

A panoramic view of the Seattle skyline at dusk. The Space Needle is prominent on the left, illuminated with blue and white lights. The city's skyscrapers are lit up, and the background shows a hazy, purple-tinged sky over the mountains.

Expanding Our Horizons

2010 AACP Annual Meeting and Seminars

American Association of
Colleges of Pharmacy
Discover • Learn • Care • Improve Health

AACP

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Interprofessional Education in an Academic Medical Center: Hit or Myth

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Learning Objectives

- **Appreciate the opportunities and barriers to interprofessional education on an academic health center**
- **Know key players to have in place to be successful**
- **Identify key strategies for developing and implementing interdisciplinary educational programs**



“Too often the health professions have approached patient care in isolation from one another; it is essential that medicine, dentistry, nursing and the other health professions develop their programs of education, research, and patient care in close collaboration with one another from the outset.”

— Edmond Pellegrino - 1972



Question to Consider

Is What You Have at Your Institution
Unidisciplinary, Multidisciplinary or Truly
Interprofessional?



Opportunities at a Fully Integrated Health Center

- Wide variety of faculty resources
- Unique patient care environments
- Students and faculty are in close contact with each other on a consistent basis
- Potential for cost efficiencies in early experiential learning
- Opportunities for cross listing courses and developing cross-disciplinary faculty teams
- Opportunity for scholarship
- Opportunities for shared simulation experiences



Challenges at a Fully Integrated Health Center

- Large numbers of students to involve in teams
- Little published research on interprofessional education
- Curricular conflicts – standardization, etc.
- Physical facilities for interdisciplinary experiences – both classroom and practice environment
- Faculty work load issues and reward incentives
- Resistance to new philosophies in education
- Turf guarding
- Potential lack of functioning interprofessional practice models on campus
- University/ campus commitment to interprofessional education



What Students Should Get Out of the Interprofessional Experience

- Know how the team is organized and how it functions
- Know how to set common patient care goals and what metrics will be used to measure whether the goals have been achieved
- Know how to resolve conflict and build consensus
- Identify barriers that interfere with the quality of communication between teams
- Develop team leadership



Essentials to Make It Successful

- Must be a part of the University Strategic Plan
- Buy-in from Central Administration
- Buy-in from Deans
- Buy in from Faculty
- Buy in from Students
- Begin small and go slow



Our Challenges

- How do we remove structural barriers that prevent health professions schools from developing interprofessional education programs?
- How do we design and implement interprofessional curricula across the schools?
- How do we create financial incentives for interprofessional training both in academia and in the practice environment?
- What are the best approaches to develop research programs that measure the effectiveness of interprofessional education and practice?



Some Examples

- University of Washington – Seattle
- University of California – San Diego
- University of Minnesota
- Virginia Commonwealth University
- University of Florida Gainesville

