Vanderbilt Program in Interprofessional Learning
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In order to meet the challenge of providing health care in the 21st century, educators across the nation have called for new approaches to health professions education, including opportunities for work-based learning, longitudinal clinical experiences extending across the duration of the formal program, and the chance to work in interprofessional teams.

To answer this call, a group of educators from Vanderbilt University Medical School, Vanderbilt University Nursing School, Belmont University College of Pharmacy, Lipscomb University College of Pharmacy, and Tennessee State University Master of Social Work Program designed an innovative pilot program for incoming students. From the very start of their respective curricula, students contribute to the care of patients in meaningful ways by working on interprofessional clinical teams.

“Patients don’t care about discipline-specific training; patients just want care.”

Robertson Nash, MBA, MSN, ACNP, BC
VPIL Preceptor, Comprehensive Care Clinic
An Innovative Program

Working-learning teams
Now, more than ever, rapid change in health care demands practitioners become continuous learners. Working and learning must become inseparable in order to provide the best patient care for individuals and populations. Our program’s working-learning teams consist of attending providers, interprofessional faculty, and students from medical, nursing, pharmacy and social work schools. Team members are assigned clinic tasks based on learning needs and capabilities. All learners share new knowledge through case-based seminars and online networks. Every team member, including faculty providers, maintains a learning portfolio and an individualized learning plan.

A systems approach to care
Vanderbilt Program in Interprofessional Learning uses a systems approach to care. Teams strive to determine the best combination of people, process and technology to deliver only the right care — based on best evidence and in the context of patient values, beliefs and needs — to every patient every time. Teams measure outcomes for common diseases like diabetes and high blood pressure, ensuring the right system is in place to consistently provide the highest possible quality of care.

A holistic approach to care
Since individual and population health relates to not only biological factors but also social, behavioral, economic, cultural and educational elements, the Vanderbilt Program in Interprofessional Learning takes an interprofessional, holistic approach to health care, considering all health factors to determine the best approach to health maintenance and disease management. Teams are encouraged to develop new projects focused on community interventions, support groups, home visits and coaching, and measure the impact these projects have on real outcomes.
HOW IT WORKS

VPIL students will spend one half-day a week with their team.

One half-day of learning in clinics
One half-day each week, students provide care to a panel of patients under the supervision of multi-professional attending providers. Each session begins with a preview of the patient list so tasks can be assigned. Instead of simply shadowing other providers, students offer a greater breadth of services to their patients including health coaching and medication counseling. Students also assist with dispositions. They arrange for needed laboratory and imaging studies, contact consultants and access community resources when necessary. Some clinic days are used for home visits, group visits and patient education sessions.

One half-day of learning in groups
Each month the teams come together for a variety of classroom-based activities. Teams debrief on the clinic experiences using reflective exercises, assess team performances, and review patient outcomes and ongoing needs. A case-based curriculum focuses on the social and behavioral determinants of health, systems of care, and population and community health. In addition, all teams learn how to measure patient outcomes, apply quality indicators and devise both rapid cycle and long-term improvement projects.

How long will the program last?
Vanderbilt Program in Interprofessional Learning is a longitudinal continuity experience with students remaining in their assigned clinics throughout the duration of their degree programs. As learners advance, their clinic roles likewise advance and differentiate. Senior students assume responsibility for mentoring junior students entering the program.
Clinic Sites

Past clinic sites include:

Community-based primary care
Matthew Walker Comprehensive Health Center
Siloam Family Health Center
United Neighborhood Health Services
Vine Hill Community Clinic

Hospital-based primary care at Vanderbilt
Adult Internal Medicine
Medicine-Pediatrics Primary Care Clinic
Pediatrics Primary Care Clinic

Subspecialty care at Vanderbilt
Center for Integrative Health
Comprehensive Care Clinic (HIV/AIDS)
Congestive Heart Failure Clinic
Henry-Joyce Cancer Clinic
Pediatric Pulmonary Clinic

Additional clinic sites will be added each year.
Your school will contact you with further information and instructions regarding the application process.

“Working in the UNHS clinic allows me to see that there are several layers behind every diagnosis. This has allowed me to work much more effectively in the pharmacy. There’s a lot more to each person than the prescription they hand me.”

Alison Holmes
VPIL pharmacy student
Participating Partner Schools

Belmont University College of Pharmacy
Lipscomb University College of Pharmacy
Middle Tennessee Collaborative Master of Social Work Program at Tennessee State University
Vanderbilt University School of Medicine
Vanderbilt University School of Nursing

(615) 936.8515
https://medschool.vanderbilt.edu/hse

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Vanderbilt is committed to the principles of equal opportunity.