Implementing an interprofessional collaborative practice model in an urban nurse-managed health center that serves as a faculty practice: Challenges and Successes

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Objectives

1. Describe the impact and trends in interprofessional collaborative education and practice.

2. Describe how core interprofessional practice competencies can be adapted and integrated into a nurse-managed faculty practice.

3. Discuss the challenges of opening and developing a nurse-managed health center in an urban setting.

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Interprofessional Collaborative Practice

“When multiple health workers from different professional backgrounds work together with patients, families, carers [sic], and communities to deliver the highest quality of care.”

WHO, 2010


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Traditional Care
Why Interprofessional Practice? Why Now?

- Increase in chronic disease and need to manage multiple chronic conditions
- Patient Safety and Quality
- Changing healthcare systems
- Cost-effectiveness

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Multidisciplinary Team

- A group from different disciplines who assesses clients & develop plans **independently**.
- **One person**, orders services and coordinates the care.
- Each discipline implements its **independent plan** as an **additional layer** of services.
- Patients’ & families’ goals may not be considered, and **specific discipline goals are not always shared** with other professional caregivers.
- Lack of collaborative planning and goals create **inconsistent** approach that **lacks cohesion**.
Interdisciplinary Team

• Group of people from different disciplines who assess and **plan care in a collaborative** manner.

• **A common goal is established** and each discipline works to achieve that goal.

• Care is **interdependent, complimentary, and coordinated**.

• **Joint decision making** is the norm.

• **Members feel empowered** and assume leadership on the appropriate issue depending upon the patient’s needs and their expertise.
Barriers to IPCP

- Differences in history, culture, thinking
- Historical rivalries
- Differences in language and jargon
- Differing professional routines
- Varying levels of preparation, qualifications and status
- Fears of diluted professional identity
IOM 5 Core Competencies, adapted to IPEC Expert Panel Work

Utilize Informatics

Provide Patient-Centered Care

Employ Evidence-Based Practice

Apply Quality Improvement

Work in Interprofessional Teams—“Core Competencies”
Rutgers College of Nursing

- Looking to establish long-term community commitment that supports the mission of the University.
- Cadre students interested in service learning
- Has need for faculty practice and to train the next generation of primary care providers.
Rutgers University Resources

- Experienced advanced practice nurses in areas of family health, pediatrics, behavioral health and community health.
- Collaborations with Law School, School of Social Work, School of Pharmacy, School of Medicine (in process)
- Commitment to high quality, appropriate cost of care that is offered in person-centered environments designed with significant community input.
The Mission of FOCUS Community Center for Hispanic Development

Provide community leadership by developing a variety of health and human development initiatives which advance the community toward self-sufficiency, growth, empowerment and a better quality of life.

- health services were missing!
Newark has a high level of health and economic disparities

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Services are available – but difficult to access.

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Establish a viable, sustainable and culturally competent community health center that is a partnership between FOCUS and RU-CON. We envisioned a program that will get the right care to the right people when they need it.
4 Pillars of Nurse Managed Centers

• Wellness
• Patients
• Families
• Nontraditional and community-based services
• No nurse managed standing health center in Newark

• No nurse managed center in the United States that are located within a community based organization.
Services

• Wellness/Health Education
• Primary Health Care Services
• Behavioral Health Services
• Health Counseling
• Health Outreach Services
• Link with other community agencies and FQHCs in greater Newark
Phases

• Phase I: Wellness Program
  • Health Promotion and Education Activities; Funded April 2012-2013

• Phase II: Clinical Services
  • Primary Health care and Behavioral Health Care

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Comprehensive Health Model

Chronic Health Core
- SW
- Primary Care NP
- Chronic Health
- Violence

Behavioral Health Core
- SW
- Psychiatric NP
- Violence
- Depression, Anxiety, Abuse, other mental illness

Community Health Core
- SW
- Community Nurse
- Violence

Safety, Bullying, Nutrition, Immunizations, Population-based issues

Health Information Technology
Role of Nursing

- Coordinate each of the “Care Cores”
- Provide direct care and education
- Assess and triage clients to appropriate team
- Assist with training and education of students
Role of Social Work

- Assist in the development of intake process
- Provide direct client services
- Serve as faculty mentors for students
  - Social Work Faculty
  - On-site LCSW
Role of Pharmacy

- Assist in the development of the pharmacy role in the IPCP model at The Center
- Provide patient education, medication adherence coaching, ensure medication safety, immunizations, other activities
- Participate in training of students
Role of Violence Prevention

- Conduct training for staff and the community on violence prevention, interpersonal conflict resolution.
- Train health professional students in violence prevention.
Role of Health Information Technology

- Track and monitor quality indicators
- Identify areas for quality improvement
- Analyze data
- Evaluate outcomes
Challenges at Rutgers
Challenges

• Unified efforts
• Faculty appointments (10 vs 12 months)
• Clinical affiliations
• Approval for faculty practice
Successes

- Patient Satisfaction
- Student Learning
- Faculty Satisfaction
Lessons Learned

• Developing an interprofessional collaborative practice model is feasible, but requires a coordinated effort and buy-in from stakeholders.

• Team identity takes time and requires ongoing reinforcement on a regular basis.

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• Interprofessional collaborative practice settings offer a wonderful opportunity for health profession students to learn together and from one another.