TOBACCO FREE WITH IPE:
INNOVATING THE FIRST UCSF INTERPROFESSIONAL TOBACCO CURRICULUM
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PURPOSE:
Survey the needs and assets of current tobacco related curriculum for each UCSF health professional discipline (dentistry, medicine, nursing, pharmacy, and physical therapy) and propose an innovative interprofessional tobacco curriculum.

BACKGROUND:
According to the U.S. Department of Health and Human Services (2004), approximately 1 in 5 adults are smokers, nearly half of a million U.S. deaths are attributable to smoking annually, and it harms nearly every organ of the body. As tobacco use continues to be the nation’s leading cause of preventable death, there is a demand for improved interprofessional tobacco treatment and counseling. Studies show that more intensive interventions by several different healthcare professionals are clearly associated with higher odds of quitting (Fiore et al., 2008). Currently, there is minimal to no interprofessional tobacco cessation curriculum that exists in health professional schools across the United States. At UCSF, There are separate curricula and disparate tobacco related information being delivered across health disciplines. To address this educational gap, we propose the first UCSF interprofessional tobacco curriculum to prepare graduates to be competent in providing tobacco treatment using an interprofessional approach.

METHODS:
We reviewed the literature, interviewed key informants, received feedback from interprofessional students, and surveyed our current tobacco treatment curriculum of each school. We determined that each school currently uses standardized patient experiences, role plays, and case scenario methods to train students on a version of the 5 A’s model and motivational interviewing. From our findings, we propose three basic components in innovating the first UCSF interprofessional tobacco curriculum and one interprofessional tobacco treatment competency for all health professional disciplines. 1.) Didactic training: we propose to use a modified version of the Khan Style videos, Rx-for-change website, case scenarios, and small groups in delivering similar core content in flexible teaching methods. 2.) Skills training: We propose to expand on the Kaiser Permanente sponsored “Motivating Change Workshops” to enhance behavioral counseling skills 3.) Clinical Application: Students will interview 5 smokers while completing clinical rotations and undergo formal assessment by their preceptor(s). In addition, students will be given a list of options in various settings in which they choose three clinical opportunities to work interprofessionally to provide tobacco treatment.

EVALUATION PLAN:
The interprofessional tobacco curriculum is still in the development phase. Once this curriculum is in the implementation phase, we suggest that students be evaluated by being tested and observed on their skills. Students will complete a pre and post survey regarding their perspectives on team value, team efficiency, shared roles, communication, collaboration, and role understanding. For the clinical application component, we propose an electronic patient tracking system across schools to record application of appropriate interprofessional tobacco cessation techniques. Students will be encouraged to complete an evaluation of the course material and workshops. Finally, students will have access to Portfolio to allow them to reflect on their experiences in how they provided tobacco cessation counseling in an interprofessional approach.

**DISSEMINATION:**
The final product of this project will be presented as an executive summary, abstract, a poster, and appendices with a systematic collection of our research. The executive summary, abstract and appendices will be found in the portfolio for the next CA. The poster will be displayed and presented at the Curriculum Ambassadors Showcase. We created an executive summary for our final report and it will be disseminated electronically to course directors. Additionally, it will be posted on Portfolio along with various documents including curriculum maps of each school, competencies, and outline of the curriculum. We will present our poster during the Curriculum Ambassador Showcase to bring awareness and for feedback.

**REFLECTIVE CRITIQUE:**
The feedback from our project consultations and discussions with faculty and colleagues helped tremendously with giving us the tools and direction for our project. Through this feedback, we had to redefine, reconstruct, and exclude other aspects of our project in the development of this curriculum concept. Feedback from various scholars at the poster presentations will impact how this curriculum will be changed and enacted.