COLLABORATING ACROSS STATE BORDERS: AN INTERPROFESSIONAL CURRICULUM CENTERED AROUND TELEMEDICINE PRINCIPLES
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Objective: To describe a telemedicine curriculum designed to provide collaborative interprofessional education (IPE).

Design: 200+ students are enrolled/class year at the pharmacy school. IPE challenges include missing health professions and distances between campuses. An alternate IPE model was needed to fulfill our IPE needs, leading to the development of a telemedicine curriculum. Telemedicine refers to the use of telecommunications technology to deliver patient care.

The goals of the telemedicine program were for students to: 1.) Improve professional communication, 2.) Collaborate with other health professionals, and 3.) Develop a broader perspective of healthcare.

For the first IPE, 5 cases were developed with a focus on psychiatric illnesses. Participants: UOP pharmacy and University of Missouri-Kansas City, Nurse Practitioner students.

The second IPE focused on an inpatient liver cirrhosis case. Participants: UOP pharmacy and West Virginia School of Osteopathic Medicine students.

Modalities used:
- Patient charts on EHR Go®, an educational electronic health record
- YouTube video simulating a physical assessment with a focus on the physical manifestations of disease
- WebEx/Skype
- Google docs/phone

Requirements: Two videoconferences per simulation were required. The first conference focused on differential diagnosis and assessment of the patient. The second videoconference focused on using the SBAR (situation, background, assessment, and recommendation) tool. Students then wrote-up a SOAP (subjective, objective, assessment, and plan) note, completed: a pre/post SPICE survey (validated), peer assessment of team members, and an attitudes survey.

Results: 630 students participated in this telemedicine curriculum. Students reported significant improvements on all SPICE survey questions. 94% felt that the IPE was useful to their learning. Data from the peer assessment generally showed positive attitudes towards team member contribution. The attitudes survey are displayed in the figure.

Conclusion: This IPE leveraged technology to provide meaningful telemedicine experiences. Students from different US states were able to interface and work collaboratively to provide care for a patient. This model provided a broader nationwide perspective to healthcare and allowed interaction with students from diverse health professions.