

FREE* Newsletter

*(Faculty Resources for Educational Excellence)

VTCSOM Office of Continuing Professional Development

Office of Continuing
Professional Development
(OCPD)

Office of Continuing Medical
Education (CME)

Center for Simulation,
Research & Patient Safety
(CSRPS)

Dan Harrington, MD
Senior Dean, Academic Affairs

Bruce Johnson, MD
Associate Dean, Faculty Affairs

David Musick, PhD
Assistant Dean, Faculty
Development
Director, OCPD

Shari Whicker, EdD, MEd
Associate Director, OCPD
Director, TEACH

Phone: (540) 581-0317

Web:

[http://medicine.vtc.vt.edu/faculty
_affairs/professional_developm
ent/](http://medicine.vtc.vt.edu/faculty_affairs/professional_development/)

[http://www.carilionclinic.org/offi
ce-continuing-professional-
development](http://www.carilionclinic.org/office-continuing-professional-development)

Vol. 4, No. 5
May 2016

Quote of the Month

“Multiprofessional education is a strand of the cultural change considered essential for the modernization of healthcare services.”

Lacey-Bryant, Sue (2006)

Interprofessional Education and Faculty Development

Much is being written and talked about today in regard to interprofessionalism. IPE (interprofessional education) and IPC (interprofessional care) are not just “buzzwords,” but are concepts that are permeating all aspects of health professions education and clinical care. IPE is often described as a transformation in how we are educating future health professionals. We are very proud at VTC School of Medicine to be the first medical school in the country to have established an academic Department of Interprofessionalism, and to have imbedded interprofessionalism in all required courses and rotations for medical students.

What is IPE? One definition may be found in an April 2015 report from The Institute of Medicine:¹ “IPE occurs when learners of two or more health and/or social care professions engage in learning with, from, and about each other to improve collaboration and the delivery of care.” Notice that the purpose of IPE is described as improving both collaboration between professionals and, ultimately, the care of the patient. The report goes on to state that, while IPE has been widely embraced around the world, specific faculty development on how to teach concepts of IPE has not kept pace and is sorely needed. The report also calls for research aimed at identifying the specific links between IPE, IPC, and patient and health system outcomes.

What would a comprehensive faculty development program devoted to IPE look like? A pilot project² conducted with eight academic medical centers in 2012 identified some key elements, including:

- Securing the commitment of top institutional leaders
- Teaching interprofessional competencies
- Focusing on experiential learning
- Building in time for reflection
- Measuring outcomes to promote ongoing improvement
- Creating robust linkages between education and practice

Does interprofessional education ultimately lead to better patient care? I’m not sure this question has been answered; the current research literature in this regard is still being developed. But there is plenty of opportunity right here for meaningful work that could help answer that question! As our faculty development efforts continue to grow, we hope to address this subject in the future. And, we need your ideas!! What specific types of faculty development activities do you feel are needed in support of our medical center’s commitment to IPE and IPC? Let us hear from you!!

David W. Musick, PhD

¹<http://nationalacademies.org/hmd/reports/2015/impact-of-ipe.aspx>. Accessed May 27, 2016.

²Hall LW and Zierler BK. Interprofessional Education and Practice Guide N. 1: Developing Faculty to Effectively Facilitate Interprofessional Education. *Journal of Interprofessional Care* 2015; 29 (1): 3-7.