Training the Workforce to Fill the Gaps in Healthcare

Supported by a grant for the Centers for Medicare and Medicaid Services, several groups of VCU faculty are implementing new training programs for healthcare workers. The grant, part of the State Innovation Model program, was awarded to the Commonwealth of Virginia to develop innovative models of healthcare delivery. In addition to examining issues such as Medicaid reform and population health management, the grant supported VCU as the lead for the workforce initiatives and for three specific projects.

Joann Richardson, PhD, Associate Professor in Kinesiology and Health Sciences, led the creation of a post-baccalaureate certificate in health behavior coaching. The program seeks to train individuals with an interest in health as coaches to improve the lifestyles of their patients. Graduates will be well-positioned to pass the Certified Health Education Specialist exam and receive certification. The program is currently working its way through the University approval process and hopes to enroll students in the fall of 2016.

Kimberly Davis, MSN, Assistant Professor of Nursing, collaborated with an interprofessional team from nursing (Colleen Lynch, Pamela Biernacki), social work (Melissa Abell), health administration (Dolores Clement), medicine (Lisa Anderson, Alan Dow), gerontology (Tracey Gendron), and VCU Health (Ryan Raising) to develop the post-baccalaureate care coordination certificate. This program is designed for individuals with a previous health career who wish to develop stronger abilities to coordinate care for medically and socially complex individuals. These abilities are particularly sought after by health systems, non-profits, insurers, and governmental agencies. Graduates will be well prepared to meet the complex demands of these individuals and thrive in this new field. The program is the first of its kind and plans to enroll students in the fall of 2016.

Alan Dow, MD, MSHA oversaw the workforce initiatives overall and spearheaded the development of the transformative leadership course with faculty from medicine (Deborah DiazGranados and Nital Appelbaum) and health administration (Ann Johnston). The web-based course will provide an interactive experience that builds leadership competency and also delineates some of the financial and regulatory forces that are reshaping healthcare. Participants will learn about themselves, how best to engage others, and the system as whole. The course will be available starting this

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The Fourth Annual Jewell and Carl Emswiller Interprofessional Symposium  Victor Yanchick

The Center for Interprofessional Education and Collaborative Care hosted the Fourth Annual Jewell and Carl Emswiller Interprofessional Symposium on Saturday, February 6, 2016. More than 120 health care practitioners, faculty and students representing various disciplines (Allied Health Professions, Behavioral Health, Clinical Research Dentistry, Medicine, Nursing, Social Work) from across the country convened at the Lewis Ginter Botanical Garden to exchange ideas about innovative approaches to interprofessional education and with information that focused on changes in the practice environment that support interprofessional practice.

In her keynote address, Christine Arenson, MD from Thomas Jefferson University provided clear examples of interprofessional practice resulting in value-based care. Dr. Arenson was then joined by Sharon Lanning, DDS, VCU School of Dentistry, and Meg Zomorodi, PhD, University of North Carolina Chapel Hill School of Nursing for a panel in which they shared examples of interprofessional successes at their respective institutions.

The remainder of the Symposium offered the attendees a choice to attend a session that was focused either on interprofessional education or on interprofessional practice. The last session of the Symposium was led by students from programs around the Commonwealth of Virginia who very clearly articulated the value they have been able to experience through their interprofessional educational experiences.

Throughout the Symposium the attendees had the opportunity to view 21 posters presented by a variety of students and practitioners that showcased a wide range of activities as well as research projects that supported the value of interprofessional education and collaborative practice.

The Annual Symposium is endowed by Jewell Emswiller in honor of her late husband, Carl – a 1962 graduate of the Medical College of Virginia School of Pharmacy – who was a transformative practitioner for patient-centered pharmacy practice. Thanks to the Planning Committee for the efforts they made in making this Symposium a great success.

Plans are now underway for the Fifth Annual Emswiller Symposium that will be offered on Saturday, February 4, 2017.

Victor Yanchick, Ph.D. is the Senior Executive Director of the Center for Interprofessional Education and Collaborative Care.
Spotlight on Kimberly Davis

Kimberly Davis, MS, RN is a Clinical Instructor for the Department of Family and Community Health Nursing at Virginia Commonwealth University. She teaches undergraduate nursing students in a variety of clinical settings both in the hospital and in the community. Her research interests include care coordination, interprofessional educational strategies, and development of gerontology-focused curriculum. Kimberly is a voting member on the Undergraduate Curriculum Committee and also serves on the board of Sigma Theta Tau International Honor Society of Nursing, for the Gamma Omega chapter. Additionally, she is a member of the National League for Nursing, American Nurses Association, and the Virginia Public Health Association. Kimberly received her Master of Science degree with a concentration in nursing education at VCU.

To support the Interprofessional Education initiatives here at VCU, Kimberly has been involved as a faculty volunteer for both the Interprofessional Education Foundations Course and the Hotspotting Project. She serves as nursing faculty for the undergraduate nursing students who participate in the Richmond Health and Wellness program, an interprofessional clinic which provides care coordination at senior housing complexes in Richmond. She also serves on the Virginia Geriatric Education Center Plenary, and assists with their Geriatric Workforce Enhancement Program Initiatives and serves as a faculty mentor for their Faculty Development Program. Kimberly has also been working as program director to develop the proposed Care Coordination Certificate which will be offered as an interprofessional program to post-baccalaureate healthcare professional students.

Appreciative Practice, An Interprofessional Skill

Susanna Wu-Pong

What do academia, research and clinical practice have in common?

This was one of the questions addressed in a joint session between the VCU School of Pharmacy, Pharmaceutical Sciences Graduate Program and the VCU Center for Interprofessional Education. Two faculty from the University of Virginia’s Center for Appreciative Practice, Dr. Julie Haizlip, MAPP, MD, author of Appreciative Inquiry in Healthcare, and Natalie May, PhD, A Harvard Macy Fellow in Medical Education and founder of Change the World RVA, helped us to find our common ground.

Drs. Haizlip and May led this engaging, interactive session where participants learned how to create energizing connections with others by sharing stories in a manner that builds connection, shared wisdom and understanding. We learned that focusing on the positive and successes has the potential to change perspective and improve the tone of conversations. In other words, choosing to focus on success, strengths and positive intent enables us to work together in teams and organizations in a constructive, fulfilling way.

This valuable session provided simple tools based on appreciative inquiry practices that create highly effective teams and workplaces, even among individuals of diverse backgrounds and interests. Participants were encouraged to keep practicing appreciative inquiry in the workplace, which will create positive culture change in our classrooms, laboratories and practice sites.

Susanna Wu-Pong, Ph.D. is an Associate Professor, and director of the Pharmaceutical Sciences Graduate Program in the VCU School of Pharmacy.
Director’s Message

Much of this issue of the Common Thread is focused on continuing education. Whether it is faculty participating in development sessions, individuals seeking additional career training, or scholars sharing ideas, continuing education is about professionals seeking to get better at their work. And, with society, and especially healthcare, evolving, continuing education is becoming increasingly important. At its core, continuing education should be about health professionals identifying the needs of their community and recognizing how they can enhance their knowledge and skills to meet these needs. Yet, this goal – like all of healthcare – cannot be achieved alone. As continuing education evolves to become more interprofessional and team-oriented, we hope the Center can facilitate activities worthwhile for all our constituencies. After all, we’re all in this together.

Alan Dow, MD, MSHA is the Assistant Vice President for Health Sciences for Interprofessional Education and Collaborative Care, and Professor of Internal Medicine in the VCU School of Medicine.

Crossroads

VCU’s Institute on Inclusive Teaching is this year, for the first time, offering events in preparation for its annual week-long intensive. The first pre-Institute event was Crossroads: Small Group to Discuss Diversity and Inclusion in the Classroom, held on January 29th. The faculty members who attended enjoyed lunch and conversation regarding diversity-related experiences in the classroom. Participants were given an opportunity to consider scenarios and share particular challenges they faced with students or colleagues. Session leaders, Dr. Mary Shelden and Dr. Idella Glenn, facilitated the dialogue.

The discussion provided an opportunity for participants to try on strategies to implement in the classroom and techniques to help navigate potential conflicts that may emerge in classroom settings as diversity-related topics arise.

Now in its fourth year, the goal of the Institute on Inclusive Teaching is to expose VCU teaching faculty to a range of opportunities, strategies and techniques for creating inclusive classroom environments. The planning committee this year has planned a series of events to provide opportunities for faculty to engage prior to the Institute, which will be held May 23-27.

More about the Institute and other related opportunities, visit: www.rampages.us/inclusiveteaching