

Integrating Virtual Patients with an IPE Activity

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Virtual Patient (VP) cases represent an educational vehicle to facilitate student reflection on clinical judgments in the context of IPE, regardless of geography or time. This oral presentation will report on integration of VPs within an IPE activity and student experiences working with a VP case as a preparatory aspect of IPE. In Northern Ontario, IPE requires that various health professional learners are recruited from different educational institutions, from within different faculties, and within different levels of professional programming. This combined with learners' differing prior knowledge and exposure to IPE increases the complexity of facilitating effective IPE activities such as the Health Care Team Challenge (HCTC). This research project explores factors such as the extent of time for learners to engage with content, learn about each other, and the value of extended time to reflect on their knowledge, attitudes, and values. To address these challenges, a virtual patient (VP) case being incorporated into the HCTC experience will engage learners in clinical reasoning and reflection in an IPE context. The CIHC National Interprofessional Competency Framework highlights the uniqueness of competencies: "Rather than focusing on demonstrated behaviours to determine competence, the framework relies on the ability to integrate knowledge, skills, attitudes, and values in arriving at judgments." This presentation will discuss the rationale and research findings for using VPs, and in doing so, will be of interest to academic and clinical faculty looking for a vehicle to explore how professional orientations influence clinical judgments in the context of IPE.