

NYU3T: Teaching, Technology, Teamwork

Envisioning Leadership for Health

Professions Education for the 21st Century

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Background: NYU3T

- Students have few opportunities learn and practice the fundamental skills of patient-provider interactions and team-based care.
- Despite the recognized need, systematic inter-professional education (IPE) is not the standard.
- New York University School of Medicine and New York University College of Nursing received a four-year grant from the Josiah Macy, Jr. Foundation to develop **NYU 3T: Teaching, Technology, Teamwork**, which will provide NYU medical and nursing students with longitudinal exposure to a diverse patient population and inter-professional education in the competencies of team-based care.

Background: Our Strengths

- Strong program of innovation in **technology-enhanced** educational initiatives
- Faculty expertise and experience in **Inter-professional Education**
- Curricular reform at NYU has created new opportunities and new educational settings
- Strong commitment of the Dean's of both schools that this is important and needs faculty time

NYU3T: Overview

- Developing a well-tested curriculum for IPE of health professionals.
- Enhancing nursing and medical students' cultural competencies and skills for managing health disparities in order to prepare them to care for diverse and underserved populations.
- Creating a large cadre of well-trained professionals competent in inter-professional team skills.

NYU3T: Clinical Education

- All students will be exposed to a longitudinal curriculum in parallel with caring for virtual, simulated, and real patients
- Simulation sessions allow students to practice skills together in a safe environment
- “Clinical Cross-over” gives students exposure to the roles of all team members

NYU3T: Novel Instruction

- New technologies being developed for NYU3T to optimize educational effectiveness through collaborative online learning
- New evidence-based Virtual Patient application: students can asynchronously care for simulated patients together
- All components will be made freely available on the web:
 - Simulation Cases
 - Learning Modules
 - Virtual patient application will be made available as open-source and will be compliant with the emerging VP technical standard

NYU3T: Anticipated Benefits

- Continuity of learning across years of education, including simulated disease progression
- Unique opportunities for inter-professional team building including working collaboratively on virtual interdisciplinary notes and formulating problem and care plan lists
- Mastery in taking care of diverse patients with varied and continually changing needs
- By the completion of the grant period, over 1,000 students will participate in some aspect of the program.

NYU3T: Curricular Components

- Two Semester Curriculum
- Rigorous assessment and evaluation with each intervention and overall for NYU3T

Semester 1

Health Care
Team Members

Teams and
Teamwork

Communication
and Conflict

Interdisciplinary
Care Planning

Informatics

Clinical Cross-over

Semester 2

Virtual Patients

Simulation Exercise

NYU3T: Video



NYU3T: Progress to date

- 11 nursing and 10 medical students participated in pilot mannequin-based simulation sessions in November.

“I enjoyed spending time explaining nursing school to the medical students and vice-versa. I hope that with experiences like this, the communication and collaboration of future doctors and nurses will become one of teamwork and respect.”

-Nursing Student

“In terms of medical education, I actually learned a lot from sitting on the side and asking questions [of] the nursing students, and the nurse practitioner educating and answering questions. To me, it makes a lot more sense to have first-hand experience of what you're learning, rather simply learning about something in the textbook, and then trying to apply it to real-life settings a year or two later.”

-Medical Student

NYU3T: Progress to date

- Three of the five core online modules have been developed
- We piloted the Health Care Team Members online module with 9 medical students and 8 nursing students:

“I had no idea what sort of education and training nurses, PA's and others have. This was very helpful in allowing me to understand their responsibilities and how to best work as a team to provide care for patients.”

-Medical Student

“I liked the use of a game to learn the material. The varied methods of presenting the information was very helpful for understanding the content of the module.”

-Nursing Student

NYU3T: Challenges

- Differing academic schedules and structures are barriers to live synchronous learning
- Preceptor overload: Faculty preceptors are under increasing pressure to be more clinically productive and devote less time to teaching
- Health clearance and other regulatory requirements for students to have patient access in clinical areas
- Inter-professional and team competencies are only now being routinely included in curricula or national consensus reviews of important topics

NYU3T: What's Next?

- **Spring 2011:**
 - Kick-off "social" to introduce NYU3T curriculum to ~300 medical and nursing students
 - Implementation of 5 online modules for ~300 students as part of "regular" course work in Professional Nursing and PLACE courses
 - Implementation of "clinical cross-over" as part of Adult & Elder I nursing and PLACE courses
 - Continued development and pilot testing of VP21 and joint simulation
- **Summer 2011**
 - Continued development and pilot testing of VP21 and joint simulation

NYU3T: What's Next?

- **Fall 2011:**
 - Second "social" to summarize success of semester 1 and introduce semester 2
- “Joint simulation day” on two weekends in the fall. All students invited to participate in 1 hour joint simulation sessions
- Continued implementation of VP21 as part of Adult & Elder III and PLACE

Thank You



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<http://dei.med.nyu.edu/research/nyu3t>



School of Medicine

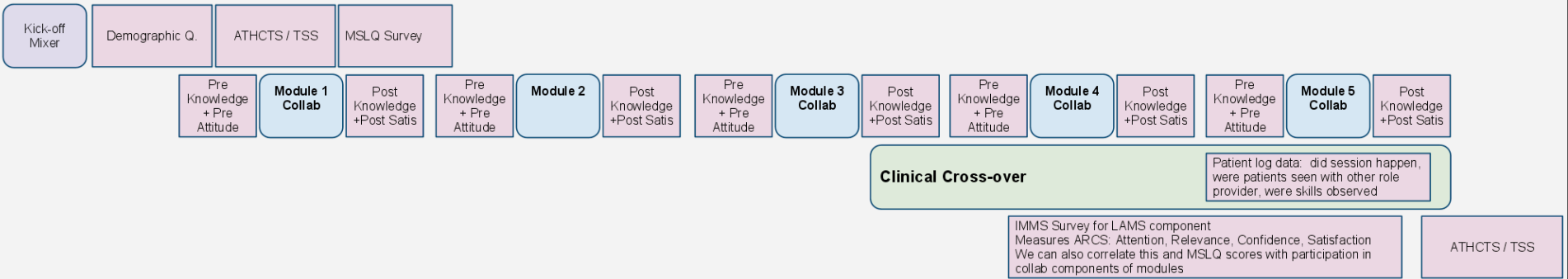
New York University



College of Nursing

NYU3T: Curricular Research

Semester 1



Semester 2

