Lessons Learned from Implementing Two Large-Scale IPE Courses

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Conceptual Framework for IPE at VCU

- **Pre-Curricular Experiences**
- **Early Learners**
  - Foundational Experiences
- **Practitioners**
  - Context-Specific Experiences
- **Advanced Learners**
  - Profession-Specific Experiences
Background

- Academic year 2015-16: VCU launched two new required interprofessional courses:
  - IPEC 501: Foundations of Interprofessional Practice (Fall)
  - IPEC 502: Interprofessional Quality Improvement and Patient Safety (Spring)
- 1 credit each, pass/fail grading
- Classroom-based
- Enrollment of ~500 students each semester
- Students work in longitudinal interprofessional teams to apply course content in learning activities
## Evolution of IPEC 501
### Foundations of Interprofessional Practice

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>EXTRACURRICULAR</strong></td>
<td><strong>PERICURRICULAR</strong></td>
<td><strong>CURRICULAR</strong></td>
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<tr>
<td>Interprofessional Case Series</td>
<td>Interprofessional Case Series</td>
<td>Foundations Course</td>
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<tr>
<td>Meet your peers</td>
<td>Meet your peers</td>
<td>Meet your peers</td>
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<tr>
<td>Learn something (roles)</td>
<td>Learn something (roles, teams)</td>
<td>Learn something (roles, teams, systems)</td>
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<tr>
<td>Encouraged but not required</td>
<td>Required for some, but not all</td>
<td>Required 1-credit course</td>
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<td>Pizza as incentive</td>
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<td>Positive evaluations with suggestions</td>
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IPEC 501
Foundations of Interprofessional Practice

• An introduction to the concept of interprofessional collaborative practice, with an emphasis on professional roles and responsibilities and teamwork

• Early learners from 7 programs*:
  – Dental Hygiene
  – Dentistry
  – Nursing
  – Occupational Therapy
  – Pharmacy
  – Physical Therapy
  – *Genetic Counseling students participated in year 1
Development of IPEC 502
Interprofessional Quality Improvement and Patient Safety

- Recruited interested faculty from target programs (Medicine, Nursing, Pharmacy)
- Reviewed existing Quality Improvement and Patient Safety content in target programs:
  - 2-credit required Drug Safety course in School of Pharmacy
  - Required 8-hour Patient Safety and Quality course in School of Medicine
  - Quality and safety content threaded through undergraduate Nursing curricula
- Developed one-credit Interprofessional Quality Improvement and Patient Safety course with input from each program
IPEC 502
Interprofessional Quality Improvement and Patient Safety

• Focuses on systems thinking & complexity, quality methodology and safety culture

• Learners from 3 programs:
  – Medicine
  – Nursing
  – Pharmacy
Curricular Change Process

• First, courses were approved by the University as IPE electives
• Then, worked with curriculum committees in each participating school to adopt the courses at the school level
  – Identified key champions within each school to support the change
  – Presented the IPE vision to curriculum committees
  – Each school revised curricula to adopt IPE courses as required courses
    • Some programs sought a credit neutral option to reduce tuition burden on students
• Worked with program representatives to determine a common day and time for IPEC course offerings
<table>
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<tr>
<th>Enablers</th>
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<tr>
<td><strong>University-level support</strong></td>
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<tr>
<td>• Interdisciplinary work is encouraged by University’s strategic plan</td>
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<tr>
<td>• A Center for IPE</td>
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<td>• Funding available to support for this large scale course</td>
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<td><strong>School-level support</strong></td>
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<td>• Need to satisfy accreditation standards for IPE</td>
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<td><strong>Faculty interested and oriented to IPE for early learners</strong></td>
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<td><strong>Facility space to accommodate 500 learners</strong></td>
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<td><strong>Evolving competency model grounds curricular advancement</strong></td>
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<tr>
<td>Challenges</td>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>University-level course approval and scheduling processes</td>
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<tr>
<td>School-level support</td>
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<tr>
<td>• Curricular reform needed to accommodate IPE course</td>
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<tr>
<td>• Varying academic calendars and course schedules</td>
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<td>• Varying ways of “counting” faculty effort towards IPE initiatives</td>
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<tr>
<td>Medical students have varying participation</td>
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<td>Developing faculty members’ knowledge and skills necessary for these non-traditional courses</td>
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<tr>
<td>Securing facility space to accommodate 500 learners</td>
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<td>Single course offering no flexibility; 4 PM time-frame not conducive for learning</td>
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<tr>
<td>Course learning objectives and content delivery: Getting it right</td>
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Lessons Learned

• Students acknowledge the need for and value interprofessional education
• Students enjoy getting to know students and faculty from different professions
• Students perceive it “unfair” when professions are absent from IPE activities
• Students want more time to work within interprofessional teams
Lessons Learned

• Faculty strive to enhance student engagement
  – More deliberate team formation activities
  – Less lecturing, more recorded “mini” lectures
  – More clinical examples and case studies
    • Faculty to provide additional support for clinical content given the limited clinical context most students have at this point in their programs
VCU Interprofessional Curriculum

Foundational Health Professions Experiences

Context-Specific Experiences

Profession-Specific Experiences

Pre-Curricular Experiences

Entering Student

IP Critical Care Simulations (ICCS)

IP Geriatrics Virtual Case

Discipline-specific clinical learning experiences

IPEC 501: Foundations of IP Practice

IPEC 502: IP Quality & Patient Safety

Graduating Student

Co-curricular activities

IP Quality Improvement Projects