Design and Impact of an Orientation for an Interprofessional Educational Program

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Objectives

• Understand the rationale and impact of an immersive orientation prior to starting an IPE/IPCP program.

• Identify high yield curricular tools to use in orientation curricula for other IPE/IPCP programs.

• Discuss lessons learned, challenges and areas for improvement from the experience of six VPIL Summer Immersion implementation cycles.
What is VPIL?

Vanderbilt Program in Interprofessional Learning
PROGRAM GOALS

CULTIVATE
Cultivate respectful professionals

PREPARE
Prepare leaders who contribute to a collaborative-practice-ready workforce

IMPROVE
Improve the health care delivery system by integrating systems knowledge with patient care

INTEGRATE
Integrate the patient care experience with health professions knowledge

NUTURE
Nurture self-directed workplace learners
VPIL students work and learn in clinic teams of 4 (1 from each profession) 1 half-day each week over the course of 2 academic years.
Examples of Clinic Placements

**Community-Based Primary Care**
The Clinic at Mercury Courts
Priest Lake Family & Women’s Clinic
Siloam Family Health Center
Vine Hill Community Clinic

**Hospital Based Primary Care**
Adolescent & Young Adult
Adult Internal Medicine
Medicine-Pediatrics Primary Care
Pediatric Primary Care

**Subspecialty Care at Vanderbilt/Community**
Alive Hospice
Congestive Heart Failure Clinic
Emergency Department
Endocrinology
Henry-Joyce Cancer Clinic
Opioid Dependency Clinic - OB
Pediatric Complex Care
Pediatric Diabetes
Pediatric Neurogenetics & Metabolism
The Osher Center for Integrative Health
The Comprehensive Care Clinic (HIV/AIDS)
VA Palliative Care Consultation Team
Vanderbilt Heart Transplant
# VPIL Curriculum Overview

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<td>Understanding the Professions</td>
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<td>Clinic specific activities</td>
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<td>Reflections weekly</td>
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<td>Classroom skill development to apply in the clinic</td>
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<td>Small Group case discussion and debrief</td>
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<td>Readings</td>
<td>Home Visit &amp; Interprofessional Plan of Care</td>
<td>Professions presentation, Medication reconciliation, Advocacy</td>
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<td>Quality Improvement Project, Advocacy</td>
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<td>Active Learning</td>
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VPIL Summer Immersion
Timing of Immersion

• Strategically placed before the start of the academic year
• Rationale:
  ▪ Students can start to form a shared identity as health professionals before separating and developing unique professional identities related to their chosen profession.
  ▪ Students are free from academic distractions
Immersion Daily Themes

- Welcome Dinner
- Introduction to Self and IPE
- Introduction to the Community
- Introduction to the Professions
- Introduction to the Patient Experience
Student Preparation for Immersion

• Demographic survey
• Kiersey Temperament Sorter (Kelly & Jugovic, 2001) personality inventory
• Daily readings
• Send questions about other disciplines
Day 1 – Introduction to the Self and IPE

• The history of VPIL and future of collaborative care
• Overview of IPECP
  – Discuss IPEC Competencies (2016)
• Temperament and Teamwork
• The how and why of reflection
• Professional responsibility and social media
Day 2 – Introduction to the Community

• Pre-work: poverty simulation game “Spent” (http://playspent.org) and self-quiz “Do you live in a bubble?” (PBS NewsHour, 2016)

• Content delivered outside of classroom - public health department, social services agency

• Social work faculty review “Nashville 101” and social determinants of health
Day 2 - Community Day

- Bus tour of underserved communities
- “Food deserts” (CDC, 2012)
- Windshield survey (Stanhope & Lancaster, 2012)
- Shopping Activity
- Meal preparation – poverty guidelines (US Dept HHS, 2016)
Day 3 – Introduction to the Professions

• Professions Panel
• Conflict Management and Team Communication
• Team Assignments and Clinical Placement Reveal
  – Clinic visits
• Alumni Reception
Day 4 – Introduction to the Patient Experience and Personal Wellness

- Patient Engagement
- Active Listening and Visual Strategies for Healthcare Professionals
- The Patient and Family Experience: A Real Life Story
- Self-Care
- Get to Know Your Patient Population
Student Feedback

- 7-point Likert Scale
- Consistently high
- Overall rating for immersion – 95% rate >6

- IPE constitutes interprofessional practice and education--a wider and necessary scope
- Insight: "we know what makes great teams, so why is it so difficult to make them?"
- Madeleine Schmitt's declaration that "processes of care delivery are just as important as clinical knowledge"
Student Feedback

There are a huge number of factors that play into the social determinants of health and the disadvantages and obstacles that many American citizens face. Also, there are many community resource centers offering supportive and helpful services to the community at large, and their priority is in providing citizens with sustainable ways to help themselves.

The severity of poverty in the area and the degree of difference so close in proximity between socioeconomic groups.

Thank people for opening up to me; not to give advice but just listen; working on obtaining a deeper level of empathy, not sympathy.

I was surprised by the simplicity in the answer to the question, "How can I show my patients that I care?" - listen
Lessons Learned

• Timing of Immersion
• Social Activities
• Faculty Presence
• Multiple disciplines represented
Student Impact – Two years later

Building community among health care professions – not just among their chosen profession

Powerful introduction to the social determinants of health

Provided students with a different framework to think about as they grew in their own professions


Foundational Elements

• The funding agencies: The Josiah Macy, Jr. Foundation & The Baptist Healing Trust
• Health Professions School and their institutions
• VPIL Central Office
• Course Directors
• VPIL Faculty: Interprofessional Coaches
• Precepting Teams