

DOCTOR OF NURSING
PRACTICE PROGRAMS

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**Preparing NPs to Function
Interprofessionally through a Health
Promotion Curriculum**

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OLD DOMINION UNIVERSITY
COLLEGE OF HEALTH SCIENCES
SCHOOL OF NURSING

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Interprofessional Journey

- **Goals of project**
 - Develop interprofessional collaborations.
 - Provide curriculum appropriate for different healthcare backgrounds.
 - Provide assignments that increase students ability to work interprofessionally.



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Who would participate?

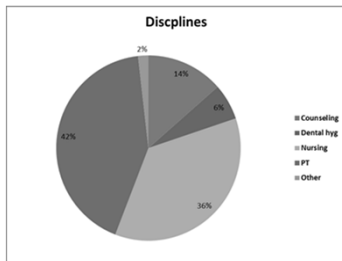
- Several different disciplines were considered:
(At Old Dominion University and nearby schools)
 - Nursing
 - Physical Therapy
 - Dental Hygiene
 - Counseling
 - Speech and Language Pathology
 - Medicine
 - Physician Assistant

Final Four

• Nursing	43	
– FNP, WHNP, CNS		
• Dental Hygiene	7	
– MS		
• Counseling	22	
– MS, PhD		
• Physical Therapy	40	
– DPT		
TOTAL	112	students



Disciplines



Coming Together

- Starting Fall 2012
 - Faculty from Nursing, Dental Hygiene, Physical Therapy and Counseling meet to work on project.
 - Meet 1 or 2 times a month, email frequently.
 - Work in pairs to develop course content; get feedback from other disciplines
 - Learn about each other's disciplines and strengths.
 - Become familiar with the IPEC report.
 - Borrowed from each others science and literature.



Readiness for Interprofessional Learning – Survey Highlights

- 90% of participants indicated that they either **strongly agreed** or **agreed** that learning with other student/professionals would make them more effective members of a health and social care team.
- 59% **Agree** that shared learning would help illuminate professional limitations
- Mixed results were found when participants were asked, " individuals in my profession must depend upon the work of people in other professions", responses were **3.6% disagree**, **5.41% somewhat disagree**, **32.43% somewhat agree**, **33.33% agree**, and **25.23% strongly agree**.



Previous Experience

- The majority of students indicated that they did not have any previous experience with interprofessional education.

Yes I have had experience	
Counseling	1
Dental	0
Nursing	3
PT	7



Age of Students

- 69% (77) ages 22 to 34
- 18% (20) ages 35 to 44
- 12% (13) ages 45 to 54
- 1 person between 55 to 64




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Challenges

- Each discipline required course to be evaluated by curriculum committee.
- Each discipline had different credit hour requirements and grading scales.
 - Dental Hygiene & Counseling 3 credits
 - Nursing 2 credits
 - Physical Therapy 1 credit
- Course delivered only via on-line format, not familiar experience for all students.


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Strengths

- Health Promotion course was already well developed in current NP curriculum.
- Other disciplines agreed it was valuable and important topic.
- It was on-line course.
- Students in the nursing, counseling, and dental hygiene programs are located throughout Virginia.


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Health Promotion Didactics

- Topics that were relevant for the varying disciplines were chosen for presentation
 - Appropriate for all disciplines
 - Topics covered:
 - Theories and IPEC report
 - Environmental & Sociocultural Influences
 - Family, Spiritual & Religious influences
 - Assessment & Health promotion for the different age groups (infant → older adult)
 - Death & Dying



Health Promotion Didactics

- Provided using various on-line modalities
 - Narrated slides
 - Videostreamed interviews
 - Articles from varying disciplines

Assignments

- 4 Discussion boards
 - All students
- 3 Projects
 - Participation varied



Discussion Boards

- **Case.**
 - Joey is 8 yo with CP. Admitted to skills center after hospitalization for pneumonia.
 - Now has trouble ambulating, eating, and poor night of sleep.
 - Mother anxious, feeling a failure
- **Problem.**
 - DH, PT, Counselor & NP show up in room at same time.
 - DH needs to take child for oral evaluation impacting eating
 - PT needs to take child for PT evaluation
 - Counseling is trying to console mother
 - NP feels child need to rest due to poor night sleep
 - Have competing responsibilities



Discussion Boards

- **Assignment.**
 - **Grouping:**
 - 10 from differing disciplines in teach group
 - Posted initial post and then two responses to others posts
 - **Initial post:**
 - Which IPEC Competencies have been compromised?
 - Who should take precedence and why?
 - How can they use the IPEC competencies to develop a plan that works?
 - **Response:**
 - Feedback on the initial post



Projects

- Three projects were developed
 - Students were assigned to projects depending on how many credit hours required for their course.
 - PT students = 1 project
 - Nursing students = 2 projects
 - Counseling students = 3 projects
 - DH students = 3 projects



Projects (continued)

- Projects had 4-5 students from *different* disciplines in each group.
- 20 groups.
- Each project had different goal.
 - Develop interprofessional presentation (PowerPoint) on health promotion topic
 - Collaborate on using technology (Skype, Twitter, Google Chat, Facebook group) to develop Telehealth project to be delivered at a distance



What we learned so far....

- Performed mid-semester course evaluation and made adjustments.
- Text may not fit all disciplines well – move to on-line and journal resources.
- Students all participate but not at same level.
- Students already report new understanding of what other professions do.
- Faculty have learned a great deal!



What's next?

- Geriatric course for a summer semester
 - Guest lectures video streamed and archived
 - No text
 - Small group interprofessional standardized patient experience for all students.
 - Home visit
 - Older adult with recurrent falls
 - Interprofessional assessment and plan for care
 - Utilizing Telehealth for further consultation



NEXT

- Leadership course for Fall 2013 semester