

# Teaching with Interprofessional Colleagues

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# What is “interprofessional teaching”

- using and integrating methods and frameworks from multiple disciplines to examine a topic, issue, or theme
- important for addressing complex issues commonly seen in geriatrics (*e.g., disease management, caregiving, housing, elder abuse*)

# What can interprofessional teaching achieve

## Uncover preconceptions & recognize bias

- introduce insights from different disciplines
- integrate ideas & concepts from other disciplines

## Advance critical thinking

- acquire perspective
- acquire both declarative and procedural knowledge
- integrate conflicting insights

## Tolerate & embrace ambiguity

- appreciate multiple causes & consequences
- understand complexities of any genuinely useful solution

# Types of interprofessional teaching opportunities

- single-session academic class, clinical presentation, didactic, community presentation
- multi-session course or program
- in-person versus online
- synchronous versus asynchronous

# Our journey in interprofessional teaching

Collaborate  
on a  
community-  
based  
research  
project



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graph LR; A[Collaborate on a community-based research project] --> B[Keep seeing each other at a bunch of meetings & events]; B --> C[Co-developers and instructors on graduate-level Geriatric Inter-disciplinary Teams course]; C --> D[Co-developers and instructors on survey course on aging for first-year undergraduate students];
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The diagram is a horizontal flowchart with four rounded rectangular boxes. The first two boxes are dark blue, and the last two are light blue. White arrows point from the first box to the second, and from the second to the third. A light blue arrow points from the third box to the fourth. The text inside the boxes describes the progression of their interprofessional teaching journey.

Keep seeing  
each other  
at a bunch  
of meetings  
& events

Co-  
developers  
and  
instructors  
on graduate-  
level  
Geriatric  
Inter-  
disciplinary  
Teams  
course

Co-  
developers  
and  
instructors  
on survey  
course on  
aging for  
first-year  
under-  
graduate  
students

## For Learners

## For Teachers

### Benefits

- exposure to other professionals' history, philosophy, models of care, expertise
- appreciating intersections in knowledge, skills & values
- observing models of inter-professional collaboration
- exposure to different teaching styles
- essential skill for entering *other* interprofessional work contexts

- deeper understanding of other professionals' history, etc.
- learning from colleagues' teaching experience & skill
- shared workload (but not reduced workload)
- intellectually rich & satisfying
- opens potential opportunities for other kinds of collaborations

### Challenges

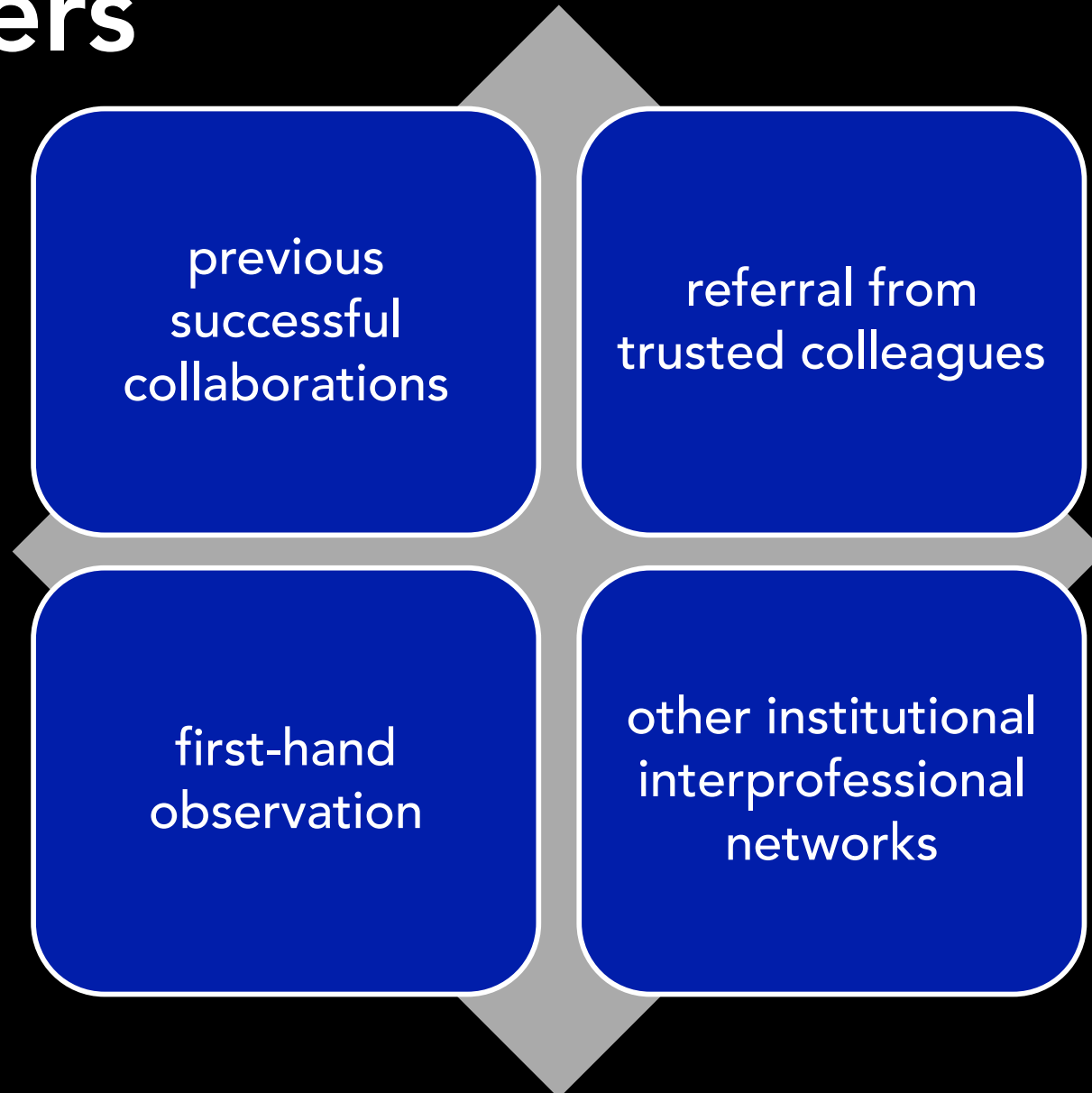
- adapting to different teaching styles
- potential inconsistencies in evaluation standards, grading
- confusion when there is inconsistent communication among instructors
- "too many cooks"

- finding time & place to plan
- incorporating different teaching styles & habits
- communicating consistent expectations to students
- extra time needed in class to address different perspectives
- giving equal time to each discipline
- promoting synthesis
- uncertainty in the classroom

# What to look for in a good teaching partner

- 1 relevant disciplinary expertise
- 2 teaching experience and/or enthusiasm
- 3 conscientious, reliable, not egocentric
- 4 equitable approach to the work
- 5 enjoyable (or at least neutral!)
- 6 flexible; can roll with the punches

# Where to find teaching partners





# Key elements in planning



select a topic that lends itself to an interprofessional perspective

outline timeline for preparation (and start early!)

establish consensus on objectives, time, format, structure

discuss how different perspectives will be represented

establish consistent time to regroup and update

prepare audience to hear an interprofessional perspective

create evaluations that address interprofessional learning

# Selected Resources

- Augsburg et al. (2012). Insights on interdisciplinary teaching and learning. [https://www.lymanbriggs.msu.edu/faculty\\_staff/CITL%20White%20Paper.pdf](https://www.lymanbriggs.msu.edu/faculty_staff/CITL%20White%20Paper.pdf)
- Haynes, C. (Ed.) (2002) Innovations in interdisciplinary teaching. Westport, CT: Oryx Press.
- Kenny, R. W. & Boyer Commission on Educating Undergraduates in the Research University . (1998). *Reinventing undergraduate education: A blueprint for America's research universities*. Stony Brook: State University of New York.
- Lattuca, L.R. (2001). Creating interdisciplinarity: Interdisciplinary research and teaching among college and university faculty. Nashville: Vanderbilt University Press.
- Top Ten Suggestions for Interdisciplinary Teaching. <http://ctfd.sfsu.edu/feature/top-ten-suggestions-for-interdisciplinary-teaching>

**NEXT SEMINAR**  
**Thursday, May 3**

**Suzanne Meeks, PhD**  
**University of Louisville**

**Mary Lewis, PhD**  
**Columbus State**  
**Community College**

**Applying for Your Dream**  
**Faculty Job**

**Post-series evaluation**  
**survey will come out in**  
**May.**

**And please complete**  
**today's session**  
**evaluation (to get your**  
**CE credit).**

# Advancing Your Confidence as an Educator (ACE) in Gerontology & Geriatrics

## Webinar Organizers

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New England GRECC  
Harvard Medical School

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