The roots of the University’s Strategic Plan, *Re-Imagining Duquesne’s Spiritan Legacy for a New Era*, can be traced back to a two-day retreat that the deans, associate provosts and I held in the early summer of 2014. A few very specific phrases that we worked on at that retreat still survive in the document that we finalized last fall and has already begun to steer our planning for the future. “Transcending boundaries” is one of those phrases.

When we first shared that phrase with the campus as the 2014–2015 academic year began, I remember many people asking which “boundaries” we had in mind. My somewhat glib response was, “All of them. If you can think of a boundary, we should be transcending it.” But for the purposes of this introductory piece, I will focus in particular on the borders that too often set academic disciplines apart from one another.

Duquesne is a mid-sized university that educates students in a wide range of fields yet occupies a campus that one can walk across in little more than 10 minutes. Taken together, these two factors should make this an ideal place to conduct research and provide an education for students in interdisciplinary ways.

In practice, I am glad to say, the routine meetings that I hold with our deans have become more and more collaborative as time has passed, and schools increasingly look for ways to work together rather than circling the wagons to protect local interests. Nursing and ethics, law and forensic science, statistics as it is practiced in many different areas of campus: All of these represent areas in which we are learning to share resources and enrich the educational experience for our students—women and men who will encounter a world after graduation in which (to quote the Strategic Plan) employers will expect them to be “comfortable and nimble working on interdisciplinary teams.”

When Dr. David Dausey succeeds me as provost in July, I am sure that he will bring to bear new perspectives on the place of interdisciplinary innovation in the curriculum and in scholarly endeavors. In doing so, he will be building on a commitment to such thinking that is alive and well on this campus and must surely become one of the principal engines of academic growth at Duquesne.

The **deadline** for submission to the fall issue of *Academic Affairs in Review* is July 31, 2018. All items should be submitted via email to Renee Stockey at stockeyr@duq.edu.
Biomedical Engineering

FIRST CLASS OF BIOMEDICAL ENGINEERS PURSUES DIVERSE GOALS

The first class of undergraduate students in the Biomedical Engineering (BME) Program will graduate this May. Of the 22 students affiliating with the program in 2014, 18 are scheduled to graduate, with one student in the dual degree BME/BSN program graduating in 2019, due to the additional requirements of that program. These students are positioning themselves for further study and employment in diverse fields within and beyond the boundaries of biomedical engineering.

These students were originally recruited to the inaugural class in August 2014 due to their academic preparation and desire to experience a new program for the diverse, expansive field. All of the students participated in laboratory research and will earn minors in Mathematics, in addition to the bachelor’s degree in Biomedical Engineering.

Though some of the students continue to investigate options for the next phase of their professional lives, many have decided on their next steps. Approximately two-thirds of the students are pursuing further studies in graduate school, with about six planning on attending Duquesne in the first class of master’s degree students in Biomedical Engineering. Aside from BME, other fields of study include counseling and behavioral psychology, medical device design, business, rehabilitation science, and technology and mechanical engineering.

Several students will attend master’s and funded Ph.D. programs elsewhere. Some institutions that have accepted these students include the University of Notre Dame, Boston University, George Washington University, the University of Rochester, Pennsylvania State University, Northeastern University and the University of Pittsburgh.

Other students are pursuing positions in industry, with some in the final stages of negotiations with medical device design companies and consulting firms. The success of this first class of students comes from their unbounded potential and the opportunities afforded them by Duquesne’s engineering, science and liberal arts offerings.

Center for African Studies

CAS INTERDISCIPLINARY PROGRAMS

The Center for African Studies was created with the intent to craft interdisciplinary, interschool programs. The Center offers a minor and secondary major in African Studies, duq.edu/about/centers-and-institutes/center-for-african-studies/african-studies-major-and-minor, allowing students to fulfill the requirements for those degrees with courses from the Schools of Nursing, Liberal Arts, Health Sciences, Music, Natural and Environmental Sciences, and Education. At the moment, the Center is the only academic unit on campus that has been structured precisely for interdisciplinary and interschool programming. In keeping with this direction and adding possibilities for interprofessionality, the Center recently created an undergraduate minor (15 credits) and graduate concentration (9 credits) in Global Health, duq.edu/about/centers-and-institutes/center-for-african-studies/global-health-minor-and-concentration. Created with the support and active input from the schools of Pharmacy, Health Sciences, Nursing, Music and Liberal Arts, the programs’ overall purpose will be to prepare emerging leaders in global health with the relevant skills to work within the global health environment and collaboratively with professionals and organizations to address global health challenges. Students will learn about health, wellness and associated topics within a global context; discover alternative world perspectives on health; and gain knowledge to succeed in changing global environments. The mandatory Introduction to Global Health course for minors will be team-taught by faculty from Liberal Arts, Nursing, Health Sciences, Music, Natural

Health Sciences students conduct a health and wellness workshop for Spiritans and their associates at Usa River near Arusha, Tanzania
and Environmental Sciences, and Pharmacy. There will be four undergraduate and three graduate global health courses available for registration in fall 2018. The programs are open to all students at the University and are meant to generate further interest among undergraduate and graduate students in possibly studying or otherwise engaging issues in global health in the future. Developing both area and thematic studies, the Center is dedicated to creating interdisciplinary programs that transcend traditional boundaries and to growing Duquesne’s status in this regard.

**Center for Teaching Excellence**

**CTE HOSTS INAUGURAL PITTSBURGH REGIONAL FACULTY SYMPOSIUM**

On March 16, 2018, nearly 200 professionals from over 30 different area institutions attended the inaugural Pittsburgh Regional Faculty Symposium at Duquesne University. The Center for Teaching Excellence (CTE) co-hosted the day-long event. Co-sponsors included the Pittsburgh Council on Higher Education, several regional colleges and universities, and many Duquesne University offices.

The symposium focused on the power of small, research-based changes in teaching to promote student learning, as highlighted in keynote speaker Dr. James Lang’s book, *Small Teaching: Everyday Lessons from the Science of Learning*. Dr. Lang is a professor of English and director of the Center for Teaching Excellence at Assumption College.

These small teaching changes are:

- Known to benefit students equitably
- Achievable by instructors in varied contexts
- Open to creativity, and
- Based on principles of learning

Steve Hansen, associate director for faculty development at CTE and chair of the inaugural Pittsburgh Regional Faculty Symposium Steering Committee, said:

“The symposium theme, Small Changes Advancing Learning, gave faculty an opportunity to explore how little adjustments to teaching can have a big impact on student learning. The keynote address and symposium sessions led by participants emphasized small practices that faculty can easily adopt. Our goal was for faculty to leave equipped with ideas that are easy to implement when they teach their next class. The feedback from the symposium participants indicates people are already implementing lessons learned during the day.”

In addition to the keynote, the symposium featured a variety of blind peer-reviewed sessions, interactive concurrent workshops, a poster and recipe-for-success session, and a Steal My Idea showcase during which presenters briefly demonstrate successful teaching strategies.

Building on the success of this year’s event, the University of Pittsburgh Center for Teaching and Learning will host the 2019 symposium.
INAUGURAL FIRST YEAR INNOVATION EXPERIENCE PUSHES STUDENTS OUT OF THEIR COMFORT ZONE

The First Year Innovation Experience is an intensive experiential learning course for new freshmen that pushes them out of their comfort zone and enhances their ability to recognize and seize opportunities. Part of the redesigned undergraduate business core, the School’s new “cornerstone” course introduces students to design thinking and challenges them to apply it creatively to solve real world problems.

The class has several learning objectives that are consistent with the themes in the School’s strategic plan. Launched in fall 2017, the class enabled 370 freshman students to develop entrepreneurial thinking, enhance influence skills and broaden their understanding of sustainability principles. In addition, students learned that they have the power to make changes in their communities.

The centerpiece of the course is an “Innovation Challenge” involving an immersive experience that engages students with the Pittsburgh community, professors and alumni. Client organizations included the City of Pittsburgh and Sustainable Pittsburgh. Students worked with these clients and were asked to develop a plan to improve the Uptown neighborhood adjacent to campus.

During the fall semester, over 60 teams were formed to attack the challenge, with each student developing an idea and presenting it in an elevator pitch format. Working with an assigned mentor, each team selected the best idea in the group and then spent the semester brainstorming, observing, researching, pitching and creating a detailed plan to address the challenge.

Judges from the City of Pittsburgh planning department and Sustainable Pittsburgh attended finalist presentations and evaluated their plans. The judges were very impressed with the ideas put forth and the amount of information provided. Indeed, representatives from both organizations expressed an interest in working with the School of Business and Duquesne to pursue implementation of finalists’ ideas.

SCHOOL OF EDUCATION FACULTY RECEIVES DISTINCTION FROM PRESIDENT OF THE REPUBLIC OF MAURITIUS

Dr. Louis Jocelyn Gregoire, C.S.Sp., and assistant professor in the Department of Counseling, Psychology & Special Education, a Roman Catholic priest for over 32 years and a member of the Congregation of the Holy Spirit (Spiritan), was recently recognized by the Republic of Mauritius and was given the distinction of Grand Officer of the Star and Key (GOSK) of the Indian Ocean. This is the second highest level of distinction bestowed by the president of Mauritius and is only given to six individuals each year. This recognition honors those who have made a significant contribution to the social progress of the nations of the Indian Ocean.
Dr. Gregoire was recognized for his contributions in the field of religion. As a counselor, he has helped thousands of people across the world in their journeys toward personal growth and healing. His research in the field of counseling has related to sexual addictions, racial and cultural identity development, grief and loss, and spirituality. He is a Licensed Professional Counselor (LPC), National Certified Counselor (NCC) and Approved Clinical Supervisor (ACS).

“Though such a recognition had caught me totally by surprise, I am nevertheless very humbled by the honor bestowed on me and encouraged to dedicate even more (of) my life to the service of my fellow Mauritian citizens from every walk of our society, while still upholding as my highest priority the preferential option for the poorest and neediest in our midst,” said Dr. Gregoire. “To this effect, I am confident that I can also rely on the support—be it moral, spiritual or material—of all those who like me believe that there is a better tomorrow for our brothers and sisters in need to pursue with even more dedication my commitment to serve my country and its fellow citizen.”

Enrollment Management Group

EMG SUPPORTS DEVELOPMENT OF INTERDISCIPLINARY AND INTERPROFESSIONAL PROGRAMS

The Enrollment Management Group (EMG) supports the development of interdisciplinary and interprofessional programs by providing market feasibility reports, assisting in developing appropriate enrollment targets and providing marketing communications assistance for proposed new programs.

As part of the new program approval and development process, EMG reviews the proposed new program in areas such as employment demand, degree conferrals, competitors, delivery format and competitive differentiation. This can often involve supporting research from one of our consulting partners—Eduventures and EAB. Once the research is completed, an EMG colleague provides a market review document which includes an overall assessment of the viability of the program as well as suggestions to make the program successful from a market standpoint.

As the proposed program makes its way through the new program process, EMG also collaborates with school and program liaisons by providing input on appropriate enrollment targets, which are developed based upon the market research as well as historical information gathered from other new program launches at Duquesne. EMG also collaborates with the Office of Marketing and Communications and the school communications colleague and/or new program director to develop a plan to promote the program.

From a recruitment perspective, interdisciplinary and interprofessional programs are welcome additions to Duquesne’s academic program portfolio as they can meet an emerging prospective student interest as well as provide unique and differentiated programs that are distinct to Duquesne.
In the context of interprofessional education, students are prepared for the team-based approach to patient care they will encounter in their careers. To support interprofessional education at Duquesne, a task force of faculty members from the Gumberg Library and the Schools of Health Sciences, Nursing and Pharmacy proposed a new information literacy course, Interprofessional Education Health Research Skills (UCOR 103). Designed for freshmen in the three health schools, this 1-credit course provides a first “interprofessional education” experience for students while addressing information literacy in a way that is relevant and authentic for future health care professionals.

The course incorporates objectives from the Core Competencies for Interprofessional Collaborative Practice, created by the Interprofessional Education Collaborative, whose members include the American Association of Colleges of Nursing, the American Association of Colleges of Pharmacy and 18 additional health professions’ accreditation agencies. The competencies aim to improve patient care by addressing respect for, understanding of and communication with other health professionals.

After a pilot period, the course was adopted in 2016. A key instructional strategy is that students work in groups representing each of the three health schools. The groups create PIO (Population/Problem, Intervention, Outcome) questions that they may encounter in their professional lives. Students not only research these questions, but also consider the questions’ importance from each group member’s professional perspective. Groups evaluate resources found using evidence-based practice standards of evaluation and create annotated bibliographies and research posters. The groups then present the posters, modeling the scholarly conversation that they will engage in as both students and professionals. By promoting collaborative work, the course enables students to meet the challenges they will face as health professionals.

Gumberg Library Faculty (and two of the UCOR 103 instructors) Ted Bergfelt and Dr. Marcia Rapchak lead a session in the library’s FlexTech Classroom.

Gumberg Library

GUMBERG LIBRARY FACULTY MEMBERS
DEVELOP INTERPROFESSIONAL HEALTH
RESEARCH SKILLS COURSE

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McAnulty College and Graduate School of Liberal Arts

WAYS THAT WE ALREADY PURSUE THESE GOALS

Since the inauguration of Academic Affairs’ new Strategic Plan, we have already developed several minors and certificates that aim to draw students from outside of the College: the Actuarial Science Certificate, the Health Care Ethics Minor and the Jewish Studies Minor. We soon might also have the Health and Human Sciences Minor and Certificate.

- As a major, we have developed a BA in International Security Studies.
- We have also developed a joint Ph.D. program, with the Nursing School, in Nursing Ethics, and more recently the MS in Computer Science, which is strongly interdisciplinary.
- We have developed a secondary major program that allows schools to do a second major in the College without having to complete the College Core.
- We have developed our MAP Internship Program. Its purpose is to move the academic study of our students out of the realm of a solely classroom-based academic experience to one that takes them to the
study of extracurricular academic experiences in 3-credit internships. This new program is coordinated through the University Career Development Center. Many of our alumni from the College contribute by offering internships for our students during all times of the year, in the Pittsburgh area and beyond.

- We have developed two articulation agreements with local community colleges to increase our outreach to students other than our traditional four-year students.
- We now offer limited MA Diversity Scholarships for select students in the College graduate programs. These are tuition-credit awards.
- The College works directly with the Inside-Out Prison Exchange Program, a national program that sponsors academic courses in prisons and jails for inmates, police and college students in areas of restorative justice.

NEW PLANS IN MOTION TO ACHIEVE THESE GOALS

We are working with the Biomedical Engineering program to create a campus-wide Data Science degree. Our Mathematics and Computer Science department is offering a set of courses that will assist other schools in the University to develop Data Science initiatives that require extensive numbers and kinds of mathematics and computer science courses.

- We plan to develop a World Languages Commons through our language departments that will better serve the various second language acquisition needs of all of the schools as well. Much of this will focus on expansion of online language educational opportunities and more immersion experiences, particularly through Study Abroad experiences.
- We plan to partner with Pittsburgh Theological Seminary to enhance our offerings in Evangelical and Biblical Studies.
- We are developing new courses for our Leadership Studies program at both the graduate and undergraduate levels. It is a completely online program at both the graduate and undergraduate levels, aimed at adult learners, military students and select traditional students.
- We plan to develop a Faith-Based Leadership undergraduate degree in order to offer our students opportunities to develop skills to work in faith-based projects, whether Christian or non-Christian.
- The College is working with University Advancement on Summer Camp Diversity Scholarships for high school and middle school students in our summer programs. It will be targeted primarily at students from the Mon Valley.

Dr. Norm Conti with police recruits from his Criminal Justice course.
Online Learning and Strategy

ONLINE LEARNING AND STRATEGY LAUNCHING FACULTY TRAINING COURSE

Through a collaborative effort between Online Learning and Strategy, the Instructional Design team in Educational Technology and faculty participants in an eight-week pilot program, Duquesne University will soon begin offering an online training course for faculty and instructors teaching in the online environment. Foundations in Online Teaching and Learning is informed by best practice recommendations from the University Professional and Continuing Education Association (UPCEA) and the Online Learning Consortium (OLC) and has been benchmarked against pedagogical approaches used by online education leaders. Providing the opportunity for online faculty professional development typifies high quality online programs, hence this course supports Duquesne’s ongoing commitment to excellence in teaching.

Foundations in Online Teaching and Learning is comprehensive, addressing the critical elements necessary for an instructor to conceive and teach an online course, regardless of the level of previous experience in online teaching. The course is also practical, providing a structured opportunity to create content and materials that participants can use in an existing or planned online course. Modeling the optimal experience for the online learner, this asynchronous, accelerated eight-week, cohort-centered course prepares participants to design, develop and deliver a high-quality learning environment and experience to students. In addition, participants in Foundations in Online Teaching and Learning have the opportunity to experience the temporal challenges posed by an accelerated online course, gaining insight into a student population often juggling the demands of family, work and other commitments.

The time and attention given by faculty participants to this course in its earliest iteration were truly impressive. Operating within a framework of continuous improvement, the integration of instructor feedback as well as the incorporation of new developments in the field of online learning are essential elements of the course. Foundations in Online Teaching and Learning will be offered on a regular basis beginning this summer and early fall. Intermediate- and master’s-level courses are planned for 2019.

School of Health Sciences

INTERPROFESSIONAL EDUCATION COLLABORATIVE

In response to accrediting bodies mandating interprofessional education (IPE) since 2012, the Duquesne University Interprofessional Education Collaborative has hosted the IPE Grand Rounds event for over 3,500 students across the Schools of Health Sciences, Nursing and Pharmacy. Recently, students from the Music Therapy Program have also participated. This three-hour event is held on three evenings during the spring semester on Duquesne University’s campus.

Before the workshop, students from nine disciplines complete preparatory activities including videos about effective team communication skills based on the nationally recognized TeamSTEPPS® training. The workshop begins

Daniel Heffley, the guest patient, and Dr. Sarah Wallace from the Department of Speech–Language Pathology field questions from the student audience.
with students’ introduction to a patient and his or her family members before breaking into “huddles” with their small interdisciplinary groups to discuss each discipline’s role in the patient’s care and develop important questions to ask the patient and family members. Next, students participate in face-to-face interviewing of the patient and family. Finally, the students break into their huddles again to revisit the patient’s case and identify each discipline’s role in the patient’s care moving forward and reflect on the groups’ strengths and use of TeamSTEPPS® communication techniques. During each workshop, students interact with a patient who has a different medical history. In 2018, the cases included two patients who survived strokes and a young girl with autism spectrum disorder. Results from peer-reviewed studies that examined the outcomes from this unique educational experience suggest that students are eager for experiences allowing them to interact with and learn from other professions and feel these experiences benefit their later professional work. The success of this workshop can also be attributed to the dedicated faculty who respond to student feedback and national trends in IPE to enhance the event each year. More detail on the IPE Grand Rounds can be found in two published articles: https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=1006&context=tlcsd

INTERDISCIPLINARY PROBLEM SOLVING FOR THE SAKE OF PLAY

Giving children with disabilities the opportunity to play—that’s the mission of the interdisciplinary group, START-Play Hackers. Providing that chance is a goal for club members including students in Occupational Therapy, Physical Therapy, Speech-Language Pathology, Biomedical Engineering and Physics.

Participants understand that play is critical to brain development. Play and exploration can be limited in children with limited movement, as in cerebral palsy. Children with limited movement may be unable to experience the joy of playing with many toys found in stores, and the reduced exposure to play may restrict development of both motor and cognitive skills.

The interdisciplinary collaboration within this club allows students to use their discipline-specific knowledge to solve unique issues faced by children with movement problems. The students brainstorm ways to hack toys so that children can access and enjoy all of the benefits of play.

With guidance from faculty, students rewire and modify controls of toys with low-cost resources to customize them so they are functional and affordable. They are then given to children’s families at no cost.

The group was originally formed by Regina Harbourne, PT, PhD (Physical Therapy), and then grew with assistance from Richard Simpson, PhD, ATP, Retta Martin, MS, OTR/L (Occupational Therapy), Patrick Cooper, PhD (Physics) and Sarah Wallace, SLP, PhD (Speech-Language Pathology). The club, which meets weekly, has repaired specialized toys from the Western Pennsylvania School for Blind Children and conducted a teaching activity at SciTech, a Pittsburgh public school, sponsored by the Duquesne Women in Science organization through a Tom and Frances Leach Foundation grant. The interdisciplinary benefit of the club is evident by the problem-solving done between students with differing backgrounds and the students’ excitement when they provide a toy that allows a child to play. The club is participating in crowd-funding to continue its mission: spirit.duq.edu/project/9708
Duquesne University launched the first dual undergraduate degree in Biomedical Engineering and Nursing in the United States. This innovative five-year program provides students with a foundational body of knowledge that keeps patient care and practical application at the core of studies supporting innovations and technological advances.

Nurses are in the best position to assess the functional health status and technology needs of patients, whereas biomedical engineers are charged with advancing health care treatment for diagnostic and therapeutic purposes. A health care background with requisite clinical experience will greatly enhance a biomedical engineer’s ability to solve clinical problems.

Students will gain a deep clinical perspective and will learn to develop technologies and solve real clinical problems. Students will not only develop technologies to assist patients and create efficiencies for nurses in the hospital, outpatient and home care arenas, but will also develop lifesaving technologies for developing countries in a cost–effective manner.

The program builds on Duquesne’s existing connections with the city's hospitals, startups and medical institutions.

The changing health care environment is creating opportunities for new types of careers.

INCREASE JOINT/SECONDARY FACULTY APPOINTMENTS FOR NURSING FACULTY AT THE UNIVERSITY

- Dr. Michael Deem, Assistant Professor
  Joint appointment School of Nursing and Center for Healthcare Ethics
  Bioethics, philosophy of biology and medicine, public health ethics

- Dr. Melissa Kalarchian, Associate Dean for Research, Associate Professor, School of Nursing
  Joint appointment School of Nursing and Department of Psychology
  Behavioral medicine, obesity and bariatric surgery

- Dr. Eric Vogelstein, Assistant Professor
  Joint appointment School of Nursing and Department of Philosophy
  Biomedical ethics, theoretical ethics

- Dr. Noah Potvin, Instructor
  Joint appointment School of Nursing and School of Music
  Music therapy in end–of–life care

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Pre-Medical and Health Professions

INTERPROFESSIONAL EDUCATION PREPARES STUDENTS FOR COLLABORATIVE PRACTICE

Medical and other health professional students often develop professional identities associated with their future career goals even before they are immersed in the actual education and training for their disciplines. This early stereotyping can establish disciplinary prejudices and barriers that can prevent future collaborative practice and impair the quality of care provided for future patients. To lessen the chances for barriers to form and to positively influence future collaborative practice, the Duquesne University Pre-Medical and Health Professions Programs (PMHPP) have intentionally structured their pre-professional curriculum to be interprofessional. Duquesne’s pre-medical, pre-dental and other pre-health professional students representing many different academic programs work and learn side-by-side in formal classroom/laboratory settings. They are guided to develop an understanding and appreciation of their own “goal” medical/health professions, as well as the goals and expectations of other medical/health professions. This intentional instruction, consistent with the expectations of Interprofessional Education (IPE) described by the World Health Organization, also presents opportunities for students to engage in interprofessional communication and work in inter-(pre)professional teams while learning basic clinical skills and medical terminology consistent with the IPE Collaborative Panel’s Core Competencies.

The unique intentional IPE experiences provided by the PMHPP are the first steps in helping our Duquesne students develop positive beliefs and attitudes toward and between different medical and health professional disciplines. It is the PMHPP’s hope that the positive attitudes and beliefs that students develop through the IPE experiences will influence students’ future collaborative medical/health care practices and ultimately allow them to be part of collaborative teams that provide the most effective patient care possible. Bringing together pre-medical/health professions students with different aspirations more regularly and earlier in their professional preparation also may combat the formation and/or reinforcement of negative stereotypes which could negatively impact their future abilities to engage in interprofessional practice.


Gloving is just one of the many clinical skills that cross all medical and health care disciplines. These PMHPP pre-medical and pre-dental students learn from each other and discuss how they will use this skill in their future practices.