

Going Big: Integrating IPE Across a Large Health Sciences Campus

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Disclosures

- Employed by VCU, MCV Physicians
- Funded by HRSA, CMS, Reynolds Foundation, and Macy Foundation (prior)
- Co-owner of an educational technology company stemming from one of our IPE programs
- Many faculty, staff, and students have contributed to this presentation

Objectives

- Describe a framework for integrating interprofessional education across a large population of learners
- Give examples of different instructional modalities for interprofessional education
- Outline some initial work for a developmental approach to assessing interprofessional competency

Virginia Commonwealth University

- 53 acre Health Science campus
- 5 health professional schools: allied health, dentistry, medicine, nursing, pharmacy
- Tertiary academic medical center
- 3200 clinical learners



- Monroe Park campus
- School of social work, departments of psychology and health & human performance
- Distant training sites:
 - Inova-Fairfax (70 miles north)
 - UVA (70 miles west)



The Challenge:
Meet our organizational missions and accrediting standards by implementing effective interprofessional education.



The Center for Interprofessional Education and Collaborative Care

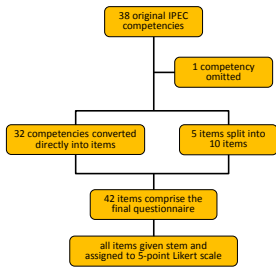
- Official center at VCU in January of 2013
- >1500 learners participate in Center programs annually
- Students and faculty from all five health science Schools, the School of Social Work, & Dept of Psychology



| Interprofessional Collaborative Practice Competencies | | | |
|---|-----------------------------------|---|--------------------------------|
| Values/Ethics (n = 10) | Roles/Responsibilities (n = 9) | Inter-professional Communication (n = 8) | Teams and Teamwork (n = 11) |

Interprofessional Education Collaborative Expert Panel. (2011).

Tool and Survey Methods

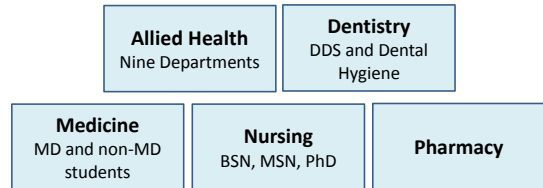


- Assesses student self-efficacy using a Likert scale
- Administered as an online survey with invitation email
- Sent to students by program leader

Dow AW et al. 2014. JIC

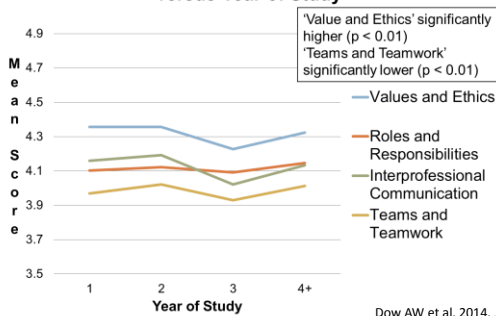
Survey Population

- All students enrolled in clinical degree programs on VCU's Health Science Campus

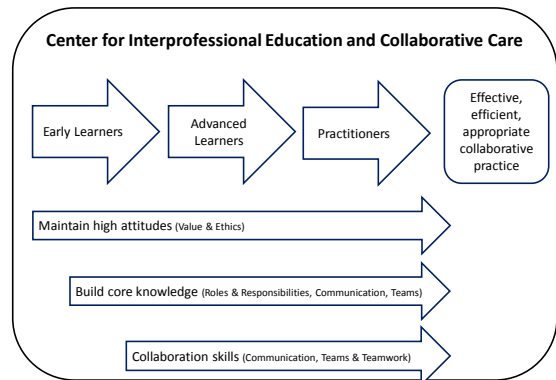


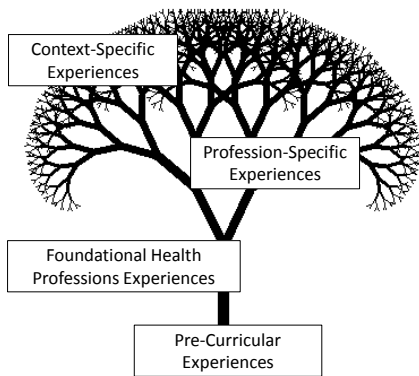
Dow AW et al. 2014. JIC

Mean Scores by IPEC Domain versus Year of Study



Dow AW et al. 2014. JIC





Foundational Health Professions Experiences

Interprofessional Case Series

- >600 students
- Classroom-based
- Pericurricular sessions → full 1-credit course



Foundations of Quality and Safety

- ~500 students
- Classroom-based
- Full 1-credit course

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2012-2013

- Extracurricular Interprofessional Case Series
- Meet your peers
 - Learn something (roles)
 - Encouraged but not required
 - Pizza
 - Positive evaluations with suggestions



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2013-2014

- Pericurricular Interprofessional Case Series
- Meet your peers
 - Learn something (roles, teams)
 - Required*
 - Positive evaluations with suggestions



2012-2013

- Extracurricular Interprofessional Case Series
- Meet your peers
 - Learn something (roles)
 - Encouraged but not required
 - Pizza
 - Positive evaluations with suggestions

2013-2015

- Pericurricular Interprofessional Case Series
- Meet your peers
 - Learn something (roles, teams)
 - Required*
 - Positive evaluations with suggestions

2015-2016

- Curricular Foundations Course
- Meet your peers
 - Learn something (roles, teams, systems)
 - Required 1-credit course

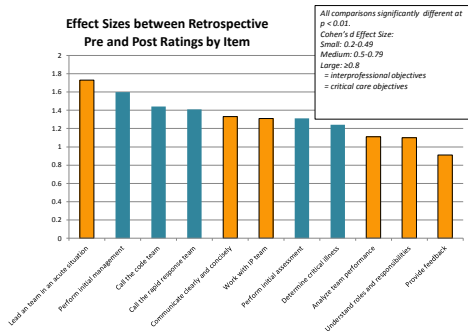
Profession-Specific Experiences



Interprofessional Critical Care Simulations

- All BSN4s and M4s (320 students)
- Three two-hour sessions around simulators: how do you manage a patient with an acute clinical deterioration?
- Student feedback: more!

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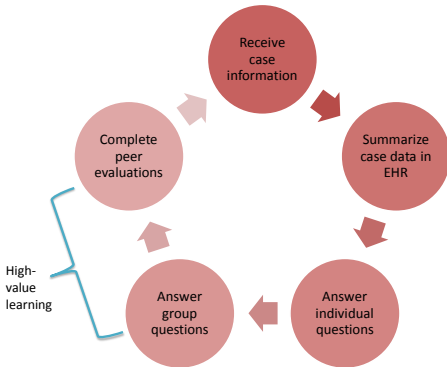
Profession-Specific Experiences

Interprofessional Virtual Case

- Homegrown case system for asynchronous collaboration
- ~600 participants annually (SOM, SON, SOP, SOSW)
- Now being used at several other institutions



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Case Activity Measures

| Case activity measures | Medical Students (n=194) | Nursing Students (n=146) | Pharmacy Students (n=60) | Social Work Students (n=122) |
|---------------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
| Logins | 21 (2-98) | 28 (5-197) | 25 (2-86) | 22 (1-114) |
| EHR entries | 11 (0-44) | 14 (2-53) | 5 (0-19) | 7 (0-43) |
| Message board posts and replies | 8 (0-157) | 8.5 (0-131) | 9.5 (0-81) | 5 (0-108) |
| Message board posts viewed | 24 (0-659) | 27 (0-675) | 36.5 (0-335) | 17.5 (0-460) |

Correlations between Case Activity Measures and Scores

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|-------|-------|-------|-------|-------|------|---|
| 1. Individual Score | — | | | | | | |
| 2. Individual Logins | 0.32* | — | | | | | |
| 3. Individual EHR Entries | 0.33* | 0.32* | — | | | | |
| 4. Individual Message Board Posts/Replies | 0.39* | 0.50* | 0.28* | — | | | |
| 5. Individual Message Board Views | 0.35* | 0.46* | 0.25* | 0.80* | — | | |
| 6. Team Score | 0.18* | 0.23* | 0.07 | 0.34* | 0.27* | — | |
| 7. Team Size | -0.03 | -0.01 | -0.10 | -0.12 | -0.03 | 0.02 | — |

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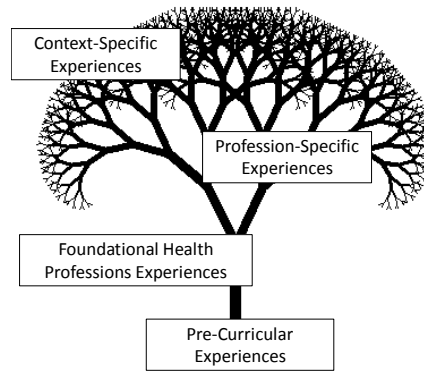
Context-Specific Experiences

Richmond Health and Wellness Program

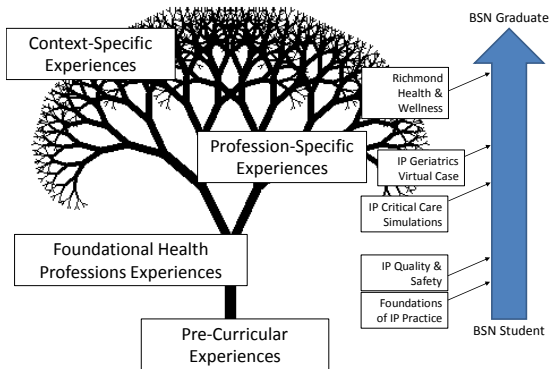
- Community-focused care coordination in an indigent setting
- “Hotspotting
- Nursing, Pharmacy, Social Work, Medicine, Psychology
- HRSA-funded
- Patient and student impact



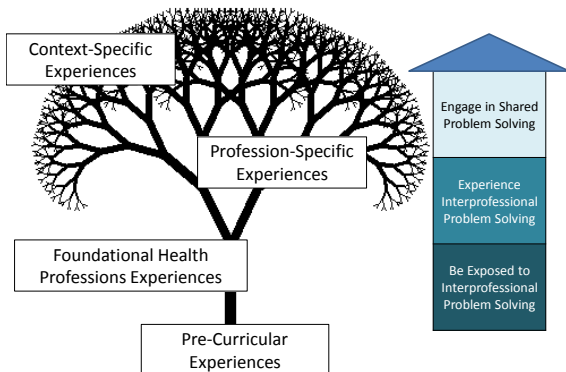
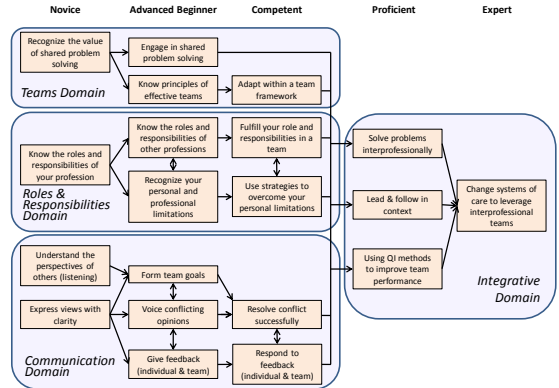
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Key points

- Large scale interprofessional education is possible – you can do it!
- Building incrementally is essential
- Consider multiple different instructional approaches
- Plan with a developmental approach
- We are all trying to navigate the same tricky path



Questions and Discussion
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