

INTERPROFESSIONAL SEED GRANT PROGRESS REPORT	LEAVE BLANK-FOR ADMINISTRATIVE USE ONLY	
	Date received:	Date Reviewed:
TITLE OF PROJECT: Self Advocates as Medical Educators/Family Advocates as Medical Educators (SAME/FAME): Collaborative Teamwork with Patients with Intellectual/Developmental Disabilities and Family Caregivers		
PRINCIPLE INVESTIGATOR: Ellen Bannister, Center for Learning and Leadership/ OK's Center for Excellence in Developmental Disabilities		
PROJECT STATUS: From May, 2018- March, 2019: 1. We established a Steering Committee (SC) composed of self-advocates (advocates who have intellectual/developmental disabilities) family members, healthcare professionals/faculty, UCEDD staff, and healthcare students that met at least once a month. 2. We created learning objectives and curriculum for full day pilot training (4 hours of online training, and 4 hours of onsite training) that included online didactic reading, lecture, and multi-media components, simulation exercises, and discussion and reflection activities within a Team-Based Learning pedagogical framework. 3. We conducted the first partial pilot of the training and are in the process of conducting the next two pilots. 4. We presented information on the project and the interdisciplinary collaborative curriculum development process at the Allied Health Research Roundtable series and will present at the American Academy of Pediatric Therapy Annual Conference in November, 2019.		
WILL PROJECT OBJECTIVES BE MET ACCORDING TO CURRENT TIMELINE: Instead of completing three pilot trainings by May 1, we expect to complete the pilot trainings and evaluation process by May 31, 2019.		
NARRATIVE REPORT REGARDING ROLE OF INTERPROFESSIONAL TEAMS IN THE CURRENT PROJECT: Patients with I/DD often require interventions from multiple disciplines to address their health needs, which may be complex, and may benefit from services and community supports. In addition, family caregivers often play a larger role in supporting patients with I/DD throughout the lifespan than they do for family members without I/DD. This training embraces a model of interdisciplinary teamwork that includes patients with I/DD and family caregivers as part of the healthcare team. Students who take the training will have the opportunity to work in small interdisciplinary teams on a variety of team-based challenges that target all four IPEC competencies: Values/Ethics, Roles/Responsibilities, Interprofessional Communication, and Teams and Teamwork. This project has also used interdisciplinary teamwork to develop learning objectives and curriculum, deliver pilot training, and will use an interdisciplinary team to evaluate and disseminate results from the pilot.		
SIGNATURE OF INVESTIGATOR: Ellen Bannister	DATE: April 5, 2019	