

*“To meet these challenges, we have embraced a population-based approach that emphasizes quality and safety as well as patient experiences.”*

*—Mitchell T. Heflin, MD, director, Duke Health Center for Interprofessional Education and Care*



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## A Fresh Approach to Complex Challenges

“We have seen an increase in complexity with respect to the health problems that people have,” He in said. “To meet these

Research conducted over the last decade shows that the trend toward interprofessional patient care results in better health outcomes.

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David Gordon, MD, Emergency Medicine Specialist, works with students from the School of Nursing and Medicine at the 6th Annual Haunted Hospital, an event that creates hands-on interprofessional experiences with a Halloween twist.

## A Vision for Expansion

As a geriatrician, He in said he can't imagine practicing without his interprofessional team that includes chaplains, nurses, pharmacists, speech pathologists, psychologists, physical therapists, occupational therapists, nutritionists, social workers, and even dentists. He in notes that while these health professions are the obvious go-to subject areas for clinical collaboration, student learning can also benefit from partnerships with professions such as engineering, law, environmental studies, public policy and divinity. "The sky is the limit," he said. "I think as teams evolve, you start to be surprised by what others can bring to it."

He in said he foresees the first year of the IPEC center to be one of pilot programs and collaborative thinking. "The support of A. Eugene Washington, MD, chancellor for health affairs and president and CEO of the Duke University Health System (DUHS), and Deans Mary E. Klotman (Medicine) and Broome indicates to me that they

understand this is the direction health care is going," he said. "This institution is committed to that.

"Now the real work is exploring that commitment, pushing that commitment so that in three or four years, we have programs in place where every student who graduates from one of these ve programs has had an experience in interprofessional collaborative practice — that they graduate with those competencies and we're able to measure that."

He in said by educating pre-licensure students in interprofessionalism, it creates the impetus for changing the direction of health care in general, leaving the old way of thinking behind. "We have limited ideas about how we can interact and

so we probably underutilize each other's services. It reflects part of why we have inefficiencies and, I dare say, why we're all overworked and overburdened," he said. "We still work in a very hierarchical system and operate not just inefficiently but in a pretty unsatisfying way in terms of collegiality and shared responsibility."

However, He in knows this can change, as he has seen in his own career, and the IPEC Center will be a hub for that change. "When I think about the future of the center, sustainability is going to be about tying it to the future of health care by graduating learners who understand this new environment and align with what's happening in healthcare. That's what's going to determine its success." Q

I think the question for us is how do we begin to introduce these interprofessional principles into the education of a health profession student