Introduction and Purpose

The purpose of this project is to evaluate a curriculum approach to integrating technology in online interprofessional education (IPE) for nurse-midwifery students at East Carolina University College of Nursing and medical students at Brody School of Medicine.

The web-based Virtual Clinic Community Learning Environment (VCCLE) is used in this project to provide culturally appropriate, case-based learning scenarios that are competency-based. These cases provide students with valuable feedback about the quality and safety of care provided in a safe learning environment.

The VCCLE supports multimedia and can play/display audio, image, and movie files. There is an integral text editor with which the students keep their SOAP notes, for which they are also evaluated. The text-to-speech (TTS) engine supports multiple languages.

Beginning in July, 2013, the VCCLE and IPE learning modules will be implemented for the first time in both the third year medical student and nurse-midwifery curriculums to foster interprofessional education and collaboration.

Fourth year medical student volunteers participated in the pilot implementation of the VCCLE and IPE module in February - March, 2013.

Project Objectives

1. Evaluate clinical and interprofessional competencies in nurse-midwifery and third year medical student education utilizing VCCLE case-based scenarios.

2. Examine attitudes of nurse-midwifery and third year medical students toward interprofessional teams and interprofessional education.

Methodology

The project evaluates processes and outcomes in the implementation of two technologies in the curriculum of both nurse-midwifery and medical students: (1) the Virtual Community Clinic Learning Environment (VCCLE), an online virtual reality trainer designed to develop competency-based critical thinking skills in health professions students, and (2) an online IPE unit and discussion forum through the blog site [www.ipewomenshealth.com](http://www.ipewomenshealth.com). Clinical competencies mapping (Salstrom, 2013) was utilized to develop VCCLE and interprofessional collaboration scenarios that are congruent with both the midwifery and medical student curriculum and core clinical competencies.

A descriptive, pre- and post-assessment design will be used to measure achievement of clinical and interprofessional competencies and attitudes toward interprofessional teams and interprofessional education.

Evaluation

**Demographic survey:** A demographic survey identifies age, ethnicity, gender, marital status, years of experience in the health profession, and prior involvement with interprofessional educational activities.

**Attitudes toward Interprofessional Health Care Education:** Used with permission of Project Consultant Dr. Vernon Curran, Centre for Collaborative Health Professional Education, Newfoundland and Labrador, Canada. Students complete this scale before participating in the VCCLE learning experience and IPE unit and upon completion of both assignments.

**Attitudes toward Interprofessional Health Care Teams:** Used with permission of Project Consultant Dr. Vernon Curran. Students complete this scale before participating in the VCCLE learning experience and IPE unit and upon completion of both assignments.

**Interprofessional Collaborator Assessment Rubric (ICAR):** The ICAR (Curran et al., 2011) is intended for use in the assessment of interprofessional collaborator competencies. The ICAR is based on interprofessional collaborator competency statements that were developed and validated through a typological analysis of national and international competency frameworks, a Delphi survey of experts, and interprofessional focus groups with students and faculty. The Rubric addresses six domains of interprofessional competencies: communication, collaboration, roles and responsibility, collaborative patient/client-centered family approach, team functioning, conflict management/resolution. The ICAR will be used by course faculty to evaluate the students’ achievement of interprofessional competencies at the conclusion of the course.

**Virtual Community Clinic Learning Experience Evaluation Survey:** This survey was developed by ECU College of Nursing Nurse Practitioner faculty to assess student learning following each VCCLE encounter.

**Interprofessional Learning Module Student Survey:** This survey was developed by Dr. Vernon Curran, Project Consultant and is used with his permission. Students complete the survey to evaluate the interprofessional Education and Collaborative Practice in Women’s Health module and discussion board activity.

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Enhancing the Care of Women throughout the Lifespan Using Virtual Technology in Interprofessional Education

Pamela J. Reis, PhD, CNM, NNP-BC

Blog Site: [www.ipewomenshealth.com](http://www.ipewomenshealth.com)

Spring 2013 Gynecology Case: Student Nurse-Midwives (SNMs) cared for virtual patient Melissa Johnson, and discovered that she had an abnormal Pap smear. Ms. Johnson was referred by the SNMs to the medical student consultants who treated her for abnormal Pap smear.

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