

Developing and Evaluating an Interprofessional Healthcare Ethics Graduate Course: Lessons Learned

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Goal/Objective

To develop an interprofessional, intercollegiate healthcare ethics course, serving an allied health graduate school and a medical school, with 130+ students from 5 disciplines (Nursing, OT, PA, Medicine, and Healthcare Administration).

Evolution

2010: First version	<ul style="list-style-type: none"> Primarily a theory course Hybrid format
2012: Revamped to emphasize clinical aspects	<ul style="list-style-type: none"> Clinical backgrounds required for faculty Greater coverage of clinical ethical issues Continued hybrid format
2014 - 2018: Revised extensively	<ul style="list-style-type: none"> All online format to accommodate additional disciplines; then hybrid Case-based Cadre of faculty members representative of students' disciplines Cumulative event for student interdisciplinary interactions

Content/Delivery Method

Content:

- Content has been revised yearly, with current content centered on the clinical application of healthcare ethics
- Content is delivered in 5-6 modules focused on ethical principles, plus EHCTC event
- Content includes readings, cases, videos, webpages, and voice-over powerpoints

Delivery:

- Originally all on-ground, then all online, now combined/hybrid format; module length varies
- Students participate in interprofessional small group work, with required weekly meetings, either on-ground or via technology

Assessment & Evaluation

Current Assessment of Students:

- Weekly quizzes to assess content knowledge
- Group analysis of an ethical dilemma to assess application of ethical principles
- Evaluations of student small group performance

Current Evaluation of Course:

- Student course evaluations
- Weekly planning meetings with all faculty
- Periodic "quarterback" meetings with students (formative feedback during course)

Benefits

- Interprofessional activities enhance knowledge across disciplines
- Use of a healthcare topic to teach principles of IPE
- Current and ongoing ethical events facing healthcare professionals are presented
- Faculty across three institutions have become an interprofessional team for course development and facilitation

Challenges/Lessons Learned

Challenges:

- Scheduling (students, faculty)
- Presenting content in interprofessional manner
- Choosing faculty across institutions with appropriate backgrounds and workloads
- Balancing differing needs across institutions and programs
- Faculty struggling with teamwork issues similar to students
- Differing teaching philosophies

Lessons Learned:

- Holding regular faculty team meetings is vital
- Responding to student feedback is essential



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