

Lessons Learned from Implementing Two Large-Scale IPE Courses

Colleen Lynch, MSN, RN, CPHQ, CPPS

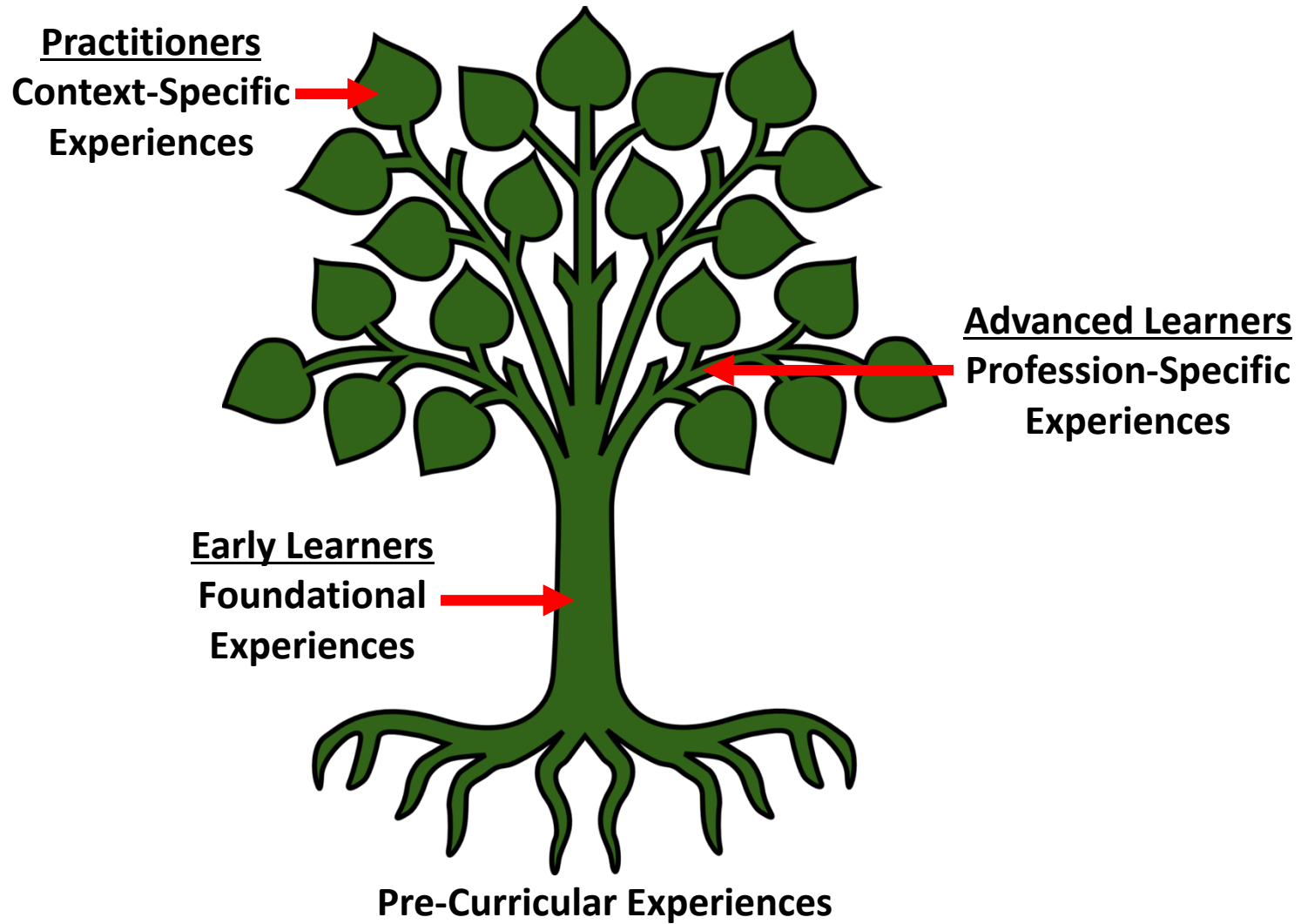
Sharon Lanning, DDS

Kelly Lockeman, PhD



VCU

Conceptual Framework for IPE at VCU

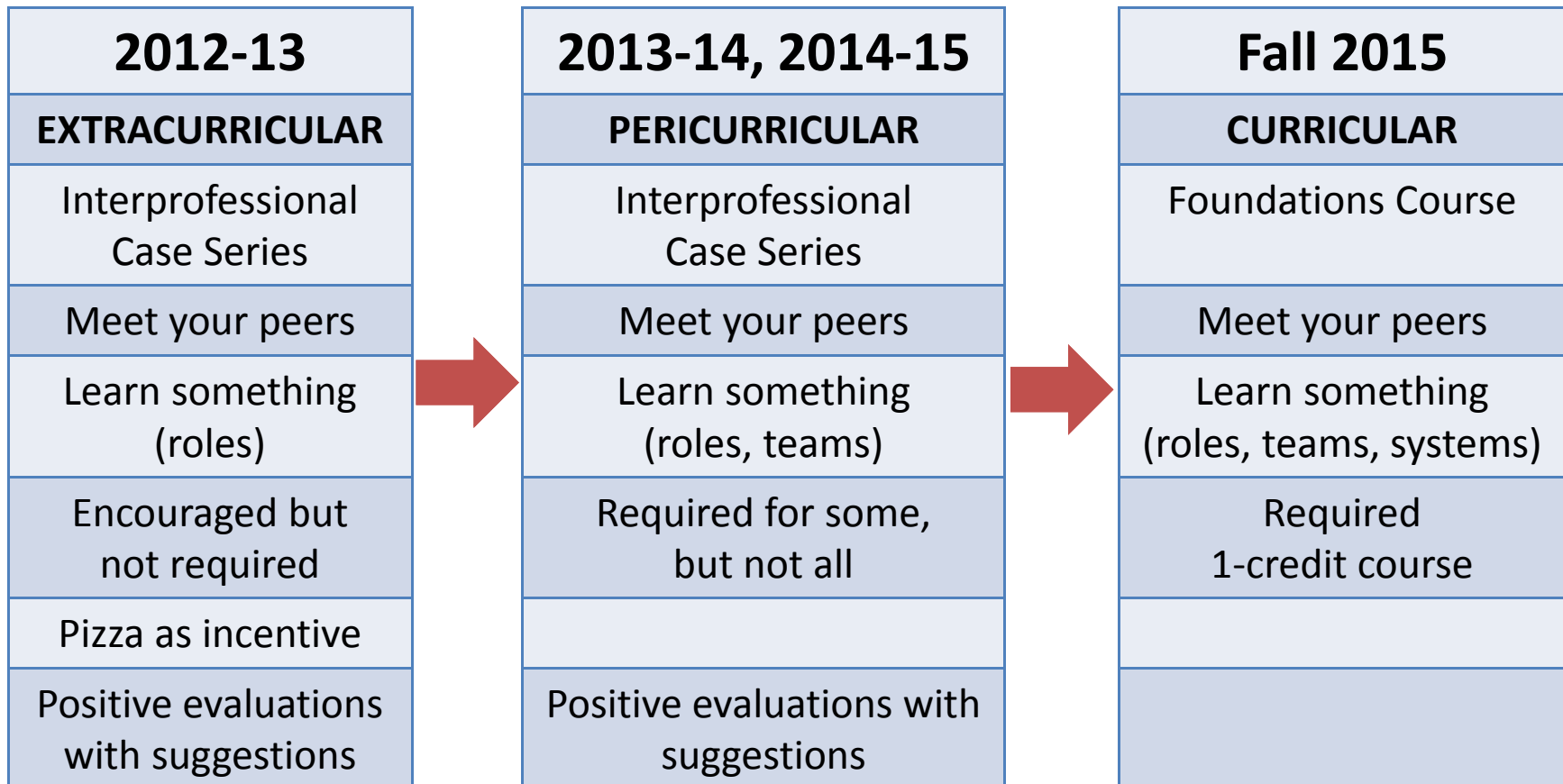


Background

- 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



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

Enablers	University-level support <ul style="list-style-type: none">• Interdisciplinary work is encouraged by University's strategic plan• A Center for IPE• Funding available to support for this large scale course
	School-level support <ul style="list-style-type: none">• Need to satisfy accreditation standards for IPE
	Faculty interested and oriented to IPE for early learners
	Facility space to accommodate 500 learners
	Evolving competency model grounds curricular advancement

Challenges

University-level course approval and scheduling processes

School-level support

- Curricular reform needed to accommodate IPE course
- Varying academic calendars and course schedules
- Varying ways of “counting” faculty effort towards IPE initiatives

Medical students have varying participation

Developing faculty members’ knowledge and skills necessary for these non-traditional courses

Securing facility space to accommodate 500 learners

Single course offering no flexibility; 4 PM time-frame not conducive for learning

Course learning objectives and content delivery: Getting it right

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

