

Innovations in Health Professions Education: Incorporating Integrative Medicine Competencies

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Abstract

Hypothesis: Allied Health Professions Educators struggle to find time in their already packed curricula to incorporate the topic of integrative medicine.

Method: In order to develop an innovative model of education, the University of Arizona Center for Integrative Medicine (AzCIM), in collaboration with the Academic Consortium for Integrative Medicine and Health received a HRSA grant to establish the National Center for Integrative Primary Healthcare (NCIPH). Pacific University School of Physician Assistant Studies (PUPA) and Marshall B. Ketchum University School of Physician Assistant Studies (MBKU) is collaborating with NCIPH to develop a competency- and evidence-based Integrative Health Care (IH) curricula to be used in a movement toward integrative interprofessional patient care.

Outcomes: Considering the determinants of health, goals included: 1) establish an interprofessional educational team; 2) develop a coordinated set of competencies for educators; 3) develop a 45-hour interprofessional IH curriculum with a primary care focus; 4) create an accessible and interactive online infrastructure to house IH curriculum, best practices, and resources; and 5) develop patient education materials and facilitate access to IH practitioners working with the underserved.

Conclusion: During this first phase of the collaboration, 10 core meta-competencies were developed for PA education and will be reviewed during the presentation.

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