
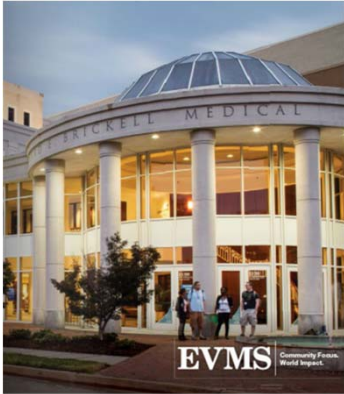


Presenters
Robert Alpino, MIA
Julie Bridges Catalano, Ph.D.
(Candidate)
Bruce Britton, MD
Jeffrey Johnson, DHSc

**Interprofessional
Collaborative Education**



EVMS Facts and Figures 2014




Located in Norfolk, Virginia
Annual Budget \$234 Million
State Appropriations \$ 24.4 Million

Students Entering Class of 2014
M.D & Health Professions 249

Faculty, Residents and Staff
Residents, Interns, Fellows 355

Foundational Science Faculty 54
Clinical Faculty 372
Volunteer Community Faculty 1370
Preceptors 535



Background Leading to IPE Pilots

- LCME ED-19A
- ARC-PA IPE B1.08
- Dean's Medical Education Transformation Charge
- ODU IPE HRSA Nursing Education grant
MCC-IPE collaborating with EVMS MD program and Sentara Center for Simulation and Immersive Learning



Pilot Phase-EVMS (2014/2015)

180 Health Professions Students

- Art Therapy
- Physician Assistant
- Surgical Assistant
- Master of Public Health
- Ph.D. Biomedical Sciences

10 Pilot MD MS1 students



Pilot Phase-ODU (2014/2015)

Health Professions students from ODU and
M4 students from EVMS each year

- Physical Therapy
- Speech Therapy
- Clinical Counseling
- Nurse Practitioner/Nursing
- MD students M4 year

4 Teams of around 6. Volunteers from EVMS
during required M4 Ambulatory rotation.



EVMS Pilot Year Curriculum

TeamSTEPPS™

6 Large Group Session with small group
breakout

Each session 2 hours throughout the year



EVMS Pilot Sessions

1. TeamSTEPPS™
2. Diabetes
3. Cancer
4. Alzheimer's
5. STI
6. Epidemic Case Study



EVMS Pilot Session Format

- Large group case presentation 30 mins
- 5 min break
- Small group breakout session 40 mins
- 5 min break
- Large group wrap-up session 40 mins



EVMS Pilot Lessons Learned

- Students like the actual patients and caregivers on their experiences
- Too focused on the medical condition
- Need to educate about the roles of each professional
- Focus on roles
- Need more natural interaction
- The small group Bb entries were disruptive to discussion



ODU Pilot Curriculum

- ❑ Blackboard presentations and test
- ❑ Simulations of MCC via Telehealth
- ❑ MCC Project
- ❑ Communications using IT for Interprofessional Education



ODU Pilot Sessions

- 3 repeating sessions as described
- Instructors from ODU assigned students to participate
- EVMS asked M4 students to volunteer during required Ambulatory rotations



ODU Week 2 Simulation Session Format

- 4 teams of students meet each other
- Cases with 20 minutes then 5 minutes feedback from standardized patients and faculty observers. Repeat.
- Teaching of Web/App development
- Switch Cases
- Interprofessional Practice group discussion



ODU Pilot Lessons Learned

- Nursing and MD clinical expertise could dominate sessions
- SP feedback on effective telehealth communications valued
- MCC social needs emphasized provided by faculty added value for learners
- Faculty reviewing team developing openly valued by learners



ODU Pilot Lessons Learned

- Coordination key
- Flexibility between institutions scheduled mandatory
- Emphasizing IT and telehealth as key educational outcome fostered acceptance
- Simulations work to create rapid team formation ripe for faculty feedback
- Preparing for larger MD student participation key for future



EVMS Pilot IPE Dream Team

- 2 MD (Family Medicine, Infectious Disease)
- 1 Physician Assistant Program Director
- 1 Surgical Assistant Program Director
- 2 Art Therapy Directors
- Director of Health Education Center
- Director of Master of Public Health
- 1 Instructional Designer



EVMS Pilot Lessons Learned

- Coordination intra and inter institutionally key
- Domination by any group in faculty and learners can reduce value of intervention
- Creating education that has meaning for all learners needed
- Instead of creating the learning scenarios in the Dream Team, we reached out to clinicians in specialty areas to create medical cases
- Need a four year plan with data measurement points for the MD curriculum based on AAMC Interprofessional Collaborative Practice



FIRE and ICE 4 Year Curriculum

M1 Year 2015/2016

Fundamentals of Interprofessional Roles in Education (FIRE)

- Pre-treatment measurement of attitudes and knowledge of roles in IPE
Attitudes Toward Health Care Teams Scale (ATHCT)

Online course modules

Core Competencies for Interprofessional Collaborative Practice (AAMC)

- Values/Ethics for Interprofessional Practice
- Roles/Responsibilities
- Interprofessional Communication
- Teams and Teamwork
- Conflict Resolution

Quarterly Faculty Directed Team Meetings - Perhaps build this into some wellness meetings about ethics, teams and conflict resolution

Reinforce Concepts/brief exercises



ICE Interprofessional Collaborative Education

M2 Year 2016/2017

TeamSTEPS™ measurement <http://nexusipe.org/resource-exchange/taq-teamsteps-teamwork-attitude-questionnaire> before and after TeamSTEPS™ module

Interprofessional Collaborative Education (ICE)

6 sessions scheduled from September to March

Mid-treatment measurement of attitudes and knowledge of roles in IPE
Attitudes Toward Health Care Teams Scale (ATHCT)

Record experiences during Service Learning Experiences



M3 Year 2017/2018

E*Value to record IPE experiences for each student

- Based on IPE definitions:
 - In Clerkships
 - Identify high value IPE experiences from E*value
 - Modify clerkship curricula to incorporate high value experiences
 - Record experiences during Service Learning Experiences



M4 Year 2018/2019

E*value to record IPE experiences

Based on IPE definitions:

IN AI, Ambulatory, Acute Care experiences

In Service Learning Experiences

STEP - Transition to Residency Training

Interprofessional Teams

Reinforce Interprofessional Communication

Post treatment measurement of attitudes and knowledge of roles in IPE

Continued EVMS/ODU Telehealth IT IPE Simulations

During required Ambulatory Month in M4 year



Questions?

EVMS
Eastern Virginia Medical School
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