Interprofessional Education in the Care of Complex Community-Based Patients

KATHLEEN BECKER, DNP, ANP-BC BENITA WALTON-MOSS, DNS, FNP-BC LAURA HANYOK, MD

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

- > Educational silos
- > "Hidden curriculum"
- \gt Builds on exclusion
- > Draws boundaries
- Creates power and statusTeamwork disconnect
 - McNair 2005

HPE:

- > Partnership and community
- > Competent empathic, ethical, reflective
- practitioner
 > Commitment to shared vision

Duncan 2006

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 ≤ .01

> SPSS 18 for Windows

Sample Characteristics

≻ Total sample: N=34

> Gender

N %

> Male > Female 10 27.8

•

> Profession

> NP student

17 47.2

> MD resident

9 52.8

Sample Characteristics

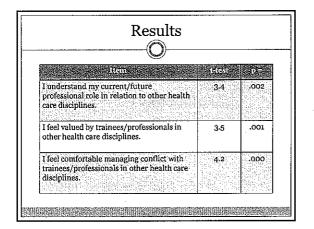
To what extent have you previously had experience with health professionals from other disciplines?

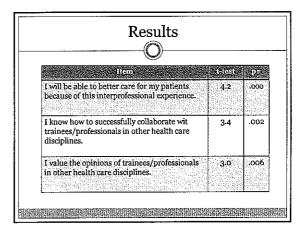
Superficial	11	30.6

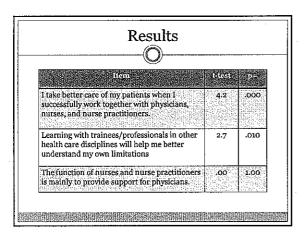
Sample Characteristics cont'd

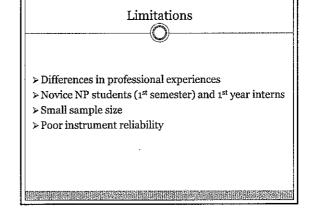
Please rate the quality of your previous experience with health professionals from other disciplines.

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









Next steps & Lessons Learned

- Didactic program a success.
- Assumptions exercise and "build a primary care clinic" particularly meaningful to participants.
- o Assumption Exercise (Margalit, 2009)
- o Build a primary care practice

Next Steps & Lessons Learned



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

Acknowledgements

Worth and Jane Daniels Randy Barker, MD, ScM Karen Cole, ScD Rosalyn Stewart, MD, MS, MBA Ibby Tanner, PhD, RN