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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.

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**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**
  
  TeamSTEPPS™ 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?