Creating Meaningful Inter-professional Learning Experiences

Presenters (In order of presentation):
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Susan Janson, RN, DNSc, ANP, CNS, FAAN
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Objectives
• Highlight how specific organizational strategies and educational innovations at one public University have helped to shape a solid foundation for ongoing inter-professional educational learning experiences.

Background Information
JoAnne M. Saxe
University of California San Francisco (UCSF)

- Health sciences campus
  - Schools of Dentistry, Medicine*, Nursing and Pharmacy
  - Graduate Division
- Vision for inter-professional education
  - UCSF graduates will be able to work collaboratively and inter-professionally to advance patient care, public service and research

* Includes the Department of Physical Therapy

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Strategies for Promoting Inter-professional Learning
JoAnne M. Saxe

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The Evolution of Inter-professional Education at UCSF

- Chaos
- Experimentation and evolution
- Incentives to reinforce change
- Now setting the course from the top administration with further engagement from faculty and students
Strategies for Success

• Innovations
• Dedicated leadership and commitment
• Partnerships
• Space
• Funding

Exemplars

- Susan Janson
- Barbara Newlin
- JoAnne M. Saxe

Chronic Care Clinic

• Design
  • Inter-professional education embedded in the context of primary care guided by the Chronic Care Model
• Learners
  • NP students, MD residents, PharmD students
  • Working together in teams to improve outcomes of care
Chronic Care Clinic
(continued)

- Results
  - Sustainability (10 years)
  - Learner-driven performance improvement projects with inter-professional faculty mentoring
  - Process of care outcomes improved
  - Clinical outcomes some improvements

UCSF and the Veterans’ Administration
Patient-centered Care Project

- Design
  - Center of excellence in primary care education
  - UCSF SON, SOM and VAMC collaboration
  - Inter-professional team-based care

- Learners
  - Core: NP students and MD residents caring for shared patient panels
  - Adjunct learners: PharmD, dietary, social work students; psychiatry and clinical psychology residents

UCSF and the Veterans’ Administration
Patient-centered Care Project

- Curricular core principles/values
  - Inter-professional collaboration
  - Shared decision-making
  - Sustained relationships
  - Performance improvement

- Anticipated Outcomes
  - New model of VA patient-centered care home
  - Sustained culture of inter-professional team-based care that embodies the core values
Interprofessional Standardized Patient Experience (ISPE)

- Pilot 2009-10
- 101 Students – 24 faculty: nursing, medicine, dentistry, pharmacy, physical therapy
- Students worked in inter-professional teams interviewing and examining SP with complex chronic illness (observed by faculty)
- In multi-disciplinary collaboration, students put together care plan for the SP
- De-brief session with faculty
- Students surveyed pre and post exercise re: team value, team efficiency, shared roles
- Faculty surveyed re: communication, collaboration and role understanding

ISPE Results

- Statistically significant improvements in attitudes towards:
  - Team value (p<0.001)
  - Team efficiency (p<0.001)
- Student impressions (1=strongly disagree; 6=strongly agree):
  - Learned re: patient care roles of other providers (mean 5.36; SD 0.64)
  - Increased comfort in working collaboratively (mean 5.18; SD 0.78)
- Faculty impressions (1=strongly disagree; 6=strongly agree):
  - Fostered communication between disciplines (mean 5.50; SD 1.10)
  - Increased collaboration (mean 5.50; SD 1.18)
  - Encouraged good communication with patient (mean 5.21; SD 1.14)
  - Enhanced understanding of roles (mean 5.50; SD 1.10)

Enhancing Graduate Nursing Students’ Behavior Change Counselling Skills through Partnerships and Technology

JoAnne Saxe, RN, ANP, DNP, Michael P. Cox, MS, Bonnie McDonell, RN, FNP/PNP, MS, Karen Duderstadt, RN, PNP, PhD & Lisa Thompson, FNP, MS, PhD

Description

- Motivating Change Workshops were designed by The Kaiser Permanente Medical Group, Inc. to enhance the behavioral counseling skills of health care professionals.
- The six hour workshops include demonstrations of interactions with (standardized) patients and participants engage in active learning with opportunities to practice counseling skills.

Objectives

- All students enrolled in N245A Clinical Prevention and Population
  - 1) Attend one of the six hour workshops
  - 2) Complete pre- and post- workshop counseling self-assessments,
  - 3) Evaluate the workshop via an online survey immediately following the workshop
  - 4) Connect with a colleague regarding the workshop

Use of Teaching & Learning Center

- Two lead facilitators will interact with standardized patients
- These interactions are broadcasted to 4 separate classrooms via live telecommunication
- Facilitators in each classroom guide students through discussions and small group exercises

Data Collection & Outcomes

- Collect feedback from students and facilitators
- Summarize and report what was learned to the Interprofessional Education Task Force in June 2011
- Will complete an online counseling self-assessment at end of spring 2011.

Aims

- First year UCSF M.S nursing students (n=211) participated in an initial series of workshops in March 2011, offered in collaboration with Kaiser Permanente staff
- Anticipate expansion to all UCSF health care professional schools in subsequent years

Learning Center:

- Two lead facilitators will interact with Standardized Patients (SP) in clinical exam rooms
- These interactions are broadcasted to 4 separate classrooms via live telecommunication
- Facilitators in each classroom guide students through discussions and small group exercises

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References

