Interprofessional Education at VCU: Training Healthcare Students to be Collaborative Practitioners

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Interprofessional Education at VCU: Training Healthcare Students to be Collaborative Practitioners

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Learning Objectives

1. Describe the conceptual framework for VCU's interprofessional education (IPE) curriculum.

2. Be familiar with IPE courses, activities, and selected evaluation methods and results.

3. Identify the primary strengths and challenges of IPE at VCU.
Conceptual Framework for IPE at VCU

ENTERING STUDENT: Pre-curricular Experiences
- Hotspotting
- Quality Improvement Projects
- Critical Care Simulations (ICCS)
- Virtual Geriatrics Case
- Health Assessment Simulation

EARLY LEARNERS: Foundational Health Professions Experiences
- IPEC 501
- IPEC 502

ADVANCED LEARNERS: Profession-Specific Experiences

GRADUATING STUDENT: Context-Specific Experiences
Numbers in red = typical number of formal IPE courses and learning activities in which each program participates.

- **Nursing (MS NP)**: 1
- **Nursing (BS RN)**: 4-5
- **Pharmacy (Pharm D)**: 3-4
- **Dental Hygiene (BS)**: 2
- **Dentistry (DDS)**: 2
- **Medicine (MD)**: 3
- **Occup. Therapy (OTD)**: 1
- **Physical Therapy (DPT)**: 1
- **Health Admin (MHA)**: < 1
- **Social Work (BSW/MSW)**: < 1
Foundational Learning

Classroom-based for 15 weeks, ~500 students each semester, required by participating programs, 1-credit, pass/fail grading

IPEC 501: Foundations of Interprofessional Practice (Fall)

IPEC 502: Interprofessional Quality Improvement and Patient Safety (Spring)
Profession-Specific Learning

Simulation-based, length varies, required by participating programs, embedded in discipline-specific courses but transitioning to IPEC

Health Assessment Sim:
Practice evaluating patients and communicating patient data with an IP team

Virtual Geriatrics Case:
Practice collaborating to care for a complex geriatric patient as a member of an IP team

ICCS:
Practice critical care skills, communication, and escalation within an IP team
Context-Specific Learning

Immersion activities, offered as electives and/or volunteer opportunities where students can help enact positive change with support from faculty

QI Projects
Teams collaborate to tackle real QI projects in the health system

Hotspotting
Teams engage with complex patients in the community to improve health outcomes through care coordination support
Selected Outcomes

- Improvements in student attitudes about working interprofessionally
- Reduced stereotypes about other professions
- Correlation between quality of interprofessional student collaboration and patient care
- Faculty as an important key to learning
- Faculty participation up from 55 to 90 in last 3 years
Strengths

• VCU is a national leader in IPE.

• Our students value opportunities to learn together through this novel curriculum.

• The multitude of programs and community partners at VCU contribute to rich opportunities for learning.

• IPE provides a critical venue for engaging in the scholarship of teaching and learning.
Challenges

- Engaging the appropriate mix of students and training levels in each activity
- Providing robust learning experiences with meaningful and applicable examples
- Aligning IPE activities with uniprofessional curricula, administration, and logistics
- Recruiting and retaining faculty
- Accommodating large numbers of students
Final Consideration: What is IPE?

a) An instructional method?
b) Curricular content?
c) A professional identity construct?
d) A lever for organizational change?
e) All of the above?

How should these varying definitions factor into interprofessional education at VCU?
Opportunities

IPE thrives when diverse health care providers become involved in IPE. Join the conversation!

For more information...

• Talk to any of the IPE Center’s core faculty/staff.
• Visit our website: http://ipe.vcu.edu/
• Call us: 804-828-2898
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