

Texas Chiropractic College - Quality Enhancement Plan

Enhancing inter-professional collaboration regarding the role of chiropractic in healthcare

Executive Summary

The goal of Texas Chiropractic College's Quality Enhancement Plan is to improve student learning outcomes by enhancing inter-professional collaboration regarding the role of chiropractic in healthcare. Achievement of these outcomes is anticipated to lead to greater integration of chiropractic care into the healthcare system. Ultimately our patients will benefit from enhanced inter-professional communication and collaboration.

This topic was chosen based on an assessment of institutional objectives; evaluation of student performance on meta-competencies prescribed by the Council on Chiropractic Education; and by input from all stakeholders, which included students, faculty, administration, staff and Board of Trustees. The QEP title is "Enhancing inter-professional collaboration regarding the role of chiropractic in healthcare."

The convergence of many factors led to this choice of topic. A key factor was the recent addition of two meta-competencies (MC) to the requirements for chiropractic program accreditation by the Council on Chiropractic Education (CCE). These were: MC 7: Chiropractic manipulation and MC 8: Interprofessional education (IPE). Another key factor was that stakeholders supported these two topics equally, viewing them both as very important topics to address. We decided to combine them and integrate learning strategies and activities based on these learning outcomes into the academic coursework and clinical experiences of the chiropractic program.

The selected learning outcomes are that the student will be able to:

1. Explain anticipated effects of chiropractic care to patients and other health professionals.
2. Identify the safety/risks of chiropractic manipulation (to patients and other health professionals).
3. Collaborate with other health professions about management plans that include chiropractic care.

Learning objectives and outcomes associated with IPE will be assessed and tracked in classroom courses using ExamSoft, a cloud-based program. IPE outcomes will be assessed in clinical education through rubrics, checklists, global rating scores, and Standardized Patients using a skills-based evaluation framework based on the Dreyfus model. In addition, the IEPS (Interdisciplinary Education Perception Scale) and the T-TPQ (Teamwork Perceptions Questionnaire) will be used to measure various aspects of interprofessional education, collaboration and teamwork.

Teaching, learning and assessment of IPE related objectives and outcomes were initiated in fall 2018 as the prelude to the five-year timeline outlined in this report. We look forward to full implementation of our QEP and the attendant enhancement to patient care that IPE can offer.

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