

Interprofessional Integrative Healthcare Education: What Do Primary Care Educational Programs Need?

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BACKGROUND

- The University of Arizona Center for Integrative Medicine, in collaboration with the Consortium of Academic Health Centers for Integrative Medicine received a HRSA grant to establish the National Center for Integrative Primary Healthcare (NCIPH).
- The NCIPH supports the incorporation of competency- and evidence-based Integrative Medicine/Integrative Health Care (IM/IH) curricula into educational programs in a movement toward integrative interprofessional patient care.
- One goal is to design a 20-40 hour IM/IH online course with content appropriate for use across the entire interprofessional spectrum of primary care practitioners.

METHODS

- A needs assessment was sent to primary care educational programs to assess interest and identify curriculum priorities, common content areas, core IM/IH competencies, and implementation barriers to design a 20-40 hour IM/IH course.

SAMPLE - EDUCATIONAL PROGRAMS

Educational Program	N	%
Licensed CAM Education Program	168	39.8%
Primary Care Residency	113	26.8%
Nursing	37	8.8%
Pharmacy	36	8.6%
Public Health	22	5.2%
Other	20	4.8%
Behavioral Health	12	2.9%
Midwifery	8	1.9%
Physician Assistant Program	6	1.4%
Total	422	100

Licensed CAM Programs:

- AOM n=62; 36.9%
- DC n=54; 32.1%
- ND n=20; 11.9%
- LMT n=20; 11.9%
- Other n=12; 7.2%

Primary Care Residencies:

- Family Medicine n=58; 51%
- Pediatrics n=29; 26%
- Internal Medicine n=18; 16%
- Preventive Medicine n=7; 6%
- Other Residency n=5; 4%

SAMPLE - SURVEY RESPONDENTS

- 422/526 completed most of survey (80%)
- 53.1% Female N=347
- 90.1% White N=342
- 10% Hispanic N=341
- 53.9% over 50 years old N=345
- 43% Moderate-Extensive IM Training N=347
- IM Knowledge N=347
 - 40% Moderate; 34% High-Very High

Job Position	N	%
Faculty	159	37.7%
Program Director	120	28.4%
Other	117	27.7%
Dean/Associate Dean	45	10.7%
Department Chair	21	5.0%
Provost/VP	6	1.4%

Degree	N	%
MD	112	27.0%
PhD	70	16.9%
Other	46	11.1%
DC	45	10.8%
PharmD	34	8.2%
Master's	26	6.3%
BA/BS	25	6.0%
ND	15	3.6%
MAcOM	14	3.4%
DAOM	7	1.7%
DO	6	1.4%
DNP	6	1.4%
MAc	6	1.4%
DrPH	1	0.2%
PsyD	1	0.2%
RN	1	0.2%

RESULTS - CONTENT AREAS

Important to Cover	Mean	Important to Cover	Mean
Practitioner-patient communication	4.75	Environmental Medicine	3.98
Patient-centered care	4.75	Traditional healing practices	3.93
Nutrition and diet	4.74	Acupuncture/Traditional Chinese Med	3.87
Behavior change/Patient motivation	4.73	Botanicals	3.79
Physical activity/exercise	4.66	Manual medicine	3.74
Lifestyle counseling	4.65	Whole systems CAM practices	3.69
Stress management	4.61	Spirituality	3.67
Practitioner wellness/self-care	4.44	Naturopathic Medicine	3.64
Vitamins and dietary supplements	4.17	Energy medicine	3.31
Mind-body techniques	4.09		

Scale: 1-not at all important to 5-very important N=422

Rank Top 5 Areas	N Ranking	Mean
Nutrition and diet	302	2.35
Patient-centered care	207	2.74
Physical activity/exercise	192	2.89
Behavior change/Patient motivation	177	3.23
Lifestyle counseling	178	3.11
Practitioner-patient communication	164	3.04

Scale: 1st to 5th N=416

RESULTS - INTEGRATIVE HEALTH COMPETENCIES



Scale: 1-not at all important to 5-very important N=415

RESULTS - OFFER INTEGRATIVE HEALTH CURRICULUM

Item/Response	N	%
IM/IH content in your curriculum?		
Yes	228	56.4%
No	176	43.6%
Total	404	100%
IM/IH content you offer is sufficient?		
Yes	42	20.6%
No	122	59.8%
Not sure	40	19.6%
Total	204	100%

Formats offered	N	%
Incorporated throughout the curriculum	116	57.1%
Interprofessional team training	73	36.0%
An IM/IH course/elective	66	32.5%
1-3 lectures per year	51	25.1%
More than 4 lectures per year	51	25.1%
Other	23	11.3%
IM/IH track	19	9.4%
IM/IH program	11	5.4%
IM/IH minor	6	3.0%

RESULTS - IMPORTANCE AND BARRIERS

How important to teach aspects of IM/IH in	N	Mean
Health Professional Schools?	352	4.64
Internship/Residency?	352	4.59
Continuing Education?	351	4.52
How interested are you in being able to offer an Interprofessional IM/IH course at your program?	342	3.42
- highly & very highly interested	182	53.2%
Are you interested in receiving additional information regarding participation in the pilot?	319	
Yes	186	58.3%

Scale: 1-not at all important to 5-very important; 1-not at all interested 5-very highly interested

Barrier	N	Mean
Time constraints	325	3.30
Program Budget	324	2.93
Faculty IM/IH Expertise	323	2.66
No requirement of IM/IH competencies	316	2.31
No accreditation, licensure requirements	313	2.22
Administration support for content	321	2.13
Lack of knowledge of benefits of IM/IH	320	2.10
Interest in topic	321	2.04
Negative attitude toward IM/IH content/practices	319	1.83

Scale: 1-not a barrier 4-primary barrier

Pilot Site Program Type	N	Pilot Site Program Type	N
Family Medicine	34	Public Health	8
AOM	25	Other	6
Other CAM	20	Other Residency	5
Chiropractic	18	Preventive Medicine	4
Nursing	17	Physician Assistant	4
Pediatrics	13	Midwifery	3
Internal Medicine	9	Direct Entry Midwifery	2
Pharmacy	9	Behavioral Health	2
Naturopathic Medicine	8		

FOUNDATIONS IN INTEGRATIVE HEALTH COURSE

- Based on needs assessment results and competencies a 45-hour online course, Foundations in Integrative Health is being developed.
- Course material will be presented with a focus on an interprofessional collaborative team approach and include diverse case examples.
- The course modules include:
 - 1) Introduction to Integrative Health in Primary Care
 - 2) Addressing Patients through an Integrative Lens in Primary Care
 - 3) Integrative Interventions
 - 4) Prevention and Lifestyle Behaviors/Motivational Interviewing
 - 5) Integrative Healthcare in Community Settings & Systems at Large
 - 6) Provider Well-being
 - 7) Final Reflections
- Pilot study to evaluate feasibility and impact of course, January, 2016
- For more information on how to be a pilot site go to: www.nciph.org

CONCLUSIONS

- The ultimate goal of this project is to change primary care health professional's education to include an emphasis on providing an integrative approach to patient care utilizing an interprofessional collaborative team.
- Overall, the survey results demonstrated substantial interest and need for an interprofessional IM/IH course.
- Despite the breadth of respondents common content areas and core IM/IH competencies on which to base the course were identified. Next steps include piloting and broad dissemination of the course.

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