnership occurs when IPE programs offer facilitation or training for collaboration in their communities. IPE programs can start, facilitate, or otherwise help build collaborative efforts across community agencies and organizations as partners practice IPE competencies. This kind of partnership may require not only role modeling but also direct training (*Briar, 1996; Casto, 1994; Corrigan, 2000; Lawson, 2000; Mirzahi, 2001; Rogers, 1993*).

To diffuse IPE competencies throughout a community, the pre-service and in-service education and training offered by its institutions of higher learning need to be coordinated across education sectors. The creation of an interprofessional learning continuum is another way to partner with communities. In some communities, IPE partnerships potentially extend from high schools through community colleges and four-year institutions to graduate programs. Learning agreements clearly articulating how students progress from one to another of these levels allow students to progressively gain competence in interprofessional knowledge, skills, and behaviors (*Endres, 2002; Foley, 1997; Lawson, 1999; Wolf, 1998*).

Yet another kind of partnership occurs when competencies are created among community residents. More and more communities are including community residents in their collaborative efforts. These resident participants benefit significantly from training to develop their knowledge and skills in interprofessional practice. IPE programs can strengthen collaborative community efforts by training residents to participate effectively in these initiatives (*Family Support America, 2000; Lawson, 2000*).





Creating and Evaluating Successful Partnerships

Efforts to improve conditions and integrate services for children and families can be more effective when community and university partners work together to maintain a collaborative process (*IPEC, July 2001*). Box 3:1 summarizes some of the characteristics of effective partners and effective partnerships. The following section describes several principles and practices essential to create successful community and university partnerships.

Box 3:1 — Effective Partners and Partnerships

Partner members bring these assets to an interprofessional partnership:

- Champion the partnership vision with their credibility and personal commitment;
- Network and open doors to facilitate the accomplishment of objectives;
- Organize resources to sustain the partnership;
- Provide leadership and advocacy skills;
- Help form the agenda and do the work to carry it out; and
- Recruit new members whose missions address the partnership's vision.

Partners as collaborators agree to develop and maintain at least the following:

- A vision that addresses issues in common;
- Diversity of member representation to avoid similar organizations and programs simply reflecting their own makeup;
- Orientation to new members;
- Clarity of member roles and responsibilities;
- Clearly defined membership operating principles and procedures;
- A communication system that promotes information sharing and coordination;
- A focus on action; and
- Organization and allocation of resources to support the participation of organizations with fewer resources.

Partnerships are more effective when they:

- Have face-to-face communications that build a working relationship;
- Use by-laws to provide the authority to make decisions that address all the management and program issues within the partnership;
- Use inclusionary systems for planning and evaluation — ones that use all the resources of the partnership; and
- Distribute resources for the greatest benefit.



Define and Know the Community

Each IPE partnership should define its boundaries. It is important to answer the following: Is the community defined as the town or city, the neighborhood, the school community, or the housing development? Can the community be partially defined as a special population such as a cultural group, an age or gender group, a student group, or some other population? How is the university defined in relation to community?

A next step is to know the defined community. How does the community work? What are its issues and styles of working? What are its values? IPE programs that are well informed about and embrace community preferences are more effective. The traditional role of the university in teaching others is less appropriate in this context. It is also important to understand the organizations whose operations impact community needs and issues of interest. Understanding the structures, operations, and interactions of such organizations can be very useful when planning collaborative activities to improve and integrate resources and services.

As an IPE program begins to make partnerships, an early joint activity with community members and agencies might be information gathering in the form of a needs and assets assessment. Such assessments are very effective in creating partnerships when community members help generate the questions and help to collect and interpret the resultant data.

Be Inclusive

At the heart of any collaborative approach is inclusiveness. Including community partners in the design and development of an IPE program creates a powerful set of shared expectations and feelings of ownership of the program. Such inclusion also helps ensure that the program's goals and operations are compatible with the culture of the community, including its approach to solving problems.

Typically, community partners want to be active rather than passive. They often want to be involved in the planning and conduct of needed services and activities. If community members are equally included in identifying the problems to be solved at the local level, the solutions developed by IPE partnerships are more likely to be accepted. The concepts promoted in the literature of “community as instructor” and “family as faculty” (*Family Support America, 2000*) emphasize the importance of valuing the knowledge and skills that exist beyond the university campus.

When partners' expectations for change are brought together, they often discover common concerns. Community partners also frequently profit from educational and other activities provided by the IPE program, such as learning to use a team approach when making decisions. Of course, partners who are members of a targeted population often benefit by receiving direct services. In general, IPE program partners tend to receive benefits in direct relation to their roles and levels of participation (*Endres, 1991*).





Participating in the development and implementation of an IPE program also allows community partners to enhance skills and abilities needed to effectively provide community leadership. Enhancing the leadership skills of community partners strengthens community capacity to effectively address issues and needs beyond the scope of the IPE program. Community partners' prior leadership experiences may provide the initial motivation for participation and serve as a foundation for understanding IPE competencies.

Inclusiveness may also pose some risks since control issues may arise over programmatic decisions or financial resources. Moreover, community power brokers may not ordinarily accord the views of community residents a full hearing. To reduce these risks, it is imperative to choose community partners who truly represent the needs and views of community residents, especially those from populations of need. It is equally important to clearly identify the roles and responsibilities of program personnel and each university and community partner.

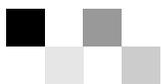
IPE program developers should also be aware that the selection of particular partners might embroil them in "turf" issues or other political battles within a community. Partners must be able to work collaboratively. Their inclusion also must not alienate other community entities whose participation or support is needed for the success of the program. Establishing and maintaining good communication with key community leaders will help program planners identify and understand such threats. Strategies can then be developed for either minimizing these threats or addressing them when they are unavoidable.

Establish an Outcome Orientation

Human service programs have a long history of using data on service provision activity (hours of services provided, number of clients seen) to evaluate their efforts. An outcomes-based approach, on the other hand, evaluates the impact that programmatic activity has within the community, especially on the life situations of identified populations of need (*IPEC, December 2001*).

Often it is the issue or chosen outcome that attracts members to a community partnership and not the formal organization itself. Community members should have a direct role in the choices of desired outcomes and strategies, together with agency and university stakeholders. The very process of identifying desired outcomes can help IPE programs forge needed collaborative bonds among the program's university and community partners. Organizations with very different styles and methods of operation frequently can still agree upon desired outcomes. These outcomes can be the "glue" that enables an IPE program to develop and continue.

Embracing outcomes accountability, however, often challenges agencies to think differently about the way they do business. This shift in thinking can be encouraged by education, training, and technical assistance on developing and using outcomes-based methodologies.





Create an Effective Partnership Structure

Partnerships in IPE programs often include very diverse groups. Present at the same table may be family and community members, paraprofessionals, school and agency representatives, college and university faculty, staff and students, local associations, neighborhood and cultural groups, business leaders, faith community representatives, libraries, nonprofit organizations, elected officials, unions, and other health, education, and human service stakeholders (*Kretzmann and McKnight, 1993*). Effectively organizing the efforts of such diverse groups is of paramount importance to the success of an IPE program and to any community-based collaborative effort. As previously discussed, the development of shared goals or outcomes is a first step in the process. The next step is the development of clear roles and responsibilities for each program partner. All too often such diverse collaborative partners understand their common goals, but they are unclear about the roles necessary to move their vision forward.

Clarify Roles

Roles and expectations about the extent of participation need to be created for all potential partners. University, agency, and community members can each fill meaningful roles, in spite of their diversity. They may represent different cultures, languages, and literacy levels; but these differences make their individual contributions more meaningful. A sustainable IPE partnership is built with an attitude that multiple segments of the community and university are engaged; and each member's time, ideas, and other contributions are encouraged, valued, and recognized. Through the contribution of resources and shared decisions, partners work past barriers and achieve specified results and desired outcomes.

There are some important facts to consider when developing roles for community partners. These partners often contribute ideas that are creative, practical, and relevant to the populations from which they are drawn. Community partners are often motivated by an opportunity to learn new skills, and they tend to be more involved when they are confident that the needs of their communities are being addressed. Active roles in evaluating the program's effectiveness help sustain involvement at the community level (*Endres, 1991*).



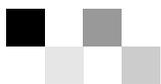


Establish Clear Norms and Operating Procedures

The next step in organizing the efforts of the diverse partners of most IPE programs is to create clear norms and procedures for the group's interactions and efforts. Because of their diversity, IPE partners have a potential for conflict. Partners represent their own professional and organizational perspectives and interests, and these may be vastly different among members. Skilled leadership is often needed to recognize, understand, and manage potential conflict in a positive way.

It is helpful to discuss and establish clear norms to guide group interactions (*IPEC, July 2001*). Two of the most useful are "everyone will be given an equal opportunity to speak" and "all ideas will be given equal consideration." These norms must then be reflected in the establishment of clear, accepted rules of operation regarding such procedures as:

- How information will be communicated, including information within the program and information to the community about the program, such as the development of a marketing strategy. The group may need a media plan for community awareness about the IPE project and its achievements.
- How meetings will be run, including who provides leadership at which meetings as well as the rules of order that will be used. The meetings of the partnership need to be consistent with its structure. Clarify who will take responsibility to make things run smoothly and who will set agendas. Develop a plan to divide and share tasks among partners and to assess member satisfaction.
- How decisions will be made, including clarification of the processes for generating and selecting alternative solutions and for implementing the solutions chosen.
- How tasks will be assigned, to fairly "share the load" of work, and to best capitalize on partners' respective strengths and abilities.
- How conflicts will be resolved, including clarification of what procedures might be used under what circumstances. In a healthy partnership, members can identify and overcome barriers to commitment. There is a commitment to true collaboration, or partners explore the other options of networking and coordination where less involvement is required. There is a conflict resolution plan in place or an independent mediator available in case of a deadlock.
- How program resources will be used, including program equipment, supplies, documents, reports, and other outputs. Institutionalization of IPE products also needs to be considered from the beginning, including decisions about ownership of IPE documents. Determine the role of members in the process of placing program and organizational spin-offs into the community (*Endres, 1991*).
- How new members will be added to the partnership, including the procedures for nominating, evaluating, choosing, and orienting new partners.
- How the program will be evaluated, including the procedures for generating, analyzing, and reporting program evaluation information. It should be clear who will have responsibility for this task. Feedback from evaluation should be timely and should be used to improve partnership functioning.





Use Field Practice Effectively

Field practice plays a major part in interprofessional education. It can be defined as a learning experience that provides academic credit for working in real life contexts. Field practice allows students to develop interprofessional competencies in settings similar to those they will encounter in their professional work. Such practice may be thought of as applied field-based professional development. It occurs in a variety of public and non-profit organizations in education, community health, social work, criminal justice, or related human services organizations (*Casto & Julia, 1994*).

To be successful, field practice experiences need to be created from mutually agreed upon learning and service outcomes for the student, the field practice site, and the university instructor. Field practice should be integrated with the rest of the IPE curriculum and viewed as an opportunity to integrate theory with practice. Often provided as internships, field practice may occur at any point during the education experience and can be a component of a technical, bachelors, or graduate degree program (*Rabkin & Lerner in Knapp, 1998*).

Field practice also provides a useful link between the university and the community. Students value preparation for interprofessional education when learning is based in the field, and they benefit from opportunities to apply classroom theory to community-based settings. Ideally, students learn from working with a number of professionals across diverse disciplines and have the opportunity to observe and participate in interprofessional collaboration beginning with their field placements. Box 3:2 describes placement structures at three universities.

Agencies also benefit from IPE student placements. They have the opportunity to shape the quality of future human services provision through mentoring. In addition, numerous hours are contributed to the community by providing agencies with additional resources. For example, over four years, the relatively small Collaborative Health and Human Services undergraduate program in Monterey, California, has contributed the equivalent of \$465,000 of student time in community internships. Learning outcomes include interprofessional skills of collaboration, communication, conflict resolution, cross-cultural competency, ethics, financial operations, information management, leadership, knowledge of health and human services practice, public policy, statistics and research, systems management, and agency operations.

Field practice experiences can be called internships, field placements, fieldwork, field experience, a practicum, or a contextual learning experience. Usually, an academic faculty member is assigned to supervise and advise students in field practice. These university instructors are often called field-based seminar instructors and/or field practice coordinators. In addition, community-based instructors and student mentors are generally at the field site. These field staff are practice-oriented, placing their focus on the student's field practice learning (*Sweitzer and King, 1999*).





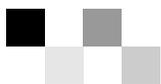
Box 3:2 — Field Placement Examples

The Collaborative Health and Human Services program (California State University, Monterey Bay) requires students to participate in an IPE placement in a variety of settings, all of which provide a collaborative experience. Concurrently they attend field seminars and classes on campus to focus on IPE, professional development, and theory in their concentration fields.

In the Integrated Services Specialist program (ISS) at San Francisco State University, students in the certificate program complete both internships and practica. They apply concepts learned in the classroom to real working environments. In conjunction with the community site, students develop an action plan that specifies mutual goals. These plans outline how goals will be reached, in partnership with the site, by specifying shared roles and responsibilities for achieving goals and outcomes. The students are actively engaged in solving problems that emerge within the community collaborative site.

This ISS program also requires field work students to enroll in a student support seminar. This is a student-run and instructor-facilitated seminar. Students have the opportunity to discuss field and clinical experiences and practice some of the fieldwork competencies that are addressed within the program, including meeting facilitation, collaborative planning, problem solving, written and oral communication, and to provide support to one another throughout the program. This seminar is taken for two credit units simultaneously with the field placement.

At Western Washington University's Center for Family and Community Partnerships, three-way teaching and learning relationships are common practices. The university provides technical assistance to community partners in the design of effective field practice experiences for university students. Internships that emphasize interprofessional collaboration are essential for success in the IPE program. The field instructors are community professionals who mentor each student intern in their field practice. These field instructors also consult with university instructors on curricular content and programming and may act as primary instructors, co-instructors, and/or guest speakers in the classroom. Through course content, research, field trips, attendance and presentation at regional and national conferences, and class projects, students obtain the most current information in the field of interprofessional collaboration. Students often share their newfound knowledge with their field experience site and are regarded as professionals in their own right. This circular relationship provides an educational continuum from university to student/intern to community partners and back again.





Interprofessional field placement experiences are most effective in community settings where collaborative activities are occurring and when a plan has been developed to build students' interprofessional learning experiences into the activities at the field site. Some guidelines to consider for building successful student field practice sites include:

Choose Agency Partners Carefully

All agencies where students will be placed must be in good standing in the community and in their respective professions. The agency's philosophy of service and practice should embody the values and goals of interprofessional practice. The agency's administration, staff, and governing body also must support the goals of field-based IPE and be willing to provide field instructors with adequate time for mentoring students. Agency staff serving as field instructors should agree to share organizational values, experiences, and contacts with students and provide them with formal orientation to the agency mission, policies and procedures, departments or programs, and any partnerships in the community. The agency's programs or collaborative network should be broad enough for the student to experience the perspectives and practices of professionals from different fields.

Agencies should also agree to allow students access to appropriate agency records for research or class assignments. Students should receive training in agency confidentiality procedures and sign confidentiality agreements. The university needs to assure agencies that confidentiality will be maintained for any information shared within the context of course discussions or assignments.

Define the Field Coordinator Role and the Field Program Structure

A field coordinator assists with the selection and training of agency sites, integrating IPE competencies into field learning objectives, and organizing the process, forms, and structure of the field practice program. Field instructors provide on-going supervision for at least one hour per week to discuss each student's progress in developing IPE competencies. Field coordinators include students in agency staff and committee meetings, conferences, seminars, and any related activities that provide the students with opportunities to make contacts across professional disciplines. Field instructors often attend orientation and evaluation meetings with university instructors to better integrate student courses and fieldwork.

The structure of the field program should clearly delineate:

- The number of hours required for each field placement;
- The number of credits assigned to each field experience;
- Whether field practice students are assigned to a specific agency or organization or are allowed to choose their placement sites;
- The criteria that placement sites must meet to participate in the program; and
- The minimum educational requirements for field instructors.





Develop a Learning Agreement

A learning agreement serves as a guide for students' educational experiences in the field. It may specify interprofessional and other learning objectives. The learning agreement is developed by the field instructor and the student and shared with the university. Student, agency, and field supervisor responsibilities in relationship to the learning objectives should be clearly identified in the learning agreement (*Sweitzer & King, 1999*). For example, responsibilities of the agency and supervisor could include such things as providing adequate workspace, time, and training opportunities to enable students to meet their learning objectives. (See page 61 for an example of a learning plan.)

Ensure Direct Experience in Collaborative Practice

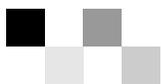
The field practice program should place students in settings that directly expose them to collaborative practice with more than one agency or discipline. This central need in a placement site should be investigated carefully to make sure the cross-disciplinary or cross-agency opportunities are abundant and integral to the students' work.

Provide Opportunity for Structured Reflection on the Field Practice Experience

A field practice seminar should be provided to help students reflect on what they are learning and doing in the field practice environment. This is a course conducted at the university and/or at the placement site to provide a forum for sharing, debriefing, problem solving, and addressing questions regarding the student learning experience (*Endres, et al., 2002; Rabkin & Lerner in Knapp, 1998; Sweitzer & King, 1999*). Sharing among students can enhance individual experiences, as students learn not only about their own settings but about the opportunities and challenges in other settings as well. Box 3:3 describes such a seminar.

Box 3:3 — Structured Reflection and Conceptual Learning in a Field Practice Seminar

In the field practice seminar in the Child and Adolescent Development program at San Francisco State University, students complete several assignments applying IPE competencies to their field placement situations. Examples of these assignments include an assessment of community resources, a report on how outcomes assessments are (or could be) used to measure agency effectiveness in serving children, youth and families, a portrayal of the formal and informal leadership and communication patterns within the agency, how agency practices promote resiliency for staff and clients, and identification of public policies which impact the organization. These written assignments are also used as a basis for class discussion.





Create Conceptual Learning that Integrates the Interprofessional Experience

Course curriculum should be integrated into the field experience. The student, field instructor, and university instructor need to agree on the interprofessional competencies that are appropriate for field practice and for coursework. Learning objectives, experiences, and activities help students achieve a balance between a specific discipline and interprofessional practice.

Build Support Among University Personnel

The university must also support the goals of field-based education and allow university instructors adequate time for mentoring students. The responsibilities of university faculty toward placement sites should be clarified, and university administrators must know enough about the program to accurately and enthusiastically represent it in the community.

Evaluate Student Performance

Field instructors should evaluate students' strengths and areas needing improvement in written evaluations. An assessment matrix provides students and their instructors with a tool to:

- Evaluate the student's performance at the beginning and at the end of the placement;
- Determine the level of competence the student has achieved by the end of the placement;
- Describe the areas of competence in need of further development; and
- Enable the student to assess the agency site (*Endres, et al., 2002; Sweitzer & King, 1999*).





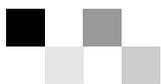
Develop Other Effective Community Partnerships

IPE programs can also contribute to the development of effective community/university collaborations by enhancing the development of IPE knowledge, skills, and perspectives throughout the university and community. Many opportunities exist for the university to work with agencies to improve service outcomes in the community. The following activities can contribute to the achievement of such a goal.

Train Staff of Community Agencies in IPE Competencies

Opportunities to provide such training sometimes exist through on-going or new faculty and/or professional staff development efforts within a university and through similar efforts within community agencies. Whenever possible, IPE should be provided through training that is competency-based and integrated with experiential activities. IPE competencies are best developed in a context of action within the community.

Such training can also encourage agency administrators to include IPE competencies in performance evaluations, job descriptions, and job classifications. This, in turn, enhances the potential market for IPE program graduates and further infuses IPE approaches into the community. Developing IPE competencies among community members without professional degrees also sometimes contributes to opportunities for career development or advancement among community populations.





Create a Community-Based IPE Learning Continuum

Students rarely begin and end their educational careers in one institution. Instead, they move from level to level, and articulation agreements among these levels surrounding any course of learning can be valuable. The very goals of IPE can be modeled by developing a commonly-defined set of learning objectives for the region's human services programs and taking an outcomes-based approach to teaching and learning.

This can be accomplished by:

- Gaining support and coordination from college and university administrators;
- Working on a common set of competency assessment tools and processes;
- Developing a regional approach to IPE education for participating colleges, making use of telecommunications, web-based courses, and other appropriate technologies;
- Building a series of pathways for students to transfer knowledge seamlessly from one learning environment to another, including the opportunity to work on education outcomes as they begin their college experience.
- Offering seminars for administrators, faculty, policy makers, and community leaders to focus on using IPE approaches for contemporary issues; and
- Providing certification and other incentives for participation.

Box 3:4 describes how one university group accomplished this work.

Box 3:4 — Creating a Learning Continuum

In collaboration with administration and faculty from community colleges and staff development officers from public agencies, the Institute for Community Collaborative Studies at California State University, Monterey Bay, developed a plan to coordinate human services education in the region. Its purpose is to transfer IPE competencies and assessment tools.

All participants report they are using these outcome tools for course development and training plans. Some agencies use the competencies for hiring and promotion standards. ICCS continues to provide technical assistance with community colleges on their curriculum development for health and human services education. These same colleges have partnered with the public agencies to co-sponsor courses for agency employees. This collaborative network created a common brochure outlining health and human services education opportunities in the region. In addition, a coordinating group comprised of the community college Deans of Instruction and the CSUMB Provost meet regularly to sustain academic coordination.





Evaluate Your Partnerships

It is important to gather evaluative information about community/university partnerships to modify and improve them and to report their progress to others. There are two major evaluation questions that might be asked about community/university partnerships:

- What was the quality of the partnership itself (did its governance, group behaviors, leadership structures, outcomes orientation, communication, and collaborative practices mirror high IPE competency)?
- What outcomes did the partnership produce (did students' learning increase, did agencies learn to use new strategies in their work, did participants increase their collaborative skills, did students move smoothly from one IPE program to another, and did more community agencies use best practices in their work)?

To answer these questions, a variety of research designs, data collection strategies, and measures may be required.

Box 3:5 — Some Instruments for Assessing Partnerships

Coalition Effectiveness Inventory. Institute for Mental Hygiene. New Orleans, LA 70130. (504) 566-1852.

Collaborative Assessment of Capacity. Center for Collaboration for Children, School of Human Development & Community Service, California State University, Fullerton, CA 92634. (714) 773-2166.

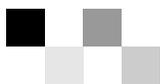
Collaborative Values. Center for Collaboration for Children, School of Human Development & Community Service, California State University, Fullerton, CA 92634. (714) 773-2166.

Community Oversight Council (an instrument for measuring the functioning of this group). Julie O'Donnell, Interdisciplinary Training Project, Department of Social Work, California State University, Long Beach, CA.

Comprehensive School Health Program Infrastructure Development Process Evaluation Instrument. Academy for Educational Development, 1255 23rd St. NW, Washington, D.C. 20037. (202) 884-8700.

Depth of Collaboration Rating Scale. Lindsay Healthy Start Evaluation Plan, Lindsay, CA 93247. (559) 562-8292.

The Goodness of Collaboration. Philliber Research Associates, 16 Main Street, Accord, NY 12404. (845) 626-2126.





Assess the Quality of the Partnerships

There are a variety of instruments available to assess the quality of partnerships, collaboratives, or coalitions (see Box 3:5 for a few of these). These instruments define and measure dimensions of collaborative functioning, usually through a series of self-rating questions about various aspects of the collaborative or partnership. The focus is not on what the group accomplishes but rather how well it functions. Some assessments measure participants' views of how strong the collaborative is on each dimension. Others arrive at a rating, based on answers about what is taking place.

These instruments assess many dimensions of collaborative functioning (see Box 3:6). They can be a tool to measure the functioning of university/community partnerships and also offered to community collaboratives for their own use.

When used appropriately, evaluations of how well partnerships are functioning can contribute to their improvement. A good assessment of functioning would show how much agreement or disagreement there is among partnership members while maintaining confidentiality about individual responses. For example, while three members of a partnership might see "inadequate decision-making strategies" as one of the greatest barriers to collaborative functioning, three others might feel that the decision-making strategies of the group are perfectly adequate. When evaluation data reveal such disagreements, discussing them can often help collaborative members acknowledge and solve disagreements that may have been overlooked or avoided.

Box 3:6 — Dimensions of Partnerships

- | | |
|--|--|
| <ul style="list-style-type: none">■ Barriers;■ Conflict and problem solving;■ Decision-making;■ Documentation;■ Evaluation and accountability;■ Financing;■ Formation history;■ Group functioning, including participation styles;■ Group maintenance;■ Leadership styles and effectiveness;■ Motivation of members;■ Ownership and responsibility; | <ul style="list-style-type: none">■ Participants, including their number, characteristics, competencies, diversity, how well they represent the community;■ Roles clarification;■ Satisfaction of members;■ Staffing of the partnership or collaborative itself;■ Structure of the group, including whether it has a mission, vision, goals and objectives, functioning subcommittees, and the like;■ Sustainability or institutionalization;■ Values of group members; and■ Visibility and/or media attention. |
|--|--|





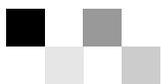
Assess the Outcomes of IPE Partnerships

Because there are so many different kinds of interprofessional programs with varying goals, there is no single strategy for assessing their outcomes. However, the decisions to be made in designing an outcomes assessment are the same for every partnership (see Box 3:7). After defining outcomes, specifying the populations among which they should occur and delineating the time frame for each, outcomes evaluations must select appropriate designs, measurement strategies, and data collection techniques. As previously noted, it is important to plan on such evaluations when partnerships are formed and to decide who will be responsible for this work.

Taken together, these steps should enable a partnership to review its vision and hopes as well as invigorate the partnership with concrete data on progress.

Box 3:7 — Steps in Evaluating a Partnership

1. Clearly define specific, measurable outcomes for the partnership.
2. Clearly define the populations to which each outcome should apply.
3. Specify the time frame for each outcome.
4. Choose from case study, experimental, or survey designs for the evaluation.
5. Choose measurement strategies for each outcome.
6. Identify the most appropriate data collection techniques — including focus groups, questionnaires, interviews, observation, and/or use of available records.
7. Collect and analyze the data at regular intervals.



II. Field Placement Information

A. Orientation plans for the student

B. Additional educational opportunities available to the student. Describe briefly.

1. Individual weekly meetings to discuss the progress of the internship

2. Training or workshops within or outside the agency

3. Staff meetings, case conferences, etc.

III. Student Field Placement Schedule

Indicate your field placement schedule (days of the week, number of hours per day).

IV. Purpose and Description of the Field Learning Plan and Student Assessment

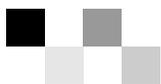
The purpose of the Field Learning Plan and Student Assessment (FLPSA) is to provide a framework for planning the student's field practice experiences in the agency as well evaluating the student's competence in selected MLOs prior to and after their placement. This Plan will provide guidance and support for the student's efforts to improve their level of competence during the field practice period and help to integrate the student's interests and experience with agency needs and opportunities.

Learning Plan

The Field Learning Plan and Student Assessment outlines the Major Learning Outcomes (MLOs) required for the CHHS major. The Field Learning Plan is meant to be the "roadmap" for the student's learning experience in the field placement and should clearly identify the objectives, projects, and activities the student will be involved in to develop competence in the selected MLOs.

Student Assessment

The assessment component of the form is designed to assess the student's level of competence upon entering and exiting the placement. Student assessment or evaluation is a shared, ongoing, and dynamic process between the student and field mentor and requires student participation in all steps of the process. The assessment of the student is to be completed at the end of each semester and is required in order for the student to receive credit for the field placement experience. The assessment provides valuable guidance to the student and to ICCS, and states progress towards MLOs, as well as professional growth and development. The process of sharing this information and also asking the student to assess their own performance can be a powerful learning experience and an opportunity for the student to begin to use skills in self-monitoring and self-evaluation. Students should be given the opportunity to react to the assessment.





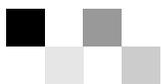
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IV. Sustaining Interprofessional Education

This section provides information and identifies actions to enhance the sustainability of interprofessional education, both its programs and its goals. Program sustainability is the ability to continue a program over time. It involves procuring, on a continuing basis, the resources (faculty time, meeting space, administrative support, equipment, materials, and supplies) needed to conduct the program. Because sustainability is typically an issue for IPE programs, a number of recommendations are offered for consideration. These recommendations first address sustaining IPE programs within academic settings.

Since developing community partners is another important consideration for IPE programs, recommendations are also made concerning the development of sustainable relationships with community partners.

Finally, attention is focused on sustaining broader IPE goals. Many of the recommendations identify related issues and potential implementation strategies.

The information presented here incorporates the author's experience, information from IPEC's national survey of IPE programs (see Introduction to this volume), and information from telephone interviews conducted with a random sample of twelve of those programs and two IPE programs directed by IPEC members. The section below also incorporates the writings of Berry (1991), Melaville & Blank (1998), and Hart (1999).



Enhancing Sustainability in Academic Settings

Most IPE programs operate within academic settings. All but one of the programs interviewed were established within academic settings. The remaining program was established by a statewide trade association. Its goal is to connect educators and industry professionals to improve the training of future workers. However, IPE programs tend to exist alongside established college departments rather than being incorporated in their regular curricula (Fivanjee, et. al., 1995). This makes the long-term continuation of most IPE programs rather tenuous. Box 4:1 describes the strategy of one IPE program for achieving sustainability, in spite of these obstacles.

Consider Sustainability Issues from the Beginning

IPE programs are frequently initiated with grant funding and/or other support that is time-limited, usually no more than two to three years. Eleven of the programs interviewed fell into this category. University departments occasionally support IPE programs through the assignment of regular faculty to teach courses. Two of the programs interviewed fell into this category. Sometimes IPE programs are even started without funding and exist through the unpaid efforts of faculty and others. Two of the programs interviewed operated in this way. At present, IPE programs are rarely part of the established core curricula of the departments with which they are affiliated. Only one of the programs interviewed had achieved such status.

Achieving sustainability beyond the initial support requires IPE programs to adopt one or more of several possible strategies. One such strategy is to continue with donated support. This is usually difficult to do for an extended period of time, especially regarding administrative/ leadership functions. It may be necessary, however, while other strategies are being developed and pursued.

Box 4:1 — Paths to Sustainability

San Francisco State University's Integrated Services Specialist program (ISS) has undertaken several strategies for institutionalization. The program began as a certificate program; but over a number of years, relevant programs began to accept courses as electives and then gradually began to require the IPE courses as part of their degree requirements. This led to the creation of two "integrated services" specializations within existing MA programs.

In addition, as standards in teaching special education and school psychology began to incorporate more interprofessional competencies, the courses offered by the ISS program became attractive courses to meet those standards, thus enabling the ISS courses to be anchored as requirements in three credential programs.

This process has taken eight years and has resulted in funding for courses being shared across two colleges within the university.



Another tactic is to find further temporary support, usually through additional grants or other fund procuring activities. This can either be a temporary strategy or a primary one. One program interviewed had existed for more than 28 years through a series of time-limited supports.

Yet a third possibility is to become a permanent part of the educational system in which the program operates. This is the long-term strategy toward which most IPE programs aspire, but one that is challenging to achieve.

Importantly, sustainability issues should be identified, discussed, and addressed in the initial design and implementation of an IPE program. Activities to enhance sustainability need to be part of the program's ongoing operations. If not addressed early in the program's life, achieving sustainability can be even more difficult.

Assure Leadership Is in Place that Can Enhance Program Sustainability

Consistent, effective leadership helps determine program sustainability. Box 4:2 shows the desirable characteristics of such leadership. Every director of the IPE programs interviewed that had existed for at least five years (or were judged by the director to be likely to do so) indicated that their programs had either started with such leadership or had developed it relatively quickly. The directors from programs whose continuation appeared tenuous invariably indicated a need for more leadership.

There are three basic strategies to ensure the adequacy of an IPE program's leadership. The first is to recruit people who are able and willing to assume such leadership. This is accomplished by clearly determining the skills and abilities (such as those listed in Box 4:2) needed by those hired. A program should recruit widely and carefully select candidates who have the training and experience to develop the desired knowledge, skills, and abilities.

Box 4:2 — Desirable Characteristics of IPE Program Leaders

Leadership in IPE programs should:

- Be stable;
- Have the authority to make funding and operational decisions;
- Be able to effectively represent the program;
- Be able to develop relationships within academia and the community;
- Be able to flexibly lead a collaborative effort; and
- Possess the knowledge and skills to develop and implement critical program structures and procedures.





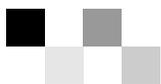
Another strategy to ensure good leadership is to enhance the knowledge and skills of those within the IPE program. This usually requires providing further training to program staff. Again, it helps to be clear about the knowledge, skills, and abilities needed and to be sure that trainers can effectively provide the training needed. Importantly, developing the resources for such training can be a challenge for program planners/administrators. It is best if such resources are anticipated when the IPE program is being planned and are included in the initial requests for program support.

A third strategy to enhance IPE leadership is to create structure that gives leadership the authority to effectively develop and administer the IPE program. Such structure needs to clearly identify decision-making processes, procedures, and authority.

Ensure Faculty Are Prepared for Their Roles

A well-prepared faculty is important for an IPE program to operate as intended, achieve desired outcomes, and reach its goals. It is a key to enhancing program sustainability. However, accomplishing it can be a challenge when the participating faculty lack needed knowledge and experience in interprofessional and community collaboration. For example, of the 13 programs interviewed by phone that had faculty partners, seven identified finding and maintaining competent faculty as a problem. Also, 47 (69 percent) of the programs returning questionnaires identified “finding faculty competent to teach IPE courses” as a problem. As succinctly stated by one IPE program director, “Community-based practice and interdisciplinary practice are both new to most faculty.”

Strategies for preparing faculty can include having an established program/course structure in place with well-developed supporting materials (assignments, readings, learning exercises, even lecture outlines). It is also helpful to develop a mentoring process in which faculty experienced in teaching for the program work with new faculty to help prepare them for the task. A program might also offer preparatory learning experiences in IPE (readings, training workshops, field placement visits, etc.) for newly-involved faculty. Another strategy to ensure well-prepared faculty is to provide field placement site visits, supporting information, and discussions to help supervising faculty understand the nature of, and goals for, student learning in IPE field placements.





Establish the Program's Legitimacy as Early as Possible

Legitimacy refers to the program being seen as desirable, useful, and/or needed within its larger environment such as the department, the university, and the community. Legitimacy is almost always a necessary condition for continuation, so cultivating it is of primary importance (*Dahl, 1990*).

Several strategies for enhancing an IPE program's legitimacy are listed in Box 4:3. They are intended to align the IPE program goals as closely as possible with those of its academic constituencies. These strategies are discussed in more detail here.

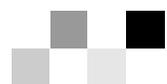
IPE programs usually have multiple constituencies within an academic setting; that is, individuals and groups who can impact the sustainability of the program. The needs, concerns, and competencies of such potential partners should be understood and considered. They often represent either a source of support that can be tapped or a source of resistance that must be addressed. Several such constituencies are readily identifiable for most IPE programs.

It is important to involve faculty whose interests are consistent with those of the program. Sometimes, for example, the program can provide opportunities for faculty to teach desired subjects and/or conduct desired research. It is wise to develop grants that generate information (research) that is publishable in journals that are recognized by participating departments. Faculty who become involved in such ways often become advocates for the program (*Endres & Lorig, 1991*).

It is also important to identify the priorities of department administrators who participate in the program, as well as administrators of the college(s) housing those departments. It is useful to learn their priorities, emphasize congruities with the goals of the IPE program, and structure the program to align with their priorities.

Box 4:3 — Strategies for Creating Positive Constituencies for IPE

- Find ways to involve faculty;
- Identify the priorities of administrators;
- Identify priorities and concerns of state legislatures and other funders;
- Develop clear, accepted goals and objectives for the program; and
- Use outcomes-based evaluation processes and procedures.





This point is reflected in the comments of the 14 program directors interviewed by telephone. Eight indicated that their program received support from their university and/or department primarily because it fit a priority; (e.g. “to be innovative,” a description befitting IPE programs). Another way an IPE program can meet a department priority is to increase student enrollment in department courses within a university system that allocates funding based on student enrollment levels.

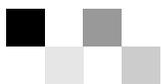
It also helps to identify priorities and concerns of state legislators and other funders of the university or college, again emphasizing congruities with the IPE program. For example, many state-funded universities experience pressure from state legislatures to contribute more directly to surrounding communities rather than focusing solely on research and publication. Such legislative concern has resulted in increased university collaboration with local community organizations. By their very nature, IPE programs establish collaborative relationships with community organizations.

Since administrators frequently do not have time to recognize subtle congruencies, a strategy may be needed for clearly elucidating consistencies between the IPE program and the priorities of departments, universities, and legislators.

From the very beginning, it is important to develop clear goals and objectives for the IPE program that are accepted and valued by administrators, key faculty, and community partners. The endorsements of community partners can positively impact university faculty and administrations. Establishing and achieving goals and objectives that are understood and valued helps IPE programs prove their worth to their various constituencies. Clear goals and objectives help program personnel focus on accomplishments that demonstrate the program’s value to participating departments. Ideally, such goals and objectives will be challenging, but attainable.

Outcomes-based evaluations generate the most useful information on program accomplishments. As one program director stated, “We live in an era of accountability. We need to be able to show that.”

Clear goals and objectives combined with outcomes-based evaluation procedures also help IPE programs attain funding from sources outside the university. Most, if not all, government and private funding sources have become outcomes-based in their assessment of the performance of funded programs. Skill at developing outcomes-based proposals, as well as a history of achieving viable outcomes, are key to continue funding an IPE program (*IPEC, July 2001; IPEC, December 2001*). It is usually advisable to provide frequent, though sometimes brief, feedback to all partners and interested parties about the program’s progress toward meeting its goals and objectives.





Address Operational Style Differences

The effects of an IPE program's style of operating needs to be considered apart from its goals and objectives, although the two overlap somewhat. Colleges and departments develop ways of operating that can be reflected in the departmental rules and regulations that have been developed or that are just expressed as "the way things are done." People become comfortable with those ways of operating. They sometimes are uncomfortable with or do not understand other ways of operating, especially when they are incompatible with their own.

The university-based IPE programs providing interview information identified several such barriers to the success of their programs (see Box 4:4).

One strategy to address such operational issues is to incorporate department and faculty styles into the IPE program operations. When an IPE program's operations are not consistent with the department and/or faculty's usual way of doing things, it is necessary to enhance understanding of the program to avoid, or at least minimize, faculty and/or administrators' discomfort with program operations.

Directors of the IPE programs interviewed offered the following words of advice:

- *Educate people throughout.*
- *Continual marketing is a key.*
- *Explain carefully and often.*
- *Communicate and persevere.*

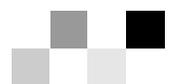
Box 4:4 — Barriers to Program Success

Of the 52 programs providing written interview information:

- 42 (81 percent) identified university administrator understanding of their programs as an issue; and
- 45 (87 percent) identified faculty understanding of their programs as an issue.

Of the 13 university-based programs interviewed by telephone:

- 5 (38 percent) identified university rules and regulations as an issue; and
- 5 (38 percent) identified faculty attitudes about teaching as an issue.





Avoid Becoming a Threat to Others

IPE programs can be perceived as a threat by other campus programs if, for example, the IPE program draws students away from enrollment in other courses or programs of study. IPE programs should anticipate such problems. If the threat is more imaginary than real, communication and discussion can sometimes remedy these misperceptions. If the threat is real, however, it may be necessary to develop additional strategies. Extensive advertising and recruiting to increase the applicant pool for the IPE program or even the whole department is one such strategy. Always searching for win-win situations goes a long way toward enhancing program sustainability.

Understand the Politics and Develop Strategies to Address Them

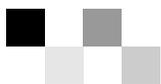
One IPE program director advised others to “Pay attention to the political side.” Barbaro (1986) has pointed out that starting a new program of study in academia usually means competing for scarce resources. These tend to be guarded by established, favored players (individuals and programs) on campus. Therefore IPE program administrators benefit from developing their political skills as well as their program skills. They need a good understanding of the competitive aspects of their educational environments.

Political considerations can surface in many forms. Probably the most common are the “turf” issues often exhibited through faculty fears that the IPE program infringes upon their areas of expertise or teaching styles. As one IPE program director explained, “The most resistance has been the faculty attitude that education only happens in the classroom. They have been slow to accept the program’s emphasis on working closely with the community.”

Another problem can be faculty beliefs that their own professional expertise is superior to those trained in other areas. Tensions and/or competition among departments for influence, resources, prestige, or other rewards are nearly always present in universities.

Strategies for addressing such issues can vary considerably, but several are worth considering. First, make every effort to establish strong, clear, and documented support of the participating colleges’ or departments’ chief executive officers. This support can help offset turf issues that surface. Involving “prestigious professions” may help an IPE program gain acceptance within the academic community. For one program interviewed, the involvement of the school of law provided such help.

IPE programs can also explore housing the program within a university structure that will not confine it to or overly identify it with one department. This allows perceptions of ownership of the program to be developed within more than one department or college. It can also help the program avoid interdepartmental politics.





Another strategy is to develop a strong base of community support. Active and vocal support from the community can affect attitudes toward the program within the university, especially within its various administrative levels.

It also helps to build a strong base of faculty support for the program. Communicate with and solicit input from as many faculty members as possible. Incorporate existing resources, especially key faculty and/or staff, into the project design whenever possible. There are some caveats to be noted, however. One IPE program director advised others to “Find the people who want to play, and make it fun for them. Make everyone involved feel important about what you are doing. Make the others feel left out. Don’t focus on the ones who are uninterested. You usually don’t need everyone.”

However, that same IPE program director also advises that a program should “Be a good community partner. Be a resource, not a competitor, within your university community. Don’t compete for students or resources. Be an active partner. Find ways to support sister programs. Share.” It should be noted that all of the grants of this director’s program have been cross-discipline and cross-department. The wisest course may be to become a good resource to those who have some interest and actively involve them, but avoid expending much energy on those who just aren’t interested.

Another sustainability strategy is to initiate and encourage cross-departmental interactions and activities that help faculty from different departments become familiar with each other, their respective areas of expertise, and the community. Faculty members frequently have limited contact with peers from other departments or with the community. As one IPE program director put it, “Part of it is being able to find the connections across the university and community; people who think outside of the box, and developing cross program/profession activities and approaches.”

It is important for an IPE program to remain visible within the university community. Attend meetings and events whenever possible, especially recognition events. Maintain regular dialogue with many others within the university community.





Develop Entrepreneurial Skills for Fund Procurement

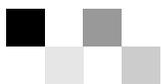
IPE programs begin in many different ways. Some begin purely out of the interest to more effectively prepare students or professionals to work interprofessionally in the community. Many others start only when funding for such education becomes available. However, financial support invariably becomes an issue for ensuring program sustainability.

One program that started without funding encountered problems because the administrative work was donated by faculty. Predictably, faculty burnout became a problem. Another program that was started through the blending of funding streams had developed a budget of over \$3 million per year. However, because of the nature of the funding, the program still had difficulty adequately funding some of its core functions.

The academic departments of several of the programs interviewed were initially supportive – freeing faculty time, allowing team teaching, and being supportive in other ways. However, budget tightening, departmental administrative changes, and other factors eroded much of that support. The reality is that even programs that begin with adequate levels of support usually have to find additional sources of support to continue for any significant length of time.

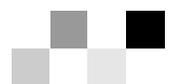
Developing administrative support within the educational system for an IPE program and establishing its legitimacy both help to secure funding, but do not guarantee it. Several additional issues and actions related to funding procurement need to be considered.

- An IPE program should identify clearly what it wants to sustain and importantly, what must be sustained for the program to continue. As simple as it sounds, sometimes such considerations are not adequately clarified. This will limit consideration of possible alternatives for continuation and thus hinder sustainability efforts.
- It is wise to develop competence at grant procurement, including an understanding of funders and their priorities. It is usually not sufficient to rely only on requests for proposals (RFPs) sent out by funders. Programs need to learn which funders are supportive of their activities by consulting their web sites or the web site of the Foundation Center (www.fdncenter.org). Writing letters of inquiry to private foundations and government funding sources, preceded by phone contact with their program officers, is often helpful. Identifying the uniqueness and significance of the program and relating these attributes to funder priorities is useful.





- Sustainability is easier when administrative costs are low. This not only decreases the amount of support needed but also indicates to potential funders that the program uses money wisely.
- Don't be afraid to "think outside the box" when developing fund-raising strategies (for example, open program courses to students from other colleges for a fee).
- Some IPE programs consider developing 501C3 (private, non-profit) status. Defining the program outside of a university department can enable it to pursue a broader range of funding while encountering fewer university barriers. However, such a step should be discussed with and support obtained from the program's university and community partners. Such action could be counterproductive if it violates any university rules or regulations or threatens needed constituents. Attaining 501C3 status will often be acceptable to others within both the university and community if it can increase needed resources without creating competition or turf issues between the program and its constituents.





Some Concluding Thoughts about Achieving Academic Sustainability

It is challenging for an IPE program to achieve sustainability within an academic setting. Two of the 14 IPE programs interviewed had become inoperative, at least temporarily. The directors of the other 12 programs were asked to rate their program's chances for achieving sustainability, using a scale from 1 (very little) to 7 (very good). The average program rating was 5. The only program given a rating of 7 was the recipient of state funding thought likely to continue for some time. Several of the directors also commented that they were probably being somewhat optimistic in their ratings.

Sustainability of an academic IPE program is probably only truly achieved when it receives permanent support from the academic institution. That is a feat not easily achieved. For example, the director of an IPE program that has existed for more than 28 years had only recently attained permanent faculty status. That change allowed the program's core courses to be supported through the regular department budget.

The rewards for engaging in IPE program development, though, appear to be worth the effort, at least to the IPE program directors interviewed. Their advice is presented in Box 4:5.

Box 4:5 — Advice from Program Directors

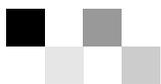
It will be the most frustrating and rewarding thing you ever do. Be prepared. Be persistent. Explain carefully and often. Don't expect people to just understand.

Don't own the effort too much, or it will burn you out. Let failures go, be flexible, tolerate ambiguity, be willing to make lots of mistakes.

It all starts with people. You need a team of committed people to make it work.

The issue is whether you are totally committed to it. Without that commitment the program won't last. The commitment is worth it, though. There is nothing more effective [in addressing community problems] than the ability to work collaboratively.

It is the wave of the future and we all have to face it. So go for it.





Enhancing the Sustainability of Partnerships

Academic IPE programs, by their very nature, usually need the involvement of community partners to be successful. They need placement sites where students can receive first-hand experience in interprofessional and community collaborations. They sometimes need the support of the community to help convince university and department administrations of the desirability of IPE training. Developing community partnerships that help the IPE program achieve its goals and objectives and that are sustainable is often critical to the long-term sustainability of an IPE program. Section III of this volume describes and discusses the nature and development of community/university partnerships. The following section identifies aspects of community/university partnership development that influence IPE program sustainability and discusses them in more detail.

Develop a Good Awareness of Community Needs and Priorities, Especially Those Related to the Focus of the IPE Program

As one of the interviewed program directors advised, “Know your community.” Every community has needs that have become priorities. Communities also tend to develop their own cultures; i.e., ways of viewing things and attempting to get things done. IPE program planners/administrators need to understand such community priorities and culture in general. It is essential that they understand those priorities that the IPE program might impact. Programs that respect, even incorporate, such community considerations encounter less resistance from communities and are more likely to develop sustainable partnerships.

Community knowledge can be improved by spending time in the community and talking with community leaders and others. Much of the needed information may not be written and must be gained through personal contact. Another strategy is to develop and utilize a strong community advisory board composed of individuals who represent community issues and understand how the community tends to operate. It is useful to involve the board in the planning and evaluation of the program and, at times, in representing the program to the community.





Understand the Priorities, Operations, and Motivations of Potential Partners

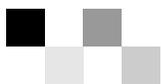
It is important, often even imperative, that the culture and priorities of each partner organization are consistent with the goals, activities, and desired outcomes of the program. It is advised to take an in-depth, realistic examination of the motivations within each organization before it becomes a program partner. Partner organizations that do not actually operate in ways consistent with IPE program priorities are much less likely to help the program achieve those goals, objectives, and outcomes. This will negatively influence the IPE program's likelihood of continuing.

There are factors that impede the development of such understanding. For example, if the community organization is to receive funding for the activities it carries out for the program, assessments of the consistency between the organization's priorities and operations and the program's goals can become difficult. Many community organizations, especially private non-profit organizations, are constantly searching for additional sources to fund their operations. They become adept at describing themselves in ways that are consistent with the priorities of potential funders, whether or not their own priorities and operations are actually consistent with those of the funders.

Such verbal and/or literary adeptness by potential partners can make it difficult to ascertain whether they actually share the IPE program's priorities or have the capacity to effectively conduct needed program activities. If they do not, the IPE program's quality and effectiveness will be compromised. In addition, when an organization's primary motivation for affiliating with the IPE program is financial, its contribution to achieving long-term program sustainability is likely to be limited.

Therefore, it is wise for IPE program staff to develop an adequate awareness of potential partner priorities, operations, and motivations. Gather and review written information about the organization's history, mission, structure, operations, services, and funding sources. To the extent possible, meet and talk with individuals throughout the organization, especially in the service units likely to be involved in the program. Seek out the opinions of respected others in the community about potential partner organizations.

Gather such information early in the program development process, before final program design, operational plans, and community commitments are made. Conversations and information gathering can be described as exploratory, avoiding promises of involvement in the program. Information gathering and decision-making processes may become more political when substantial funding is involved.





Prioritize Sustainability Considerations When Selecting Community Partners

Community partners should not be expected to participate in an IPE program purely out of altruism. Their involvement should meet priorities of their own. However, as previously emphasized, it is critical for the sustainability of the IPE program that those priorities are consistent with the priorities of the program. After learning about potential partners, an IPE program should resist pressure to form a partnership with every contacted or interested organization. Such pressure can result from feelings of obligations to the community or to partners from previous projects, and/or from a fear of not being able to find partners. Avoid letting such motivations affect planning and decision making. Instead, develop partnerships with organizations with optimal characteristics (see Box 4:6).

Developing effective community partnerships is critical to most IPE programs' long-term sustainability. However, community organizations experience a multitude of pressures, transitions, and changes. Therefore, an IPE program that continues for very long will usually need to develop new partners and let go of old ones. Remember to be flexible, persistent, and always keep the well-being of both the program and community organizations in mind.

Box 4:6 — Characteristics of Partner Organizations that Enhance Sustainability

Look for organizations:

- That share the program's primary goals and priorities;
- Whose primary motivation is to improve services to their constituents through more effective preparation of professionals working for and with them and not, for example, to find another source of funding or staffing for ongoing operations;
- That have other, relatively stable sources of support;
- That are either already engaged in collaborative interprofessional and community activities or are willing and able to be so; and
- Whose staff have the knowledge and expertise to conduct needed activities effectively or who are willing to receive training from the program to develop that expertise.





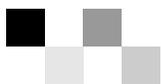
Prioritize Sustainability When Managing Partnerships

How an IPE program manages its partnerships with community organizations impacts the effectiveness and longevity of the partnership and, therefore, the program's sustainability. There are several partnership management strategies worth considering.

Enhance feelings of ownership of the IPE program by engaging partner organizations as early as possible in the planning and development of the IPE program and by operating as peers who recognize and value each partner's input. Involve each partner in decisions about the program whenever possible, especially major decisions that impact the program's direction or community connections.

Determine clear, mutually beneficial goals and outcomes for the partnership (see section III) as well as mutually agreed-upon procedures for monitoring activities and evaluating outcomes. Develop agreements that clarify each partner's roles and responsibilities and draw upon each partner's strengths and competencies. Maintain good communications with all administrative levels within each partner organization as well as with staff who actually perform work for the program.

Continually manage and monitor the partnership process to allow prompt response to any issues or problems that develop. Communicating successful outcomes contributes to sustainability as does recognizing each partner in all of the program's literature, promotions, and publications.





Sustaining the Goal of IPE

The primary goal of IPE is to improve the quality and effectiveness of human service delivery by enhancing interprofessional, organizational, and community collaborations with those designing, providing, and receiving services. This goal will be achieved only when the majority of human service planners and providers have the motivation and skills to develop fully collaborative efforts – ones that include service recipients as partners – to better design and integrate their services and activities. Fully collaborative efforts are ones in which resources are committed and jointly managed to accomplish collaboratively agreed-upon goals.

Achieving the goal of IPE involves affecting the values, beliefs, attitudes, knowledge, and skills of the human service professionals working in our communities. To accomplish such change, IPE training has to become an on-going part of the education provided within the fields that prepare human service professionals – education, the health sciences, psychology, social work, criminal justice, and related fields of study. This change has been slowly occurring. IPE training is, or has been, available to students and/or professionals in the education and human service fields through more than 130 programs around the country (see the IPEC national survey discussed in the Introduction), most of which are within university settings. This momentum must continue if the primary goal of IPE is to be attained.

If competencies in IPE were to be included in the accreditation/licensing requirements of education and human service professionals, attaining the goal of IPE would be virtually ensured. However, the momentum needed for such inclusion to occur is not at all certain to continue. The sustainability of many, perhaps most, IPE programs is tenuous. The information provided by the IPE program directors interviewed, as well as the experiences of the members of IPEC, indicate that IPE training is not in the consciousness of many human service education programs. Neither is it well understood by many of them.

Therefore, for the momentum for IPE training to continue several actions are likely to be needed. Four recommendations are found on the following pages.





Demonstrate the Effectiveness of Collaborative Approaches

The increased effectiveness of collaborative approaches to address human service problems within our communities as compared to more traditional, fragmented approaches needs to be more clearly demonstrated. The accomplishments of collaborative community endeavors reported to date have usually been modest and difficult to achieve (*White & Wehlage, 1995; Smithmier, 1995, Gardner, 1999*).

Such findings should not be surprising. Creating an effective collaborative effort among professionals, groups, and organizations within communities is difficult. As Foley, et al. (1997) and Brown, (2000) have observed, individuals involved in collaborative community endeavors rarely possess the knowledge, skills, and abilities to maximize the effectiveness of such efforts. As noted in the previous section, the development of such knowledge, skills, and abilities is seldom adequately addressed through the majority of programs that train the human service professionals within our communities (*Hoover & Achilles, 1995*).

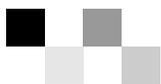
In addition, conducting the needed research is challenging, for it often involves the evaluation of multiple, broad impacts on a community over time, sometimes as a result of multiple interventions. Well-designed research is urgently needed to document the outcomes of collaborative efforts involving professionals and community members who have been adequately prepared to develop and conduct them. Establishing the effectiveness of interprofessional and community collaborations is necessary before IPE training will, or even should, be included in all human services training programs.

Demonstrate the Effectiveness of IPE Programs

Evaluations of IPE programs are too often measurements of student satisfaction with their training. IPE students' and graduates' knowledge and skills in IPE and their ability to engage effectively in collaborative activities need to be systematically documented by IPE programs. Conducting such evaluations is challenging, but it is quite possible (*IPEC, December 2001*).

Educate Funding Bodies

Funders significantly influence community practices and standards. For at least the past decade, both government and private funders have been encouraging communities to develop integrated approaches to address the issues and problems of at-risk populations. However, funders often do not fully appreciate the knowledge and skills needed for communities to effectively develop such approaches. Efforts are needed to educate funders about the desirability of supporting the development of IPE competencies among community professionals and others who engage in such collaborative endeavors (*Gardner, 1995*).





Enhance Communication Among People Involved in IPE

There have been a few recent attempts to increase communication among professionals and others engaged in IPE. However, those efforts have not endured. Our interviews with IPE programs throughout the country indicate that many IPE program directors are unaware of most, sometimes any, other IPE programs, even though all of the directors expressed a desire to interact with such programs. There is enough IPE activity to create a learning benefit from increased contact and communication. Members of IPEC are exploring possibilities for developing such communication. The contacts initiated with IPE programs to produce the survey data and interview information included in this chapter were first steps in that direction.

Such increased communication could enhance the quality of individual IPE efforts. It might also encourage the development of coordinated strategies for accomplishing the primary goal of IPE. Accomplishing that goal, however, may require many of those involved with IPE to broaden their spheres of concern from their own programs and communities to the more national focus of IPE's primary goal.





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IPE Program Telephone Interview Participants

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James Cook, Associate Professor of Psychology; UNCC Cleveland County Public-Academic Liaison Program at The University of North Carolina, Charlotte

Wayne Coombs, Director; West Virginia Prevention Resource Center at Marshall University

Winnie Dunn, Professor and Chair; Interdisciplinary PhD (Therapeutic Science) administered through the Occupational Therapy Education Program at The University of Kansas

Willie Elliot, Program Director; Public Child Welfare Certification Program at Northern Kentucky University

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Wally Peck, Chair; Design Technology Program at Benidji State University

Margret Potter, Associate Dean and Director; Center for Public Health Practice at The University of Pittsburgh

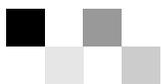
Marylyn Rodney, Director; Center for Healthy Communities at Sinclair Community College

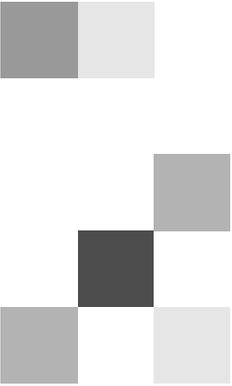
Mary Walsh, Director; Partnerships/Connect 5 Program at The Center for Child, Family and Community in the College of Education at Boston College

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** These individuals are members of the Interprofessional Education Consortium (IPEC) that developed this manual.*







V. Combining These Strategies

Five Case Studies to Demonstrate Variations in IPE Programs

The first four sections of this volume discuss key elements to create, implement, and sustain an IPE program. Each of these elements, of course, can assume many different forms. University settings, curricula, partnerships, and strategies for sustainability can all take many different directions. Consequently, when these elements are put together to form a unique IPE program, the combinations can be many and varied.

This is certainly the case with the five programs that participated as the Interprofessional Education Consortium at the Stuart Foundation. In this fifth section, each of the program directors describes his or her program as an example of how the elements fit together on his or her campus. These descriptions illustrate the range and diversity of IPE and provide a picture of existing programs that could serve as models for others. The descriptions are practical examples of how the four elements of this volume have worked in real settings, at real universities, with educators facing the opportunities and challenges described in the previous pages.





1. California State University, Monterey Bay Institute for Community Collaborative Studies

Jerry Endres, MSW, Community Director

Demographic Profile of the University

Structure

CSUMB is one of 23 state-funded, four-year institutions of higher education in California known as the California State University system (CSU). Opened in 1995, CSUMB operates on a fall and spring 15-week semester schedule and offers a summer session.

Location

The school is located on Monterey Bay in Seaside, California. This Fort Ord site became a CSU campus after the base was turned over to state use.

Faculty

As of March, 2002, the university employed 114 full-time equivalent (FTE) faculty and 166 part-time faculty.

Students

March, 2002 enrollment included 3,020 full- and part-time students. Of those, 59 percent are female and 41 percent are male. Ethnicity of the student population is 46 percent Caucasian, 26 percent Hispanic/Mexican American, 4 percent Asian American, 4 percent African American, 1 percent Native American, and 19 percent other/unknown.

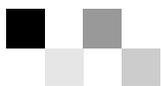
By the year 2030, CSUMB is expected to enroll 15,000 full-time equivalent students; approximately 4,000-6,000 will be instructed through distance-learning programs.

Governance

CSUMB is organized into four academic centers. Institutes are within the centers, and the Institute for Community Collaborative Studies is located in the Center for Collaborative Education and Professional Studies.

Website

<http://iccs.csumb.edu>





Demographic Profile of the Interprofessional Education Program

The Institute for Community Collaborative Studies (ICCS) at California State University, Monterey Bay is recognized as a uniquely innovative program that provides an integrative and multidisciplinary approach to the study and practice of health and human services delivery, as well as the collaborative processes essential to organizations, communities, families, and individuals empowering themselves to create positive change.

Students begin at CSUMB or transfer from community colleges into a two-year, upper division program, leading to a bachelor's degree in Collaborative Health and Human Services.

The philosophy of the Collaborative Health and Human Services program is to research, study, and promote interprofessional, multicultural, and collaborative approaches to the delivery of community-based public health and social services and the development of public policy through an integrated academic and field-based curriculum. The program is founded on the belief that such approaches are essential for individuals, families, organizations, and communities to empower themselves to create positive change and efficiently and effectively deliver services.

Starting an IPE Program

Historical Context

In 1995, as the Fort Ord conversion to public use was planned, human service agency administrators from United Way, welfare agencies, superintendents of school districts, health departments, probation, recreation, and libraries from Monterey, San Benito, and Santa Cruz counties advocated for and helped the university create the Institute for Community Collaborative Studies. It was their vision to create a community/university partnership model to prepare students for integrated human services delivery systems and foster collaboration within the community. These principles parallel the university vision statement.

The ICCS Advisory Board, consisting of these community leaders, had a central role in developing the Major Learning Objectives (MLOs) for the undergraduate curriculum. They also envisioned a “community-side” function for ICCS to provide a training and technical assistance role for community problem solving to augment the region's capacity for integrated human service delivery systems. As a result of this formative collaboration, stakeholders throughout the region participate on project teams with faculty and students to guide curriculum and community projects from conception through evaluation.





Creating the Educational Component

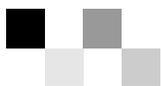
Educational Philosophy

ICCS's interprofessional educational program offers a bachelor's degree in Collaborative Health and Human Services (CHHS). As students learn the basic tenets, philosophical assumptions, and value systems of the health and human services fields, they begin to understand the politics, demographics, economics, and other external factors which impact service delivery and principles of collaborative human service delivery; and they commence their field practice experience with area agencies.

The second phase of the major develops expertise in a concentration of community health, social work, or public policy. Fieldwork, additional coursework, and a senior capstone project prepare students for graduate education or workforce entry.

Curriculum Overview

CSUMB academic programs are outcomes-based. The MLOs are achieved through intensive academic study, field practice experiences, and competency-based assessment of student work. The ICCS staff and faculty organized a panel for each MLO comprised of professionals to develop specific competencies of knowledge, skills, and attitudes. Course and fieldwork are designed to learn these competencies. Criteria are developed in both the courses and the field to assess students' progress during their participation in the curriculum.





Similar to all CSUMB students, CHHS students must complete two graduation requirements: 1) University Learning Requirements (ULRs) and 2) Major Learning Outcomes (MLOs). The CHHS MLOs were developed in collaboration with professionals from a broad range of health and human service agencies in CSUMB's tri-county region and approved by the ICCS Community Advisory Board. These professional competencies include the following (see CSUMB website for detailed core and supporting competencies):

- Collaboration;
- Conflict resolution, negotiation, and mediation;
- Cross-cultural competency;
- Information management;
- Financial management;
- Knowledge of health and human services;
- Leadership;
- Professional communication;
- Professional ethics;
- Policy analysis and advocacy;
- Statistics and research methods; and
- Systems management.

Students are expected to perform a minimum of 400 hours of fieldwork in agencies of their choice. Tied to their course work during the first year, students learn interprofessional skills in collaborative settings based on a learning agreement that is developed with their field mentors. (See page 61 for an example of a learning agreement.)





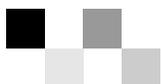
Pathways to Interprofessional Education

The interprofessional nature of the CHHS curriculum provides students with a variety of structured learning opportunities in both the classroom and the field. It also offers multiple pathways, including prior experience to master the competencies. To graduate, students must demonstrate competency at the entry-level of professionalism in each MLO. Students are assessed on their progress toward the successful achievement of the MLO's core competencies through:

- The course instructor's evaluation of classroom performance;
- The field mentor's evaluation of professional development and performance in a structured field experience; and
- An assessment by academic faculty and professionals from the student's field of concentration, who evaluate the student's portfolio of completed work at the conclusion of the senior year.

The core courses for the major include the following:

- Major Proseminar (4 units);
- Introduction to Social Work/Field Practice (5 units);
- Introduction to Community Health/Field Practice (5 units);
- Fundamentals of Collaborative Leadership (4 units);
- Computer Applications in Human Services Delivery (1 unit);
- Conflict Resolution, Negotiation, and Mediation (4 units);
- Professional Ethics (4 units);
- Non-Profit Financial Management (4 units);
- Systems Management (4 units);
- Health and Social Policy (4 units);
- Research Methods (4 units);
- Introductory Statistics (3 units);
- Senior Capstone Seminar (2 units);
- Advanced Practice in Social Work (4 units);
- Advanced Practice in Community Health (4 units); and
- Senior Fieldwork (6 units).





Faculty Profiles

The Institute consists of three professors, a community director, a field practice coordinator, an office manager, adjunct faculty, and student assistants.

Building University and Community Partnerships

Community Partnership Philosophy

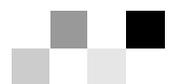
The CSUMB vision promotes partnerships with the community to improve education, training, and student service. The balance between ICCS's community and academic programs has enabled students, faculty, and staff to cross institutional boundaries and develop cooperative agreements for innovative projects and collaborative service outcomes. ICCS has a unique structure with the academic field and community programs. The community role of ICCS facilitates collaborative problem solving in communities focused on improving the well-being of children and families. The community director obtains grants and contracts to maintain community partnerships. The university does not contribute toward this position. Fiscally, all of the resources for the community side of ICCS are managed by the CSUMB Foundation.

Community Profile

There are approximately 2,000 public and non-profit programs or agencies in the tri-county area. A coastal set of communities with an historic economic base in agriculture, military, and fishing is now integrated with marine research, high tech, services industry, education, health, and tourism. The population is multicultural with new immigrants mainly from Mexico.

Number of Community Partnerships

During the last five years, the program has developed approximately 75 community partnerships in the areas of student field placements, community organization for welfare reform, child care planning, community and school health projects, child welfare, family and community evaluation models, and children's health.





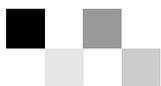
Purpose and Scope of Partnerships

The program is six years old. It uses collaborative strategic planning with community partners, funded by the Stuart Foundation, to set and achieve outcomes. The program has achieved the following outcomes:

- In collaboration with health and human service agencies, developed and integrated curriculum standards for performance consistent with the needs for entry-level professionals;
- Developed assessment tools to measure performance-based competencies in both the classroom and the field;
- Collaborated with university and community partners to increase opportunities for interprofessional education across the region. As a result, ICCS has the working elements of a continuum of interprofessional competencies shared with community colleges, field mentors, and staff development officers;
- Created a model that provides access to a health and human services education continuum for students and working professionals on a pathway from community colleges to our university and on to professional staff development;
- Created a cadre of field mentors who are contributing many hours mentoring students; and
- Through student placements, contributed an increasing number of hours each year (65,000 in five years) to serve children, families, and communities.

Partnership Agreement Forms, Contractual Agreements, Memos of Understanding

The field program uses a series of agreements between the student, field mentor, and university. Forms for such agreements can be found on the program's website. Contractual agreements exist for contracted work with other grant-funded projects on the community side.





Interprofessional Education Initiatives and Activities

Collaboration between ICCS and the University Center for Teaching, Learning, and Assessment has focused on developing a pathway for assessment of student outcomes. Components in the assessment process include:

Curriculum

- Courses based on major learning outcomes with core and supporting competencies;
- Student self-assessment upon entering program;
- Capstone project criteria;
- Portfolio review criteria; and
- Student exit self-assessment.

Field Education

- Interprofessional skills self-assessment;
- Learning agreement and MLO evaluation by field mentor;
- Site evaluation by student; and
- Collaborating partner including interprofessional site criteria.

Post-Graduation

- Graduate school assessment;
- Employer assessment; and
- Student-employee assessment.

Sustaining Interprofessional Education

ICCS planned to integrate the interprofessional program into the curriculum from the beginning. The competencies from the Stuart Foundation Interprofessional Education Consortium and those developed with our community partners are both integrated into the course structure. Field mentors receive training to provide interprofessional sites. ICCS has included community collaborators from the advisory board, field mentors, community colleges, and staff development officers from the onset of planning and subsequent implementation of both the academic and community programs. Perhaps the program's greatest achievement for sustainability is the newly developed master's program in public policy, a collaborative project with the Panetta Institute for Public Policy.





2. California State University, Sacramento Interprofessional Education Program

Chrystal C. Ramirez Barranti, PhD, MSW, Program Director

Demographic Profile of the University

Structure

California State University, Sacramento, is the seventh largest of the 23 state-funded, four-year institutions of the California State University system (CSU). CSUS offers 60 undergraduate degrees and 40 graduate degree programs. It operates on a fall and winter semester schedule, with additional course offerings in the January intersession and the summer sessions.

Location

Known as “The Capital University,” CSUS is located only five miles from the state capital of California. A multi-ethnic community of 2 million populates this Northern California metropolitan area.

Faculty

There are approximately 880 full-time and 770 part-time faculty members that help support a 21-to-1 student faculty ratio.

Students

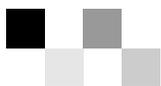
Student enrollment is approximately 27,000, representing California’s diverse multicultural population. 21,500 of the students attending CSUS are enrolled in undergraduate programs.

Governance

The university is comprised of seven colleges that provide the 100 degree programs available to students.

Website

www.hhs.csus.edu





Demographic Profile of the Interprofessional Education Program

The College of Health and Human Services (CHHS) has taken the leadership at CSUS in bringing interprofessional education programming to the campus. CHHS is an interprofessional college made up of seven programs that include nursing, social work, recreation and leisure studies, criminal justice, kinesiology and health sciences, physical therapy, and speech pathology and audiology. Seventeen different professional accreditation bodies accredit CHHS. Interprofessional education including interprofessional research and community service projects are an integral part of the college's mission.

Starting an IPE Program

Viewed as a start in the ongoing development of instituting interprofessional education programming, IPE is currently offered through the Rancho Cordova University-Community Partnership (RCUCP) and includes community partners and students and faculty from CSUS. The university/community partnership was formed to work collaboratively to improve the academic, health, and social well-being of underserved, at-risk children, youth, and families residing in the Rancho Cordova community. Simultaneously, opportunities for interprofessional, interdisciplinary, and community-based learning experiences for CSUS students have been provided through the partnership. An interprofessional clinical seminar, after-school programming, and community development are the most visible interprofessional education components of RCUCP.

Creating the Educational Component

Interprofessional education, research, and community service have been at the heart of the mission of CHHS, as summed up in the following statement.

The mission of the College of Health and Human Services is to provide high quality education and well-prepared graduates who demonstrate proficiency, critical thought, leadership ability, creativity, and commitment in current and future professional practice... The college prepares students for roles in society as productive citizens, fully committed to enriching the lives of others, promoting mutual respect for diverse populations, and lifelong learning.

The college's commitment to community partnering to meet social needs has led to more formal efforts to implement interprofessional education programs.





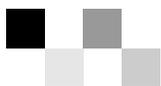
Educational Philosophy

CHHS heartily embraces the view that no single discipline can meet the complex social needs facing today's individuals, families, and communities. It is only through interprofessional and collaborative approaches of many disciplines in partnership with community agencies and community members that social issues can be adequately addressed. Underpinning this view, the college espouses an educational philosophy that highlights the significance of experiential learning where students can put theory into direct practice. Community-based, interprofessional fieldwork experiences are essential to professional preparation of students.

Curriculum Overview

Very early in the offering of the interprofessional courses, curriculum development resulted from a partnering of university faculty from nursing, social work, recreation and leisure studies, and criminal justice with representatives of Rancho Cordova's community agencies. With IPEC's creation of Volume I of this series, *Defining the Knowledge Base for Interprofessional Education*, a solid foundation was available to include specific interprofessional curriculum material in three courses: Community Health Nursing (NS 144), Social Work Field Practicum (SWRK 295A & B), and Community Organization (RLS 137).

Working collaboratively with the Rancho Cordova community, the college has implemented two interprofessional courses. With funding from the Stuart Foundation, a community-based interprofessional clinical seminar has been offered for the past four years (Community Health Nursing/Social Work Field Practicum). The seminar is co-taught by a nursing professor who is also a practicing school nurse and a social work professor. Nursing students and both bachelor's and master's level social work students collaborate as an interdisciplinary team. The students carry a caseload of at-risk students and their families. Likewise, over the last four years, students from other disciplines have enrolled in a Recreation and Leisure Studies course on Community Organization (RLS 137). Students in RLS 137 typically represent such disciplines as criminal justice, social work, psychology, etc. These students participate in major service in the Rancho Cordova community, including community asset mapping, tutoring and mentoring at-risk youth, and collaboratively planning community celebration activities.





In addition to subject specific material, there are seven interprofessional core competencies that are addressed throughout each course. These core competencies were identified by IPEC (2001) after extensive review of the literature on interprofessional education. These competencies are well defined in Volume I of this series, *Defining the Knowledge Base for Interprofessional Education*, and include the following.

- Family-centered practice;
- Integrated services;
- Collaboration/group process;
- Leadership;
- Communication;
- Assessment and outcomes; and
- Social policy issues

Volume II in this series, *Evaluating Interprofessional Education Programs*, provides an excellent format for both process and outcomes evaluation. The effectiveness of the interprofessional courses to enhance student interprofessional competencies is assessed through the use of pre- and post-test instruments. In addition, follow-up surveys are used with graduates who have been working in their professions for at least one year after completing their degrees.

Pathways to Interprofessional Education

As students in CHHS complete their regular degree requirements, they are exposed to several experiential learning opportunities through such courses as the interprofessional clinical seminar and RLS 137 Community Organization. Nursing students come into the community-based interprofessional clinical seminar by enrolling in NS 144 Community Health Nursing. Some students are especially interested in acquiring skills to help them work collaboratively while others are newly introduced to the orientation. Social work students make their way to the seminar by way of SWRK 295A & B Social Work Field Practicum. Like the nursing students, some of the social work students have purposely selected the placement and seminar to increase skills in collaborative interprofessional work while others are newly introduced to the orientation as they begin the course. Similarly, students from across disciplines who enroll in RLS 137 Community Organization hope to develop skills in community assessment, development, and organizing.





Faculty Profiles

Currently, there are three CHHS faculty directly involved in the Rancho Cordova University-Community Partnership. They include an assistant professor in the Division of Social Work, an adjunct professor in the Department of Nursing, and an assistant professor in the Department of Recreation and Leisure Studies.

Significant teaching and role modeling is also provided by field instructors and proctors. For example, public health nurses, school nurses, social workers, school counselors, and teachers provide critical on-site and in-community instruction.

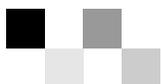
Building University and Community Partnerships

Community Partnership Philosophy

University/community collaborative partnerships are an essential component to fulfilling the college's mission to provide exceptional professional and socially relevant education. The college embraces the belief that it is only through interprofessional and collaborative approaches of many disciplines in partnership with community agencies and community members that the complex and multi-dimensional social issues can be adequately addressed. Cooperative agreements with community partners have supported the provision of interprofessional experiential learning experiences for students while making a difference in the community. Through the Rancho Cordova University-Community Partnership faculty, students, community agencies, and community members collaborate to meet evolving needs and emerging issues.

Community Profile

A 1995 community needs assessment of the Rancho Cordova community indicated that more than 60 percent, or more than 2,700 children in the community, live in poverty. Many of these children experience violence, abuse, neglect, health problems, homelessness, and crime associated with drugs and alcohol. The rate of violent crime in Rancho Cordova is significantly higher than average in California. Many of Rancho Cordova's children fall through the cracks of the health and education systems. Only 25 percent of eligible children receive child and disability prevention services. Sixty percent of the families have been dependent on Temporary Assistance for Needy Families (TANF) and the impact of welfare reform has been tremendous. The high school drop out rate ranges from 8.1 percent to 35.6 percent (in one of the continuation high schools). Gang-related activity is on the rise. One out of four live births are to single mothers. Rancho Cordova ranks second in reports to Sacramento County Children's Protective Services. Overall, the community needs assessment concluded that, "sense of family and sense of community" need strengthening. Out of this community needs assessment a university/community partnership was forged with CHHS, community agencies, and community members.





Number of Community Partnerships

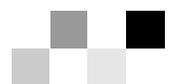
The Rancho Cordova University-Community Partnership consists of a collaborative of community agencies that serve the Rancho Cordova community. Partners in this collaborative effort are:

- Folsom-Cordova Unified School District (FCUSD);
- Healthy Start programs associated with the school district;
- Cordova Community Collaborative for Healthy Children and Families;
- Cordova Department of Recreation and Parks;
- Sacramento County Health Department;
- Sacramento County Department of Human Services;
- Mills Family Service Center; and
- Family Service Agency.

Over the last four years, representatives from these agencies, community members, and CHHS faculty have regularly met to identify challenges facing the community and interprofessional strategies for improving academic performance and the physical and emotional well-being of community residents. To date, collaborative efforts of the university/community partnership have resulted in an infusion of university students into the community as part of academic coursework, professional field practica, and a commitment to civic and social responsibility. Significantly, the impact has been increased services to at-risk youth and their families living in the community.

Purpose and Scope of Partnerships

Through the Rancho Cordova University-Community Partnership, the interprofessional education program has worked collaboratively to achieve the concurrent goals of addressing the health and social well-being needs of high-risk children, youth, and families through interprofessional, community-based, student-faculty learning teams. Funding from the Stuart Foundation supported building the initial collaborative partnerships.





Partnership Agreement Forms, Contractual Agreements, Memos of Understanding

The college uses memoranda of agreement to formalize agreements between the college and community agencies that provide community-based learning opportunities and field instruction. Letters of agreement also document partnering activities that do not involve any transfer of university funds or equipment.

Composition of Advisory Board

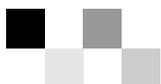
The advisory board is made up of the Dean of the College of Health and Human Services, faculty teaching in the Rancho Cordova University-Community Partnership initiatives, and representatives of community partner agencies and groups.

Interprofessional Education Initiatives and Activities

Every department and division within CHHS is involved in university/community partnerships of some kind. IPE components have so far been concentrated in the teaching-learning programs that have been in collaboration with the Rancho Cordova University-Community Partnership. This is achieved through the IPE courses previously identified and through the AmeriCorp after-school programs. Through the University-Community Partnership, the college is currently involved with the Cordova Collaborative in writing a grant to build a teen center at the community's high school. Students from almost every discipline in the college will have an opportunity to participate in interprofessional community-based courses as the teen center comes to fruition.

Sustaining Interprofessional Education

CHHS has been fortunate to receive a four-year grant from the Stuart Foundation for interprofessional education. The funds helped launch student experiential learning experiences in interprofessional and community-based health and social services. This collaboration has benefited students, faculty, and the community. As the founding funds from the Stuart Foundation come to an end, the Rancho Cordova University-Community Partnership and related interprofessional education courses will continue to be implemented and built upon. The college has always encouraged the integration of IPE core competencies identified by the Stuart Foundation Interprofessional Education Consortium into coursework across the many disciplines within the college. Funding to sustain the program will come from CHHS and participating departments and divisions. Additional grants for further university/community partnership projects that inherently include interprofessional education coursework and student experiential learning will continue to be sought.





3. San Francisco State University Child and Adolescent Development Program

Marjorie Seashore, PhD, Program Director

Demographic Profile of the University

Structure

San Francisco State University (SFSU) is one of 23 state-funded, four-year institutions of higher education in California known as the California State University system (CSU). SFSU operates on a fall and winter 15-week semester schedule and offers intersession and summer sessions.

Location

SFSU is an urban campus located in the city of San Francisco.

Faculty

There are approximately 1,700 members of the faculty, including 900 lecturers who are primarily part time.

Students

The student body of 26,000 includes 20,000 undergraduates. The majority of the students come from the San Francisco Bay Area; the rest hail from every state and 90 countries. The total student body reflects the racial and ethnic diversity of the state of California, with more than two-thirds being students of color. In fall, 2001, 30 percent of undergraduates were Asian; 29 percent white, non-Latino; 15 percent Latino; 12 percent Filipino; 7 percent African American; and 7 percent other students of color. Women comprise about 60 percent of the student body. The average age of undergraduates is 24. Roughly two-thirds of the undergraduates enter the university as transfer students, primarily at the junior level. Most students are employed at least part time, many of them full time.

Governance

SFSU has eight colleges and currently offers 112 bachelor's and 93 master's degrees, two joint doctorates with the University of California, Berkeley, and one joint master's with the University of California, San Francisco.

Website

<http://cad.sfsu.edu>





Demographic Profile of the Interprofessional Education Program

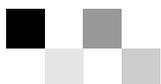
At the undergraduate level, the IPE program at San Francisco State University is embedded in the multidisciplinary Child and Adolescent Development (CAD) program. The CAD program is the academic unit of the Marian Wright Edelman Institute for the Study of Children, Youth, and Families. Although housed administratively within the College of Behavioral and Social Sciences, the CAD program is more accurately described as a cross-college collaboration. Much of the curriculum is offered through other colleges in the university, particularly the College of Education and the College of Health and Human Services. The position of CAD Coordinator (the equivalent of a department chair) has been held by faculty from the departments of nursing, music, recreation and leisure studies, and sociology. The chair of the curriculum committee which designed the program is from the College of Education.

The CAD program is a two-year, upper-division program leading to a bachelor's degree in Child and Adolescent Development with one of the following four formal concentrations.

- Young Child and Family – for students pursuing careers working with infant-toddler/pre-school children and their families;
- School Age Child and Family – for students planning to become classroom or special education teachers in elementary or middle school;
- Youth and Family – for students interested in working with adolescents and their families in a variety of social service capacities, and also those interested in similar types of work with younger children and their families; or
- Research and Public Policy – for students planning a career in public policy development, advocacy, or research focusing on children, youth, and families.

The CAD program has established close connections with two local community colleges, City College of San Francisco and Cañada College in San Mateo County, to ease the transition of their students into the university. CAD program advising and selected courses in the major are currently offered on their campuses as well as at the university.

As of fall, 2001, there were more than 200 CAD majors. Women greatly outnumber men (9:1) among CAD majors. The ethnic diversity among CAD majors mirrors that of the university. Many of our majors are fluent in a second language (48 percent in spring, 2000, the most recent figures available), primarily in Cantonese, Mandarin, and Spanish.





Starting an IPE Program

The CAD program along with the Marian Wright Edelman Institute was formally established in 1998 at the instigation of the then-Vice President of Academic Affairs to bring together faculty and courses throughout the campus working with children, youth, and families. The degree program was originally designed by a multidisciplinary group of faculty representing a variety of departments in the colleges of behavioral and social sciences, education, ethnic studies, health and human services, and humanities. Although not explicitly intended to be an IPE program, many of the faculty involved in the development of the CAD Program had earlier worked with the Bay Area School Development Program (BASDP), a collaboration between the College of Behavioral and Social Sciences and the College of Education at San Francisco State University and three local school districts to implement James Comer's School Development Program (SDP) in selected inner city schools. At the university, BASDP was closely allied with, although separate from, the graduate-level Integrated Services Specialist program (also described in this volume), because of the importance of IPE for personnel working in schools implementing SDP.

After the degree program had been created, but before it was finally approved, the Stuart Foundation invited the Dean of Behavioral and Social Sciences to submit a proposal for incorporating IPE into the CAD program. Funding from the Stuart Foundation has been used primarily to support program development, including establishing partnerships with community agencies to provide students with internship experiences in integrated services. The administration of the degree program and the staffing of courses in the curriculum are supported by university general funds.





Creating the Educational Component

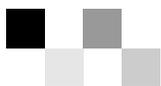
Educational Philosophy

The goal of the CAD program is grounded in IPE principles to prepare students to work in settings that provide integrated services to children, youth, and families in a variety of contexts. The goal is that CAD graduates employed in the field of human services for children, youth, and families will, through their work, provide and/or promote services that are:

- Strengths based;
- Prevention oriented;
- Child centered;
- Family focused; and
- Culturally responsive.

Program faculty are committed to providing students with the following strengths: A multidisciplinary understanding of the experiences of children, youth, and families from a variety of cultures and social circumstances; and knowledge of effective approaches to serving diverse populations. This commitment is reflected in the following additional IPE-related objectives which are emphasized in the CAD major and which guided the design of the major.

- Understanding of child and adolescent development
Students will increase their knowledge of both typical and atypical patterns and processes of various aspects of child development, including physical, social, cognitive, and communication pathways.
- Cultural competence
Students will increase their understanding of a broad variety of family systems. Students will increase their knowledge of, and sensitivity to, racial, ethnic, and economic diversity in family life and child rearing practices, as well as sociocultural differences and their impact on styles of interaction and receptivity to services.





Curriculum Overview

The CAD major consists of a required core of 34-38 semester units, plus an additional 18-20 units in one of the four concentrations previously identified.

The IPE component is concentrated in three courses in the required core of the major. The first course in the major is CAD 300: Professional Roles and Careers in Child and Adolescent Development. This is a 3-unit course which introduces students to the field, including the basic principles of IPE and integrated services. The other courses in the core, which students typically take in their final semester, are CAD 600 and CAD 601 which consist of a 2-unit culminating internship experience of 150 hours and an accompanying 2-unit seminar focusing on core IPE competencies and how they apply to their internship setting. The seminar and internship emphasize the application of theoretical concepts in cross-disciplinary communication and collaboration, leadership, interprofessional program development, and outcomes-based evaluations.

These three courses are currently the only courses in the major offered under the CAD prefix. All other courses included in the major are offered through other departments. Virtually all of these other courses already existed when the CAD major was developed. In fact, a condition of the approval of the CAD major was that it be comprised of courses already in the university curriculum. Currently, the courses from which students make selections represent 29 different departments throughout the university. Courses offered by other departments, or at least those in the required core, incorporate IPE core competencies to varying degrees, but all are consistent with an IPE approach.

In addition to the CAD courses, students complete the required core by selecting from specific courses in each of the following areas:

- Family systems;
- Cross-cultural perspectives;
- Specific cultures;
- Developmental perspectives (physical, social, cognitive, communication);
- Atypical development; and
- Research.





Additional areas included in the major vary by concentration:

Young Child and Family

- Observation and assessment;
- Preschool curriculum and methods;
- Child development;
- Curriculum specialties;
- Working with families; and
- Children and families with special needs.

School Age Child and Family

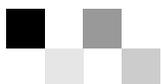
- Communication development;
- Literature;
- Mathematics/science;
- Physical education;
- Social science; and
- Arts.

Youth and Family

- Adolescent development;
- Family; and
- Issues and services (health, sexuality, recreation, social services).

Research and Public Policy

- Policy analysis;
- Health education/child welfare;
- Specific policy areas and skills such as community organizing;
- Statistics; and
- An independent research/policy analysis project.



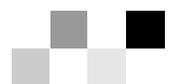


Pathways to Interprofessional Education

The CAD major is open to all students who meet the requirements for admission to the university. CAD 300, the first course in the major is open to any student who has completed prerequisite courses in child development and in children, families, and community, with priority given to students who have declared CAD as their major. Non-matriculated students may enroll in CAD 300 on a space available basis through the Open University program offered through the College of Extended Learning. CAD 300 and selected core courses are also offered on the campuses of two local community colleges to encourage students in child development to continue on to complete a bachelor's degree. CAD 600 and 601, the internship and seminar are open only to CAD majors.

Faculty Profiles

The CAD coordinator is a tenured full professor at the university, generally from a department offering courses in the major. The coordinator is assisted by the CAD Faculty Council, the core of which consists of seven other tenured faculty (all but one of whom is a full professor), one tenure track assistant professor, and two lecturers. All tenured/tenure track faculty hold doctoral degrees in their area of specialization; the two lecturers have master's degrees. The formal university appointments of the CAD coordinator and all the current members of the Council are in other departments representing a variety of disciplines (consumer and family studies, elementary education, special education, nursing, psychology, recreation and leisure studies, social work, sociology, speech communication). Those courses with a CAD prefix are taught by the CAD coordinator and by two lecturers with master's degrees. The program anticipates making its first tenure track faculty appointment in fall, 2002, and hopes to have a second position by fall, 2003.





Building University and Community Partnerships

Community Partnership Philosophy

CAD community partnerships provide students with experience applying best practices in organizations that provide multiple site-based services for children, youth, and families. In return for supervising interns, organizations benefit from having students who know how to work collaboratively and effectively with diverse populations and who will be on site for 150 hours during a semester. Both the community partners and the interns are a valuable source of information for aligning theory and practice in the CAD curriculum.

Community Profile

San Francisco and the surrounding Bay Area are extremely diverse both culturally and socio-economically. The area also has a very high cost of living, which has led to economic hardship for many families and created a high demand for services. Partner agencies serve predominantly low-income, urban populations along with middle income families with special needs. There is an enormous need in the community for bilingual services. One of the strengths of the CAD program in serving the needs of local families and agencies is the high percentage (almost half) of students who are fluent in a second language. In addition to public schools and government agencies, there are a large number of community-based organizations that are potential partners.

Number of Community Partnerships

Community partners offer CAD majors hands-on internship experiences in educational institutions, health and human service agencies, and organizations focusing on public policy issues and/or research related to children, youth, and families. The program currently has 25 partners providing internship opportunities. New partnerships are added on an ongoing basis.





Purpose and Scope of Partnerships

Currently, partnerships focus on developing appropriate placements for CAD student interns. Most, although not all, of the partners provide a variety of integrated services for children, youth, and families. All provide students with opportunities to meet IPE learning objectives. Some of the current partners are members of the Community Advisory Board. Others have given guest lectures in CAD classes. The program hopes to build broader relationships with partners that offer multiple internship opportunities. The program plans to host an annual partner meeting to thank them for their support and to discuss how well the CAD program is contributing to improved services and outcomes for their community.

Partnership Agreement Forms, Contractual Agreements, Memos of Understanding

Each CAD student is required to complete an internship of 150 hours in a partner organization. Each internship site is carefully pre-selected on the basis of the quality of services offered (based on reputation and a site visit), the appropriateness of the professional activities in which interns will engage, mutual understanding of the IPE competencies which the internship experience needs to provide, and the qualifications of supervising staff. Supervisors and students are given a list of internship objectives covering the IPE competencies. At the completion of the internship, the supervisor completes an evaluation of the student's performance as an intern, including ratings on each of the program learning objectives. Similarly, students complete an evaluation of the degree to which their placement provided opportunities to meet their learning objectives. CAD maintains ongoing contact with the supervisors to assure that the partnership is succeeding in achieving mutual and respective goals.

Composition of Advisory Board

Internally the CAD Faculty Council functions in both an advisory and decision-making capacity. Faculty from City College of San Francisco and from Cañada College, each of which has a large number of students in Child Development/Early Childhood Education and currently offers upper division courses in the CAD major, also work with the Council to build and maintain articulation between campuses.

The Community Advisory Board consists of representatives drawn from current partner organizations as well as other community leaders that may become partners in the future. Members of the Board include local leaders from the early childhood community, social services, the school district, and non-profit research and advocacy organizations. The Board meets at least annually to provide input on the needs of their communities in relation to the CAD program.





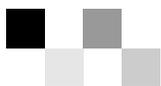
Interprofessional Education Initiatives and Activities

In addition to the CAD Program, the university offers IPE at the graduate level through the Integrated Services Specialist (ISS) certificate program and as a concentration within both the master's in Public Administration and the master's in Education, Interdisciplinary Studies Program. Individual IPE courses in the ISS program are required in the master's in Psychology: Concentration in School Psychology, the Pupil Personnel Services Credential: School Psychology Designation, and the Professional Level II Education Specialist Credentials for teaching students with mild/moderate and moderate/severe disabilities. Several CAD faculty are also members of the ISS Interprofessional Faculty Workgroup.

Sustaining Interprofessional Education

The multidisciplinary CAD curriculum provides both richness and logistical complexity. The greatest challenge to sustaining IPE in the CAD program is maintaining a strong IPE focus as CAD coordinators and faculty change over time. The addition of full-time tenure track faculty in the CAD program will be a great benefit. Affiliation with the Marian Wright Edelman Institute will help provide ongoing professional development, maintain strong cross-departmental collaboration and build additional community partnerships.

The CAD program itself is a formally established degree program at the university, with the administration and curriculum of the program fully supported by the university with general funds. The program's success in growing to more than 200 majors in just four years, combined with support from the community, helps stabilize funding, even in times of budgetary cutbacks.





4. San Francisco State University Integrated Services Specialist Program

Tricia Karasoff, PhD, Program Director

Demographic Profile of the University

Structure

San Francisco State University (SFSU) is one of 23 state-funded, four-year institutions of higher education in California known as the California State University system (CSU). SFSU operates on a fall and winter 15-week semester schedule and offers intersession and summer sessions.

Location

SFSU is an urban campus located in the city of San Francisco.

Faculty

There are approximately 1,700 members of the faculty.

Students

The student body is 26,000 with the majority of the students coming from the Bay Area but also from every state and 90 countries.

Governance

SFSU has eight colleges and currently offers 112 bachelor's and 93 master's degrees, two joint doctorates, and one joint master's.

Website

<http://bss.sfsu.edu/collaborate/>





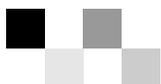
Demographic Profile of the Interprofessional Education Program

The IPE program at SFSU is a graduate-level program known as the Integrated Services Specialist (ISS) program and is housed administratively in the College of Education, Department of Special Education. The ISS program offers several avenues for IPE in both the College of Education and the College of Behavioral and Social Sciences. The College of Education, Special Education Department and Department of Administration and Interdisciplinary Studies both offer IPE offerings, as does the College of Behavioral and Social Sciences, Department of Public Administration, and Department of Psychology. The program offers the following options:

- 19-unit post baccalaureate certificate called the Integrated Services Specialist offered by the Department of Special Education;
- 12-unit specialization in integrated services at the master's level in education offered by the Department of Administration and Interdisciplinary Studies;
- 13- to 14-unit specialization in integrated and collaborative service delivery at the master's level in public administration offered by the Department of Public Administration;
- 6-unit specialization in services integration for teachers seeking a special education teaching credential in the mild/moderate area offered by the Department of Special Education; and
- 3-unit course required for a school psychologist credential and special education teaching credential in the moderate/severe area.

Starting an IPE Program

The Integrated Services Specialist program at SFSU is completing its ninth year of operation. The program was designed to respond to the immediate need created by the emergence of integrated services in California in the 1990s, most notably as a result of passage of the Healthy Start Support Services Act in 1992 (SB-620). As a result of this legislation, there was an urgent need for education and human service professionals skilled in collaboration. The ISS program acted swiftly to provide a comprehensive training program within the existing university structure. With the initial support of federal funds from the U.S. Office of Special Education Programs (OSEP), a new graduate program was developed in 1993 using an existing university program option, the graduate certificate. SFSU's graduate certificate programs offer a coherent set of academic courses focusing on a substantial area of study. Courses are oriented toward skills and/or occupations. The programs are designed for students who have a limited time to learn specific subjects.





The Stuart Foundation has supported the second wave of the ISS program. The program's goals and approach at this stage have been shaped by previous experiences and from larger IPE dialogue. During the past four years, ISS strived to meet the needs of a different market of students – to ensure as many avenues as possible were created for graduate level-IPE at SFSU and to have an institutionalized IPE program at the conclusion of the funding period.

During the first wave of program development, the 19-unit certificate required that students have a master's degree. Eventually, the program began to receive requests for this kind of training from bachelor's level professionals. A review of job descriptions from many of the collaboratives showed increasingly more bachelor's level requirements. It became clear that the 19-unit certificate had some strengths but also had some shortcomings in terms of marketability. This is due to the currency of the ISS certificate itself. Since it is not a license, credential, or master's degree, it appeals only to a select number of individuals who seek professional development without concern for a degree or license. Therefore the real future of the ISS program was to make the course accessible to a broader range of students en route to their master's or credential. The program acknowledged the change in market demand, and sought to reach a broader audience. At this point, support from Stuart Foundation was sought to take the program to the next step.

As the program reaches the completion of this second wave, it demonstrates that it has successfully met the needs of a different market of students. Admission requirements now allow for the emerging bachelor's level student market. The response was immediate – now more than half of ISS students come in with bachelor's degrees. The student body has expanded over these years. The program is now meeting the needs of “line staff” who directly serve children, youth, and families, as well as those in leadership roles. The program began creating several avenues for IPE, so that the ISS certificate, which was losing popularity, would not be the only option. Over the past four years, relevant programs began to accept IPE courses as electives and gradually began to include IPE courses in their degree requirements. This created two integrated services specializations within existing master's programs. In addition, as standards in teaching special education and school psychology began to incorporate more interprofessional competencies, the courses offered by the ISS program became attractive courses to meet these standards, thus enabling the ISS courses to be anchored as requirements in three credential programs.





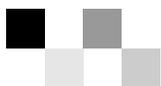
Creating the Educational Component

Educational Philosophy

The ISS program teaches people from diverse professional backgrounds how to collaborate to serve vulnerable children, youth, and families. Integrated services means working as an interprofessional team across agencies and “turf” to deliver services that are child and family centered, prevention oriented, flexible, comprehensive, and wholistic. It means working collaboratively – individuals and communities, professionals and agencies – to understand strengths and needs, define outcomes, and deliver meaningful services. It means sharing resources, expertise, and responsibility toward achieving common goals.

The educational approach taken by the ISS program is an interprofessional one based on collaboration and integrated services. The program collaborates with partners from the interagency collaboration community and numerous university faculty and programs to develop and teach courses on integrated and collaborative services and school reform (ED/BSS 803 & ED/BSS 703). The teaching partnerships strive to enhance the knowledge and capacity of professionals working in integrated and collaborative services settings. The partnership also revises university curriculum to respond better to the needs of collaborative services settings. To accomplish these goals, teaching partnerships have been established with individuals from various disciplines (social work, psychology, special education, public policy, and administration) who work in collaborative partnerships at the direct service, administrative, and policy-making levels and with consumers. These individuals teach one component of the 3-unit course on Integrated and Collaborative Services (ED/BSS 803). They are not typical guest lecturers. These professionals and community members return each year and are deeply invested in the program. This continuity has been critical to an emerging university curriculum on integrated services.

In addition, an early partnership was established with the Bay Area School Development Program. This program was a partnership between SFSU and three Bay Area school districts to implement a school reform model based on the work of Dr. James Comer. This relationship led to the development of a new interdisciplinary seminar on school-linked service issues and school reform. The 3-unit course, School/Community Partnerships for Change (ED/BSS 703), was developed with an interdisciplinary curriculum group of faculty from nursing, elementary and secondary education, social work, psychology, special education, sociology, and administration and interdisciplinary studies. This new course was approved without resistance because the key stakeholders were involved from the start.





Roles and responsibilities are shared by establishing an interdisciplinary team-teaching approach. One team member is a professor of sociology from the College of Behavioral and Social Sciences, who was the former co-director of the School Development Program. The other team member is the director of training for the ISS program who is also a lecturer from special education, College of Education. With input from the curriculum group, the two team members developed the syllabus and teach the course together each year. The instructors model the course – they work as an interdisciplinary team and use a consensus decision-making model to accomplish course objectives. Shared resources are necessary to support the course; therefore, both colleges (Education and Behavioral and Social Sciences) support the salary for their respective faculty members. In addition, the course has been cross-listed at the college rather than department level.

Curriculum Overview

The curricula are devoted to acquiring the skills, knowledge, values, attitudes, and orientation needed to work in a collaborative environment. The ISS program focuses on 24 competencies, all of which can be found in the emerging IPE literature and correspond to the IPEC competencies outlined in Volume I of this series. The ISS competencies fall within the following ten best practice areas:

- Collaboration;
- Group process;
- Teamwork;
- Family advocacy;
- Communication;
- Governance;
- Outcomes orientation;
- Cultural competence;
- Family/community orientation; and
- Leadership.

To assess the program's effectiveness in increasing students' competencies in these areas, the program has many courses and fieldwork assignments designed to assess student's competency. At the conclusion of their studies, students complete a final exam on the integrated services competencies and rate how well they believe the IPE courses helped them attain competency.





Pathways to Interprofessional Education

There are several pathways to IPE at the graduate level at SFSU. The glue that brings them all together is the IPE coursework. At this point, seven programs require one or both of the IPE courses, bringing those students together in seminars. The programs and their requirements are described here.

Integrated Services Specialist

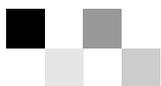
The 19 units of the certificate program are designed so that students receive a certificate as an Integrated Services Specialist in two to three semesters. Coursework includes three 3-unit seminars: School and Community Partnerships for Change; Integrated and Collaborative Services for Children, plus an elective. In addition, students spend 8 hours a week for two semesters (240 hours total) in field placements (3 units each) at Bay Area collaborative sites, applying concepts learned in the classroom to real working environments. Student Support Seminars (2 units each semester) during the two fieldwork assignments give students who come from different perspectives and professional backgrounds a rich opportunity to share experiences and insights.

Master's Degree in Public Administration, Emphasis in Integrated and Collaborative Services Delivery

These 13 to 14 units allow students pursuing their master's degree in public administration to obtain competencies in the area of integrated services in two semesters. Coursework includes three 3-unit seminars: School and Community Partnerships for Change, Integrated and Collaborative Services for Children, and Public Management or Nonprofit Management or Urban Administration. Students choosing this emphasis are required to take a public administration internship in an integrated services environment.

Master's Degree in Education, Interdisciplinary Studies Program, Specialization in Integrated Services

The 12 units of this emphasis allow students pursuing their master's in education to obtain competencies in integrated services in two semesters. Coursework includes three 3-unit seminars: School and Community Partnerships for Change; Integrated and Collaborative Services for Children, and Education and Community Development: Equity and Diversity. Students must also complete 3 units of fieldwork in an integrated services setting by enrolling in Practicum in Multicultural Education.





Required Courses for Credential Programs

In addition to the certificate and master's programs, the following three credential programs require the IPE course, Integrated and Collaborative Services for Children:

- Master's in psychology, concentration in school psychology;
- Pupil personnel services credential: school psychology designation; and
- Special education credential for teaching students with mild/moderate disabilities, Level II, services integration specialization.

In addition to the certificate and master's programs, the following credential programs require the IPE course, School and Community Partnerships for Change:

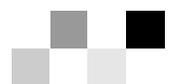
- Special education credential for teaching students with severe disabilities (Level II); and
- Special education credential for teaching students with mild/moderate disabilities, Level II, services integration specialization.

Elective Coursework

All the IPE courses are open to graduate students as elective coursework.

Faculty Profiles

The ISS program has three faculty members who teach interprofessional courses and supervise internships in the community. Two of these faculty hold PhD's and one has a master's degree. The director of the ISS program holds a PhD in education and has a background in special education and educational administration.





Building University and Community Partnerships

Community Partnership Philosophy

The community partnerships are based on two mutual goals:

- Improving outcomes for children, youth, and their families; and
- Enhancing the knowledge and capacity of professionals working in integrated and collaborative service settings.

Community Profile

The ISS program has partnerships in several counties and school districts in the San Francisco Bay Area. The placement sites represent the Bay Area's ethnic and socioeconomic diversity and are mostly urban sites. Community learning partners include public schools, county offices of education, health, and human services, and community-based organizations located in communities with high levels of poverty.

Number of Community Partnerships

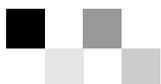
The program has worked with more than 25 community placements in integrated services from 1992 to 2002.

Purpose and Scope of Partnerships

Each site is already implementing school-linked or school-based models of service delivery and the majority are California Healthy Start grantees. As a result, these sites are already implementing new collaborative service delivery models designed to produce better outcomes for disadvantaged and at-risk children, youth, and families. The sites used a variety of strategies to integrate services, including collaborative governance structures, interagency agreements, innovative financing, case management, interdisciplinary teams, single point of contact, and co-location of services.

Partnership Agreement Forms, Contractual Agreements, Memos of Understanding

Each ISS student is required to complete two field placements as part of the ISS curriculum: an internship (three units-120 hours), and a practicum (three units-120 hours). The internships are aimed at application-level skills. The practicum is designed to give the student knowledge and skill-building opportunities by offering a broad view of the collaborative environment and its workings.





In both internships and practica, students develop an action plan in conjunction with the community site which specify mutual goals. These plans have three sections:

- Field Placement Goals – Students are asked to describe their educational and professional goals;
- Fieldwork Activities Form – One form for each of the program competencies is completed by the student. These forms outline how goals are to be reached in partnership with the site by specifying activities, target dates, and expected effects of activities; and
- Agreement Form – Students, field supervisor, and university advisor review and sign off on the workplan. By doing so they agree that these are the goals and activities to be pursued during the semester.

Composition of Advisory Board

The ISS program has two advisory groups. The Community Workgroup represents the program's community partnerships. This group provides critical feedback regarding the program's responsiveness to the needs of the community collaboratives. The Interprofessional Faculty Workgroup consists of the three associate deans and representative faculty from education, social work, counseling, public administration, special education, child and adolescent development, and school psychology. These members guide curriculum development and strategies for sustainability.

Interprofessional Education Initiatives and Activities

The ISS program involves three colleges within the university for graduate level interprofessional education: the College of Education, College of Behavioral and Social Science, and College of Health and Human Services.

At the undergraduate level, the Marian Wright Edelman Institute within the College of Behavioral and Social Sciences has developed an undergraduate degree in Child and Adolescent Development. This degree is interprofessional in design. It involves faculty from more than 20 university departments to teach courses within its framework. This program is also a partner in the Interprofessional Education Consortium of the Stuart Foundation. (See pages 105-114 for more on this program.)

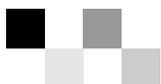




Sustaining Interprofessional Education

The ISS program has undertaken several strategies for institutionalization. It began as a totally grant-funded certificate program supported by federal funds. The first several years the program essentially operated as a project on the sidelines. After it became well established and gained credibility, a key sustainability strategy was to work toward having courses required by relevant departments within the colleges. Funding was granted by the Stuart Foundation for the next phase of program development. As described earlier, this phase led to the creation of two integrated services specializations within existing master's programs. In addition, as standards in teaching special education and school psychology began to incorporate more interprofessional competencies, the courses offered by ISS became attractive to meet these standards, thus enabling the ISS courses to be anchored as requirements in three credential programs.

This entire process has taken eight years to accomplish and has resulted in funding for the two core IPE courses being shared across two colleges within the university. Sustaining the funding for program coordination and fieldwork for the certificate program has proven very difficult. This is because IPE is not a department and therefore has no funding allocated for the advising function as occurs for regular faculty appointments in departments. Sustaining the fieldwork portion was accomplished for all but the certificate by using existing fieldwork courses and adapting them to have an IPE focus.





5. Western Washington University The Center for Family and Community Partnerships

Peggy Anderson, MEd, and Rob Lawson, MEd, Co-Directors

Demographic Profile of the University

Structure

Western Washington University is one of six state-funded, four-year institutions of higher education in Washington. It operates on a September-to-June academic year (quarter system) with a six- and a nine-week summer session.

Location

WWU is situated in Bellingham, a city of 65,000 overlooking Bellingham Bay and many of Puget Sound's 172 San Juan Islands.

Faculty

As of fall, 2000, the university employed 561.6 full-time equivalent (FTE) faculty, including 451 full-time faculty members. Of those 451, 86.3 percent had full or terminal degrees. The student-faculty ratio is 20.8 to 1.

Students

Fall, 2000, enrollment included 12,307 full- and part-time students.

Governance

WWU is organized into a graduate school and six undergraduate colleges.

Website

<http://www.wce.wvu.edu/Depts/HS/>



Demographic Profile of the Interprofessional Education Program

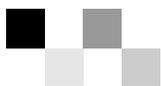
The IPE program at WWU is housed in Woodring College of Education, Human Services Department. The human services major is a two-year, upper division program, leading to a bachelor's degree. The curriculum in the human services major integrates concepts and skills from the social and management sciences and philosophy. Curricular goals emphasize continued integration between theory and practice in human services organizations. Students wishing to take IPE courses choose from a number of electives within the human services curriculum and are advised by the co-directors of the Center for Family and Community Partnerships.

The Center for Family and Community Partnerships is a Stuart Foundation-funded program within the human services department. The IPE program was developed by the Center's co-directors. The curriculum emphasizes interprofessional education between the human services and education disciplines. The curriculum and internship experience provide university students with opportunities to assist children and their families using strategies that are respectful and family-centered. Center staff also provide a number of services to regional communities. Training and technical assistance are available to school districts and their communities in the areas of family resource center design and implementation, internship development, group facilitation, community development, and assessment and evaluation. Students are involved in all activities through internships, course projects, field trips, and field-based seminars.

Starting an IPE Program

The IPE program began in 1989 as a series of classes intended to provide educational opportunities for teachers in Washington State who had been required to obtain master's degrees in order to continue certification. Surveys were mailed to teachers in regional school districts to determine curricular design. Based on that feedback and additional research, week-long institutes were implemented and cross-listed as both education and human services courses and focused on content areas from both disciplines. This program was named The Social Issues Institute. Special attention was given to courses that were not a traditional component of teacher education curriculum. The first course, titled *A Call to Action*, focused on the collaboration between human services and education. Speakers from both disciplines attended class daily to provide context for the course content. Courses included topics such as working with at-risk youth, community partnerships, child abuse and neglect, domestic violence, etc. The courses were offered as two-credit classes (20 contact hours).

It became clear that the teachers often felt isolated in their profession and desired this type of curriculum in order to better understand the issues faced by the students and their families; issues that went beyond the classroom. Based on evaluations and feedback, two weekend classes per quarter were offered throughout the year.





The success of this program over several years prompted the human services department to integrate these courses into the human services curriculum as the Human Services and Education Concentration. The concentration included four courses specific to interprofessional collaboration and community partnership. It became clear that students who desired to work in the field of interprofessional collaboration needed to obtain more knowledge in additional areas, including grant writing, management, child and adolescent development, family development, and other areas. Based on community-based research and student evaluations, the concentration was absorbed even further into the general curriculum.

Creating the Educational Component

Educational Philosophy

The basic philosophy of the IPE program is based on the belief that through collaboration, families will be supported in a way that improves outcomes for both children and their caregivers. This can be accomplished by educating future professionals in an interprofessional manner as well as by supporting local communities in initiatives that employ family-centered practice.

In addition to providing pre-service curriculum at the university, the Center also provides training and technical assistance to schools and communities that wish to develop collaborative partnerships to better serve children and their families.

The educational component of the IPE program is based on a mutual understanding of the cultures of both human services and education, viewed in the context of their unique communities. IPEC competencies as outlined in Volume I of this series are used in every class. The following elements are integral to the educational component in every IPE course:

- Family-centered practice is emphasized in every course;
- Contextual teaching and learning and/or service-learning is integrated into all course content;
- Collaboration is stressed, not only as a philosophy but as a curricular component through field-based projects and cooperative learning;
- Interprofessional internships are required of every student for five quarters;
- Collaboration must be practiced with schools in order to affect change in the way families are viewed and served;
- Capacity building and a strengths-based perspective are practiced in both the classroom and community settings;
- Humility and a broad scope of action are required when working with families, schools, and communities. Students are encouraged to work with families, schools, and communities as collaborative partners; and
- Cultural awareness is emphasized in all courses.





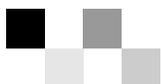
The following guiding principles are used for both curriculum design and Center activities.

- Family – The family is the child’s first and most important teacher. The Center promotes, respects, and supports family diversity. It teaches and encourages the ideal that family support principles should be the foundation of all work with families.
- School – All Center activities should support the mission of schools, which is to improve and enhance student learning. This is accomplished by supporting teachers and all other school professionals, providing assistance to children and their families, and preparing university students to learn and practice in a collaborative manner. The Center supports the development of family resource centers, tutoring/mentoring, service-learning, volunteer programs, parent/family involvement, and school-to-career programs.
- Community – Strong, healthy communities are realized when the opinions and desires of families, youth, and children are included in the decision-making and community development process.
- University – Students should understand the unique cultures of families, schools, communities, and universities. Students should be able to demonstrate competency in the facilitation of community collaboration, design, facilitation, and evaluation of school and community-based programs, community development, and advocacy.

Curriculum Overview

The core curriculum of the human services department is founded on basic systems theory. Students begin their education through exploration of systems theory; personal, interpersonal, and small group systems. During their senior year, they study organizational, community, and global systems. This curriculum provides students with the necessary foundation to understand the interdependence and relationship between systems that impact the lives of their clients. The core curriculum is supported by a number of additional required and elective courses. The IPE component emphasizes interprofessional collaboration between families, schools, and communities.

All human services students are required to complete 16 hours of internship per week over five quarters. As a highly experiential program, students gain valuable hands-on experience in the field and are supported by internship field instructors on-site as well as university instructors who conduct weekly seminar classes and quarterly field visits. The Center for Family and Community Partnerships assists their community partners in designing interprofessional internships.





The Center's faculty and staff also provide services to surrounding communities. Training and technical assistance are available to school districts and their communities in the areas of family resource center design and implementation, internship development, group facilitation, community development, and assessment and evaluation. Students are involved in these services through integration of their classroom learning, internships, and contextual teaching and learning opportunities. Field-based seminars give students an opportunity to learn in school or community-based laboratories with professionals from a variety of disciplines. Field trips allow students to see family support in practice and give students a working perspective of interprofessional collaboration. Students also conduct action research that provides a forum for further understanding of research, as well as gaining information from specific projects, professionals, and families. Contextualizing the curriculum provides students with essential collaboration skills that can only be learned through application.

The concept of "community as educator" provides opportunities for community professionals to educate as adjunct instructors and guest speakers. Another level of educator opportunity exists between the level of primary instructor and guest speaker. In this model, community members teach a portion of a course, perhaps two or three sessions, in their area of expertise. These models of instruction allow professionals to teach the most current service strategies and influence the education of future professionals and colleagues.

Pathways to Interprofessional Education

In addition to the core curriculum and required courses, students may choose up to 22 elective credits. Students interested in IPE choose courses that emphasize interprofessional collaboration. In addition, students may focus their study in a way that directs them in a specific career path. Independent study options also allow for individualized learning.

Students who choose the IPE Program enroll in the following courses:

HS 460 Introduction to School, Family, and Community Partnership (3 credits)

Explores collaboration and partnership design between schools, families, and communities. Examines cultures and foundations of human services and education, strengths-based and family-centered practice, community partnership and community-based schools.

HS 461 Collaborative Skills (3 credits)

Examination, analysis, and synthesis of research on collaboration. Strategies necessary in the creation, facilitation, assessment, and evaluation of various collaborations and partnerships between human services, education, public health, the private sector, and higher education.





HS 462 Creating Effective School and Community-Based Programs (3 credits)

Research, analysis, and assessment of effective practices in integrated services for families, schools, and communities. Topics include asset mapping, resiliency and protective factors, prevention and intervention strategies, the university role in program design and partnership, and design of effective outcomes.

HS 463 Interprofessional Practicum: Service Learning (1-3 credits)

Prereq: HS 460, 461, 462 or permission of instructor. Field/service learning experience for students enrolled in the integrated collaboration program. Students may meet this requirement in the field or as a volunteer. Students find their own placements, which reflect collaboration between human services and the schools, subject to program approval. Supervision provided by agency/school personnel and staff.

HS 464 School-Based Assessments and Program Evaluation in Human Services and Education (3 credits)

Prereq: HS 460 or permission of instructor. Theories, methodology of assessment and evaluation in community and school-based projects and the role of the human service worker will be studied. Related topics include asset mapping, community and school-based needs assessments, program evaluation and analysis, focus groups, and report writing. Topics will be integrated into the following areas: service learning, action research, cultural competency, technology, social issues, and field application.

HS 465 Community Development and Advocacy (3 credits)

Theories and techniques of community development and advocacy planning in promoting community change. Related topics include community organizing, community assessment, large group and community facilitation and interventions, community building strategies, and community-based collaborations.

Electives

Depending upon their area of interest, students are also advised to consider the following electives:

HS 331 Developmental Patterns: Children/Adolescents (3 credits)

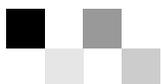
Developmental theories and current issues of children and adolescents. Integration of concepts with the problem of service delivery.

HS 335 Developmental Patterns: Families (3 credits)

Theories and historical and current issues of family systems. Integration of concepts with the problem of service delivery.

HS 423 Conflict Resolution in Human Services (3 credits)

Survey of the nature of conflict; styles of conflict resolution including negotiation, mediation, conciliation, and facilitation.





HS 425 Children and Family Law in Human Services (3 credits)

Survey of laws applicable to clients of human services in the area of children and family law, including child abuse and parenting laws.

HS 431 Juvenile Justice Theory and Practice in Human Services (3 credits)

Analysis of juvenile justice system including effects on victims, perpetrators, families, law enforcement, and human service agencies.

HS 448 Case Management and Interventions (3 credits)

Models, theories, and ethics of case management and interventions, including intake, assessment, action plans, resources, referrals, and informational strategies.

HS 484 Program Funding and Grant Writing (3 credits)

Planning, writing, marketing, and evaluating funding proposals. Elements of grant proposal preparation, including the methods of seeking grant funds, interpreting funding guidelines, designing marketing strategies, and negotiating with funding agencies.

Faculty Profiles

The human services department consists of nine full-time faculty members. Three hold doctoral degrees; the remaining six have master's level degrees.

The co-directors of the Center for Family and Community Partnerships hold master's degrees. The co-directors have backgrounds in special education, human services, family support, and community development. Both directors have research interests in the areas of family support, resiliency, program planning, and school transformation efforts.





Building University and Community Partnerships

Community Partnership Philosophy

The Center for Family and Community Partnerships promotes partnerships that are mutually beneficial and build relationships that strengthen the community and university. The partnership philosophy is designed:

- To support the mission of partners;
- To support programs that promote practices in a way that children come to school, ready to learn in environments that serve the entire family;
- To promote the work of community-based groups;
- To value the “community as educator”; and
- To promote further collaborative relationships between families, schools, and communities.

Community Profile

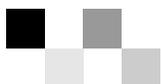
The Center provides services to school districts and communities across three counties. The majority of communities would be considered semi-urban and rural.

Number of Community Partnerships

There are 28 community partnerships with the Center, including school districts, human services agencies, and government agencies.

Purpose and Scope of Partnerships

Collaborative partnerships reflect community development activities including family support programs, family resource centers, and community-based initiatives. Internships have been designed with the majority of our partners. The Center assists with community development initiatives, family resource center design and facilitation, consulting on family support programs, volunteer training, mentoring programs, and other projects as identified by the partners.





Partnership Agreement Forms, Contractual Agreements, Memos of Understanding

The Center uses informal partnership agreements forms for family and community partnerships. The use of more formal legal partnership agreements has not proven necessary. Contractual agreements exist for contracted work with other grant-funded projects. Internship contracts and learning objectives are designed in collaboration between the student, university instructor, and field instructor.

Composition of Advisory Board

A community advisory board is comprised of members from a broad cross-section of the community, including education and human services. Board members provide assistance with curriculum design, programmatic decisions, and evaluation and assessment.

Interprofessional Education Initiatives and Activities

The Center has a collaborative relationship with the Woodring College of Education (WCE) Applied Research and Development Center (ARDC). The co-directors of the Center speak to education classes and work collaboratively with education faculty in a number of projects.

Sustaining Interprofessional Education

The Center began with funding from the Stuart Foundation. At the university, the curriculum began as a concentration within the human services program. The curriculum has now been infused into the general human services curriculum and IPEC competencies guide the design of several courses. The Center's co-directors have been invited to speak in a number of education courses, as well as participate in collaborative projects with education departments. While the work of the Center will continue in all areas, funding continues to be a challenge. Interprofessional internships and community relationships will continue through the human services program and the Center.

The Center has been built on the foundation of community involvement and university education. The community has numerous roles in the function of the Center and education of students. Through the allegiance and participation of the community, the Center will continue its work on many levels. The community has an active role in the design and teaching of IPE at the pre-service level. The community is also active in IPE through internship placement, advisory boards, and various partnership agreements.



