

IMSH 2024

Partnering with Student Scholars to Develop a Longitudinal, Collaboratory, Simulation

Preparing our learners to be high functioning members of interprofessional teams to improve patient outcomes¹ is essential to meet the needs of our healthcare system in the future. Increasingly accreditation organizations are developing cross professional standards to meet the needs of healthcare in the United States, and we must incorporate the quadruple aim into our teaching². Our students have much to share as educational partners, as we seek to expand our reach across professions and understand student experiences of effective learning to meet interprofessional competencies. Graduate student scholars have valuable perspectives to share with educators, and can be important collaborators as we develop resources for teaching interprofessional teamwork and create realistic patient cases for interprofessional learning experiences. Students bring their lived experience as we select strategies to improve learner participation and team-based communication, and can be instrumental to the success of integrating new technologies for the virtual classroom.

We will describe how we have recruited graduate students and used student/faculty partnerships to develop four new patient case-based experiences. All have been designed to, not only, introduce interprofessional case-based care planning based on IPEC Competencies³, but to underpin this work with Social Determinants of Health.

We will describe the framework used to develop different levels of interprofessional activity, and our Interprofessional “Family Tree” that connects them together. A family-based interprofessional education framework will be showcased using our “IP Family Tree” to enable effective mapping of learning opportunities and better identify program and IPEC competency gaps.