

Creating Meaningful Inter-professional Learning Experiences

Presenters (In order of presentation):
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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

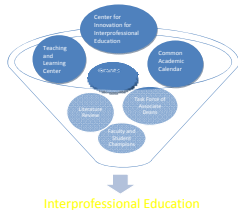


Strategies for Promoting Inter-professional Learning JoAnne M. Saxe



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 Counseling Skills through Partnerships and Technology

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Description

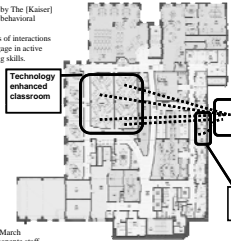
- Motivating Change Workshops were designed by The [Kaiser] Permanente Medical Group, Inc. to enhance the behavioral counseling skills of health care professionals.
- The six hour workshops include demonstrations of interactions with standardized patients and participants engage in active learning with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

Use of Teaching & Learning Center

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

Aims

- Five 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



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 on-line survey immediately following the workshop
- 4) Connect with a colleague regarding post training progress one month following the workshop, and
- 5) Will complete an on-line counseling self-assessment at end of spring 2011.

Data Collection & Outcomes

- 1) Collect feedback from students and facilitators
- 2) Summarize and report what was learned to the Interprofessional Education Task Force in June 2011

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