Integrated Interprofessional Education in Veterinary Medicine

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Agenda

• Framework and Background
• IPE at Minnesota, Western U, and Oregon State
• Interprofessional Interactions of Veterinarians
Definitions

• Interprofessional Education: IPE
  Occurs when students from two or more professions learn “about, from and with each other” to enable effective collaboration and improve health outcomes (WHO)
• The WHO “framework for action on interprofessional education and collaborative practice” states need to prepare "collaborative practice-ready" health workforce that is better prepared to respond to local health needs
Interprofessional Education Collaborative: IPEC

• Goal: “to prepare all health professions students for deliberatively working together with the common goal of building a safer and better patient-centered and community/population oriented U.S. health care system”

IPEC Competencies

Structured to yield “collaboration ready” trainees

• Domain 1: Values/Ethics for Interprofessional Practice
• Domain 2: Roles/Responsibilities
• Domain 3: Interprofessional Communication
• Domain 4: Teams and Teamwork
Interprofessional professionalism, when practiced by all health professions:

• enhances quality healthcare outcomes for patients
• promotes a culture that values and fosters individual competence
• improves practice and academic environments
The case for IPE is not new in human health professions

Institute for Healthcare Improvement “Triple Aim”

- Improving the patient experience of care (including quality and satisfaction);
- Improving the health of populations; and
- Reducing the per capita cost of health care.
Background

• Canada and UK are leaders in IPE
• ACPE now requires IPE and other human health professions are moving in that direction
• One Health initiative supports IPE for veterinary students
IPE in Veterinary Medicine

• “Talking Walls”
  – RVC resource to introduce Interprofessional Skills in context of veterinary team
  – Communication
  – Understanding and respecting roles (including misconceptions)
  – Teamwork
IPE in Three Academic Health Centers with CVMs

- University of Minnesota (2008 / 2010)
- Western University of Health Sciences (2009)
- Oregon State collaboration with Western U (2011)
• Academic Health Center with Colleges/Schools of:
  – Dentistry
  – Medicine
  – Nursing
  – Pharmacy
  – Public Health
  – Veterinary Medicine and Center for Allied Health Programs

• Long-standing interest in team approach student desire for interprofessional interaction and learning

• 2010 commitment to 1Health and three “phase” model
  – Phase I: Orientation
  – Phase II: Necessary/Essential Skills
  – Phase III: Expertise in Practice
• Phase I (2010) = Foundations of Interprofessional Communication and Collaboration (FIPCC) with 6 modules on
  – Training, roles, responsibilities, stereotypes
  – Ethics
  – Teamwork
  – Interprofessional decision making
• Phase II (2012) = Electives to “build the toolkit”
• Phase III (2013) = and is intended to happen in the healthcare setting as a capstone experience
  – “Exemplary Interprofessional Learning Environments” (EILE)
  – National Center for Interprofessional Practice and Education
Western U

- **Phase I: inter-institutional IPE program**
  - all first year students from 9 health professions at Western U, 8 health professions at Oregon State and Linn-Benton CC in an.
  - facilitated small groups in a PBL format
  - clinical cases emphasize interprofessional communication, collaboration, teams & teamwork in healthcare, scope of practice, and one health.

- **Phase II: second year students**
  - small groups, throughout the academic year

- **Phase III: pilot stage of development**
  - brings students from various professions working in clinical environments and with standardized patients and standardized clinicians
Western U

• One Health emphasized as a core competency throughout all 3 phases of the IPE curriculum, weighs heavily in written assessments of students from 13 health professions.

• Based on student outcomes and feedback, the perception of veterinary medicine as a healthcare profession is changing.
Oregon State

- Part of the inter-institutional IPE program with Western U
- Together with the Pomona campus, students are enrolled in an inter-institutional IPE course with a total of 13 health professions represented, including veterinary medicine on all campuses
- 2011-2012 pilot to replace veterinary integrative course (basic/clinical integration) with IPE
- One Health concept strong motivator
- Challenges that led to 2012-2013 hiatus
  - Distance and time required
  - Cases – role of vet med perceived as contrived although the cases used in the curriculum were factual, real cases where veterinarians had roles.
- Planning to re-join in 2013
Lessons Learned

• Political and logistical challenges are significant
• Good facilitators are critical
• Cases need to be realistic
• Opportunities to educate others about veterinary medicine are never-ending
Research: Interprofessional Interactions of Veterinarians

• Margaret Root Kustritz, Laura Molgaard (MN) and John Tegzes (Western U)
• Survey of 4000 AVMA members using AVMA employment functions (self-reported)
• 18.6% response rate
  – 15% <10 years
  – 39% 10-25 years
  – 41% 26-45
  – 5% >45 years
Frequency of interactions with professions by employment type (1 = never, 2 = rarely, 3 = regularly, 4 = frequently)

Root Kustritz M, Molgaard L, Tegzes J, unpublished data
“Veterinarians should promote interaction to enhance patient care and growth”

- Physicians, PhDs, biomedical engineers, researchers - promote animal models of disease and collaborate on research
- Social workers or psychologists - how to work with clients and in how to manage own personal stress
- Physical therapists, chiropractors, and acupuncturists - provide non-traditional care and rehabilitation (balanced with concerns)
- Law enforcement officers – role in identifying abuse situations, work with animal rights groups, adherence to regulations
- Physicians, public health officials, etc. - disaster preparedness
- Attorneys - medical record documentation, legal issues
- Accountants or business professionals - practice management
“Professions veterinarians could most positively affect “

- Physicians and nurses - zoonotic diseases
- Physicians and nurses - in parasitology
- Pharmacists - in physiology of domestic animals, pharmacokinetics, administration (routes and challenges), contraindications
- Physicians - in prudent use of antimicrobial agents.
- Physicians and public health officials - in food animal production (animal welfare, food safety, and antimicrobial resistance)
- Physicians, PhDs, and other researchers - animal models of disease for research
- Teachers and other educators - promote veterinary medicine and interest in science in young people
Conclusions

• While DVMs do not frequently interface with human health care professionals in practice, greater interaction may benefit veterinary medicine as well as human health
Questions and Comments