

Supplemental Digital Appendix 1

Vanderbilt Program in Interprofessional Learning (VPIL) Goals, Learning Objectives, and Curriculum Overview

Goals & Objectives	<ol style="list-style-type: none"> 1. Cultivate respectful professionals <ol style="list-style-type: none"> a. Acquire knowledge and respect for the professions of medicine, nursing, pharmacy, and social work, including their history, training, and scope of practice (and limitations) b. Gain knowledge and skills for working effectively with diverse patient populations c. Increase level of self-awareness by gaining: <ol style="list-style-type: none"> i. Mature expectations for self and as a professional ii. Critical reflection skills (understanding personal biases and impact of stereotype threat) iii. Interprofessional acculturation <p>IPEC Competencies: Values/Ethics for Interprofessional Practice, Roles/Responsibilities, Interprofessional Communication</p>
	<ol style="list-style-type: none"> 2. Nurture self-directed workplace learners <ol style="list-style-type: none"> a. Create and implement individualized learning plans b. Provide evidence of regular critical reflection c. Develop skills as “solution finders” d. Evaluate their own performance and plan for improvement <p>IPEC Competencies: Values/Ethics for Interprofessional Practice, Roles/Responsibilities, Interprofessional Communication, Teams and Teamwork</p>
	<ol style="list-style-type: none"> 3. Prepare leaders who contribute to a collaborative practice-ready workforce <ol style="list-style-type: none"> a. Gain knowledge of factors that both enhance and hurt effective teams b. Develop skills in assessing team functioning for providing effective care <p>IPEC Competencies: Interprofessional Communication, Teams and Teamwork</p>
	<ol style="list-style-type: none"> 4. Improve the health care delivery system by integrating systems knowledge with patient care <ol style="list-style-type: none"> a. Acquire knowledge, skills, and attitudes to design and implement quality improvement projects b. Learn methods of scrupulous utilization of system resources c. Gain the ability to identify system factors necessary to improve patient care d. Develop knowledge and skills to critically analyze their current clinical environments as compared to models of well-functioning comprehensive care environments

	IPEC Competencies: Roles/Responsibilities, Interprofessional Communication, Teams and Teamwork		
VPIL Classroom Curriculum	Seminar Topics	Learning Activities	Contact Hours
Summer Immersion (week-long intensive orientation)	Introduction to self, professions, IPE, community, and patient experience	Personality and group dynamics, community tours and poverty simulation, panel presentations	Classroom: 30 Community: 5
Semester 1: Patient as a Person	Health Coaching (Behavior Change); Collaborative Communication; Medication Reconciliation; Patient Advocacy and Hotspotting; Trauma Informed Care	Standardize patient simulated case; home visit, develop a collaborative plan of care using a family assessment; weekly written reflections	Clinic: 76 Classroom: 21 Simulation: 9
Semester 2: The Professions	Professional life beyond school; Roles and responsibilities of health professionals; Referral to other professions (i.e. Occupational Therapy); Conflict management	Standardized patient simulated case; weekly written reflections	
Semesters 3 & 4: Teams and Health Systems	Continual quality improvement skills; Patient advocacy; Settings of care; Defining value model of care; Team communication	Design and implement quality improvement project in assigned clinic; Patient partner consultation sessions; Quarterly written reflections	Clinic: 84 Classroom: 18
Learning Assessment	Formative	Summative (end of each semester)	
	Feedback on written end of semester reflections and assignments; Team communication feedback; Standardized patient feedback	Clinical preceptor evaluation; VPIL faculty evaluation (Specific items and milestones aligned with requirements from each School)	

Supplemental digital content for Davidson HA, Hilmes MA, Cole S, et al. The Vanderbilt Program in Interprofessional Learning: Sustaining a longitudinal, clinical experience that aligns practice with education. Acad Med.

		Completion and public presentation of quality improvement project (end of two-year program)	
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