

Interprofessional Education in the Care of Complex Community-Based Patients

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Definition of IPE

Occasions when two or more professions learn with, from, and about each other to improve collaboration and quality of care.

Barr, 2002

IPE >>> IPC

Integrated education fosters:

1. Good communication
2. Increased collaboration
3. Enhanced quality of care

Silos vs IPE

Silos	IPE
<ul style="list-style-type: none"> > Educational silos > "Hidden curriculum" > Builds on exclusion > Draws boundaries > Creates power and status > Teamwork disconnect <p style="text-align: right; font-size: small;">McNair 2005</p>	<ul style="list-style-type: none"> > Partnership and community > Competent empathic, ethical, reflective practitioner > Commitment to shared vision <p style="text-align: right; font-size: small;">Duncan 2006</p>

Purpose

The Daniels Initiative was created to help nursing, nurse practitioner, medical students, and resident physicians learn the skills of interprofessional collaboration while caring for complex community-based patients.

Daniels Initiative

Two parallel arms

- ❖ Undergraduate nursing and medical students
- ❖ Graduate nurse practitioner students and resident physicians

Interprofessional Community of Practice

Emphasis on communication and collaboration skills

- ❖ Three 90 minute didactic classroom sessions
 - ✓ Assumptions exercise and two problem based collaborative case studies
- ❖ Joint management of patients (NP & MD dyads)
 - ✓ Three clinic visits, one home visit.
 - ✓ Build a primary care clinic exercise

Methods

Interprofessional Attitudes & Practices Survey (IAPS)

- Adapted from The Readiness for Interprofessional Learning Scale (RIPLS)
- 21 item Likert-type instrument
 - Reliability: Cronbach alpha: 0.61
- Baseline (Time 1) & 3 weeks later (Time 2)

Data analysis

- Descriptives (e.g., frequencies & means)
- Pearson r (IAPS Time 1 and Time 2)
- Paired t-tests (Time 1 & Time 2)
- $p \leq .01$
- SPSS 18 for Windows

Sample Characteristics

- Total sample: N=34
- Gender

	N	%
➢ Male	10	27.8
➢ Female	26	72.2
- Profession

➢ NP student	17	47.2
➢ MD resident	19	52.8

Sample Characteristics

To what extent have you previously had experience with health professionals from other disciplines?

	N	%
Never	1	2.8
Superficial	11	30.6
Moderately	16	44.4
Extensively	8	22.2

Sample Characteristics cont'd

Please rate the quality of your previous experience with health professionals from other disciplines.

	N	%
Not applicable	1	2.8
Fair	7	19.4
Good	24	66.7
Excellent	4	11.1

Results

Item	t-test	p=
I understand my current/future professional role in relation to other health care disciplines.	3.4	.002
I feel valued by trainees/professionals in other health care disciplines.	3.5	.001
I feel comfortable managing conflict with trainees/professionals in other health care disciplines.	4.2	.000

Results

Item	t-test	p=
I will be able to better care for my patients because of this interprofessional experience.	4.2	.000
I know how to successfully collaborate with trainees/professionals in other health care disciplines.	3.4	.002
I value the opinions of trainees/professionals in other health care disciplines.	3.0	.006

Results

Item	t-test	p=
I take better care of my patients when I successfully work together with physicians, nurses, and nurse practitioners.	4.2	.000
Learning with trainees/professionals in other health care disciplines will help me better understand my own limitations	2.7	.010
The function of nurses and nurse practitioners is mainly to provide support for physicians.	.00	1.00

- ### Limitations
- > Differences in professional experiences
 - > Novice NP students (1st semester) and 1st year interns
 - > Small sample size
 - > Poor instrument reliability

- ### Next steps & Lessons Learned
- Didactic program a success.
 - Assumptions exercise and "build a primary care clinic" particularly meaningful to participants.
 - Assumption Exercise (Margalit, 2009)
 - Build a primary care practice

- ### Next Steps & Lessons Learned
- NP students should be in final year of education
 - More comfortable with role
 - Greater clinical skills
 - NP and MD dyads challenging
 - Artificial structure
 - Incongruence of knowledge and skills with the novice NP student.
 - Reconsider this element of the program

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