

WASHINGTON STATE UNIVERSITY
COLLEGE OF **NURSING**



INTERPROFESSIONAL EDUCATION TO IMPROVE PATIENT HEALTH OUTCOMES

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THE PURPOSE OF OUR SYMPOSIUM

To help you identify interprofessional education strategies you can incorporate into nurse practitioner curricula

and

To tell you more about one approach to interprofessional education



OUR PROJECT'S FUNDING

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WHAT WE WILL DO TODAY

- Describe the need for IPE, challenges of implementation, steps to engage partners in developing a case-based IPE program
- Identify key components of an IPE program with persons with multiple chronic conditions.
- Describe an IPE program with students across five disciplines
- Present expansion beyond a standardized patient to include home and clinic visits

THE PROBLEM

As educators we are challenged to address interprofessional practice in our education programs

It can be difficult to select appropriate interprofessional education strategies and to incorporate them into already full curricula

Educational programs in **EVERY** profession fail to lay foundation for strong collaborative primary care practice (Pohl et al 2015)

WHAT WE HAVE BEEN DOING

- Our work in evidence-based practice is often profession specific
- Efforts of each individual profession are grounded in specific knowledge, value and belief systems
 - These efforts result in variations in forms of and values for specific types evidence (Ferlie et al, 2005).
- Social boundaries result in poor diffusion across professions (Ferlie)

WHAT WE SAY WE BELIEVE

- The status quo is intolerable if we want to advance the quality of care for patients in all settings
- IPE is essential to deliver unified, cohesive, patient care (IOM, 2003)

Academic silos and accreditation requirements
have precluded effective interprofessional
education in the past

THERE IS HOPE

New strategies and technologies improve IP
course and content delivery.

Health care reform supports many of these
educational changes (Macy Foundation, 2013)

RECOMMENDATIONS

- Substantive changes in the way HC professionals in all primary care disciplines are trained and held accountable for care they deliver
- All PCPs required to develop skills to support effective collaboration
 - With each other, with patients and with communities.
 - HP **students** need to engage in interactive learning with those outside their profession.
 - Students need to **deliberately work together** with the goal of building safer and more patient-centered care.

BACKGROUND FOR OUR WORK

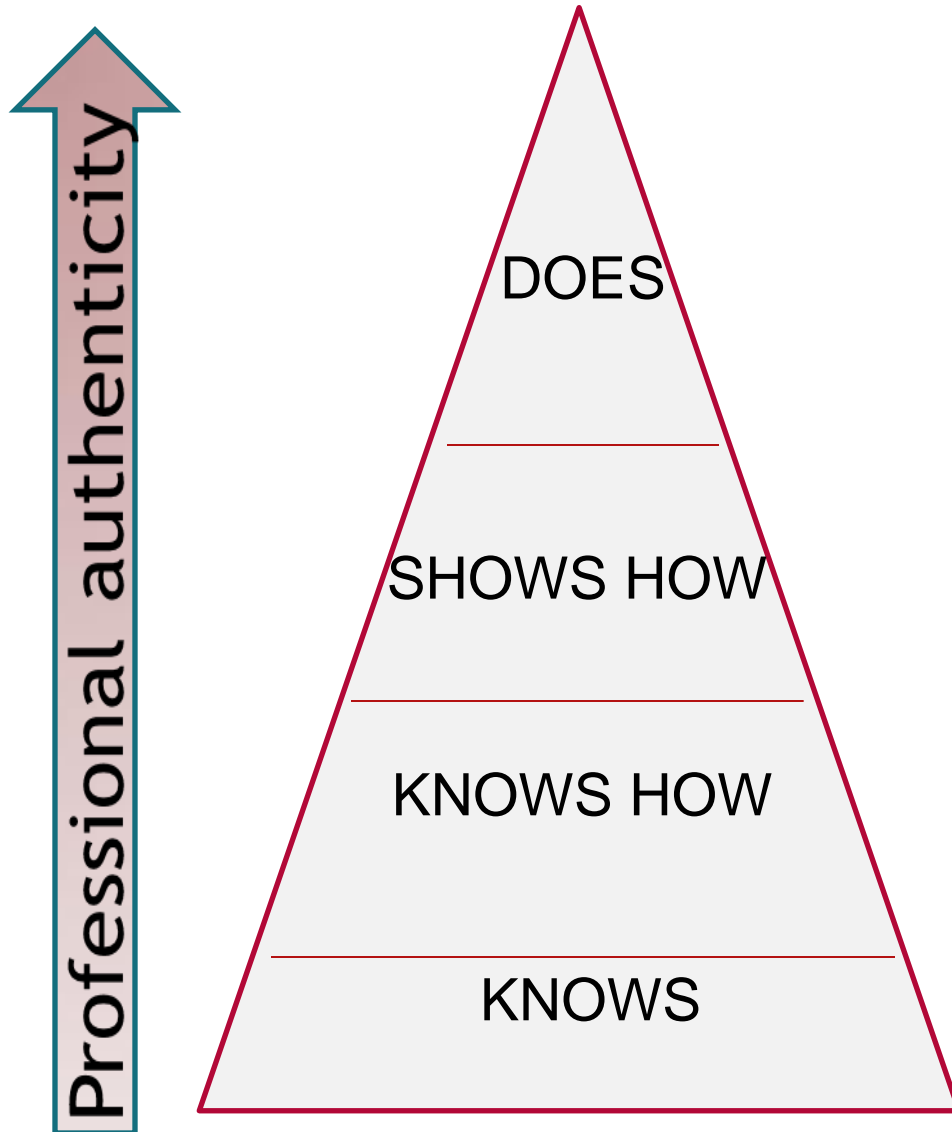
- Team-based education and care endorsed by:
 - AACN, IOM, RWJ, Macy Foundation, WHO
- We know collaborative care is crucial for NP students, providers, and patients
- We wanted to embed team-based care as foundational learning in our programs' curricula



Our Plan: Develop and implement a series of structured IPE experiences in our NP curricula

OUR GOALS

- Incorporate interprofessional team-based care into health professions on our campus
- Expand faculty development programs
 - Focus on effective interprofessional learning, teaching and practice.
- Develop a model of team-based care
 - Emphasis on continuity of care over time and across settings
 - Implement longitudinal, team-based experiences



- Miller (1990) The assessment of clinical skills/performance

IMPLEMENTING INTERPROFESSIONAL
EDUCATION INTO NURSE PRACTITIONER
CURRICULA:
FACULTY EDUCATION AND ENGAGEMENT

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PURPOSE

We will describe:

- The need for faculty development
- Steps to engage faculty partners in developing a case-based interprofessional education program
- Challenges in implementation

WHY THIS IS DIFFICULT

○ Faculty

- Have competing demands for teaching
- Lack strategies for implementing IPE into their programs and courses
- Likely did not learn about interprofessional practice in their education

WHAT WE DID

- Held regular team meetings
 - Pharmacy, nursing, medicine, social work and nutrition
- Educated IPE faculty and all interested faculty
- Offered Workshops
 - TeamSTEPPS
 - Motivational interviewing
 - Debriefing
 - And more

SERENDIPITOUS BENEFITS

expanded faculty's own
understanding of IP roles - their own
and each other's



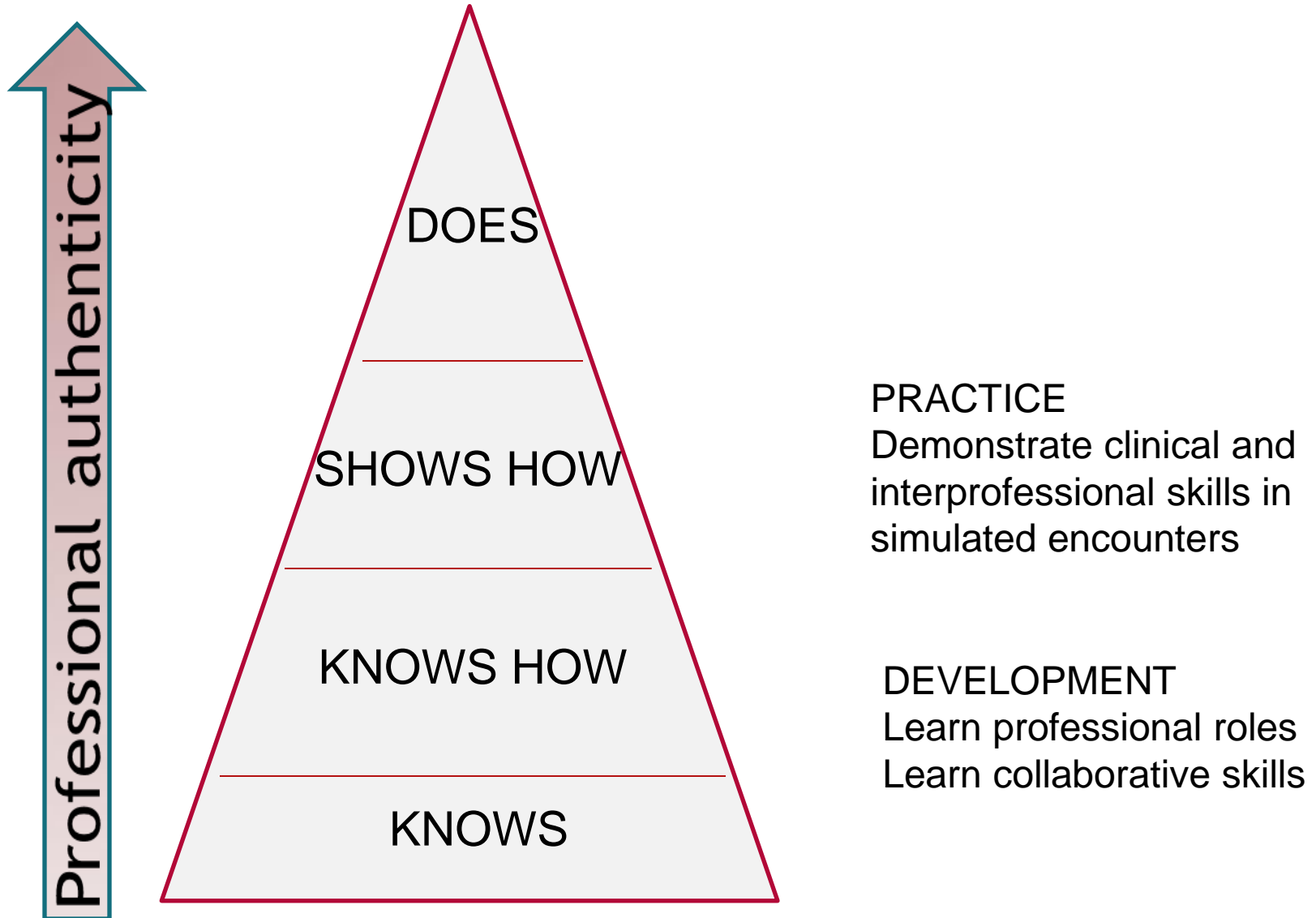
IMPLEMENTING INTERPROFESSIONAL
EDUCATION INTO NURSE PRACTITIONER
CURRICULA:
A CASE STUDY



Linda Ward, PhD, FNP-C



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- Miller (1990) The assessment of clinical skills/performance

OUR OBJECTIVES

○ Students will:

- Endorse the benefits of interprofessional team-based care
- Understand roles of team members
- Learn strategies for delivering patient-centered care
- Develop a skill set for effective interprofessional practice
- Practice team-based, patient-centered care

SETTING

- 82 graduate students
 - Nursing (FNP)
 - Medicine
 - Pharmacy
 - Social Work
 - Nutrition and Exercise Physiology
- 18 faculty
- 2 campuses
- 2 universities



APPROACH

- We designed structured activities for students to practice care that was:
 - Collaborative
 - Patient-centered
 - Evidence-based
- We embedded activities in designated courses
 - Two sequential NP core clinical courses
 - Clinical medicine course
 - Electives in pharmacy, social work, and nutrition-exercise physiology

APPROACH, CONT'D

○ Components

- Distance/online/hybrid education
- TeamSTEPPS® training
- Simulation with standardized patients
- Case
 - Unfolding, increasingly complex
 - Opportunities to apply evidence
 - Involve all professions

INITIAL ACTIVITIES

Baseline assessment

- Teambuilding
- TeamSTEPPS® training and practice
- Journal Club
- Four simulated ‘virtual’ clinic encounters

Feedback from Standardized Patients

Faculty evaluation of clinical notes & teamwork

Repeat assessment

TEAMBUILDING

- 12 interdisciplinary teams of 5-6 students
- “Meet and Greet” online discussion board with prompted questions
- Team names



Hello. My Name is _____ and I am currently in my second year of the Doctor of Nursing Practice (Family Nurse Practitioner) program through WSU. I am originally from Spokane and now currently live just north of Spokane in Colbert. I have been a nurse on a telemetry floor at Holy Family Hospital for four years and am still currently working there. I do not watch very many cartoons, except for the ones that my kids are watching, and so I think that I am most like Ryder (from Paw Patrol) because he is always up for a challenge, no matter how big or small. I chose the nursing profession because I always wanted to work in health care since I starting going to physical therapy in elementary school and have enjoyed working with people since I was formerly a barista.

JOURNAL CLUB

- Followed first simulated encounter
- Synchronous team activity
 - Read two articles re team-based diabetes care
 - Execute 45-minute team meeting
 - Consider 6 questions
 - Post 3-minute video summary
- Faculty reviewed, provided feedback

SIMULATIONS: THE UNFOLDING CASE

- Standardized patients
- Multiple chronic conditions
 - HTN, depression, tobacco use, overweight
- Increasing complexity of care
- Expanding team role
- Embedded care transition
- Multiple opportunities to apply evidence
 - JNC8, AHA-ACC-HRS a-fib guidelines, CHADS2-CHADS2-VASc

INITIAL SIMULATION

- Standardized patient AND standardized provider
- Provider (faculty member) elicited history
- Exam findings provided to student observers
- Students
 - Conducted team conference to collaborate about plan
 - Negotiated plan of care with patient
 - Developed (ungraded) SOAP note for encounter
 - NP students edited & submitted group SOAP note for grade (embedded in their course)

SUBSEQUENT SIMULATIONS

- Same format, same standardized patient (but)
 - Students elicit history and plan care
 - Care needs progress
- Hypertension → atrial fibrillation → stroke → advance directives



IMPLEMENTING INTERPROFESSIONAL
EDUCATION INTO NURSE PRACTITIONER
CURRICULA:

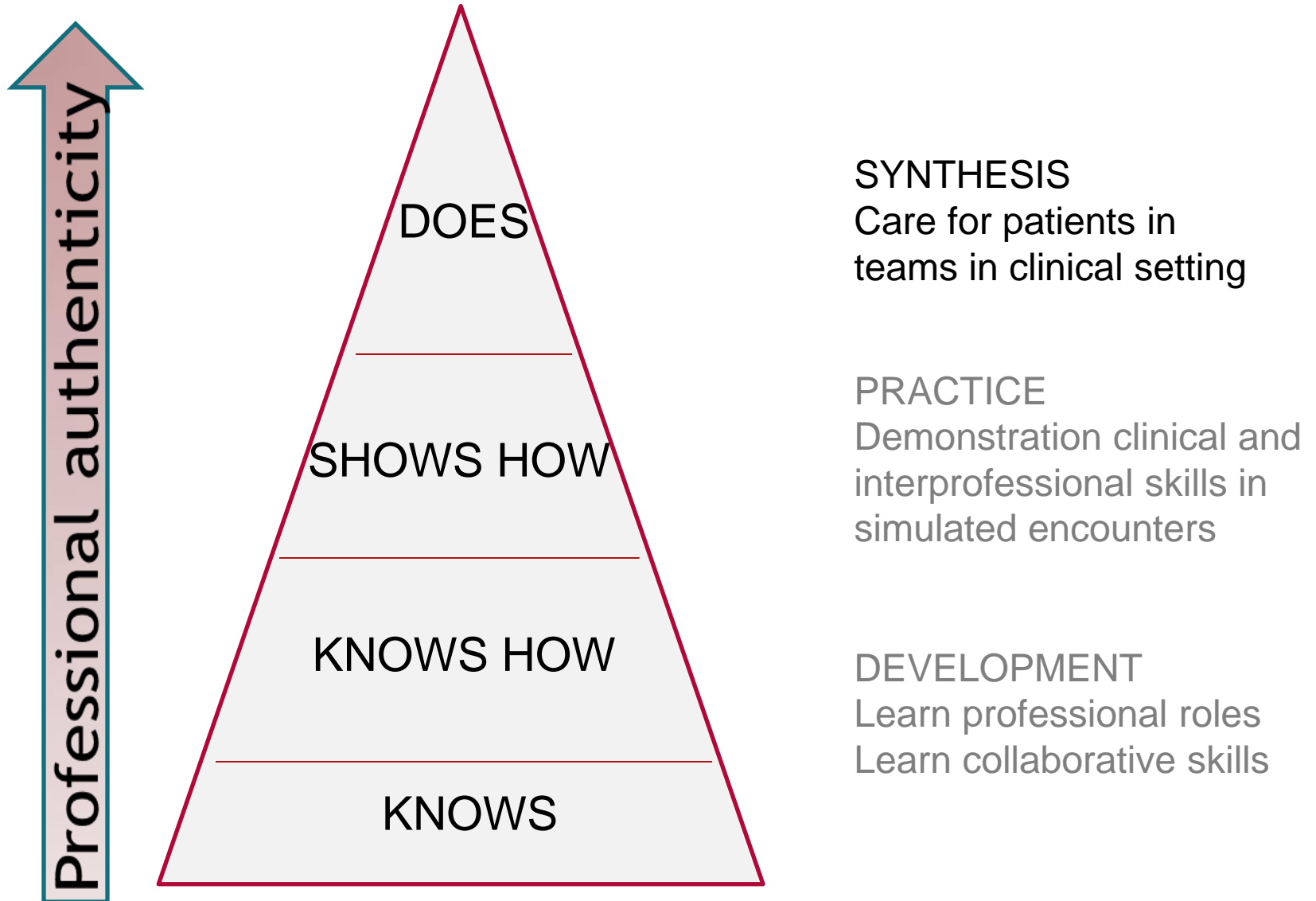
CULMINATING AN INTERPROFESSIONAL
EDUCATION INITIATIVE - THE HORIZON



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- Miller (1990) The assessment of clinical skills/performance

PROCESS

- Faculty work with collaborating agencies to identify patients with multiple chronic conditions
- Teams met* patients in clinic setting, arranged and conducted 2-3 home follow-up visits
- Teams meet to discuss each patient encounter
- Teams managing care & collaborating with primary care providers



PROJECT CULMINATION

- Learning moves from classroom to community, from simulation-based to real-world
 - Students assume increasing autonomy for care in community-based settings
 - Interprofessional teams establish patient-centered relationship
- Online course continues to facilitate instruction and team communication

EVALUATION

- Pre-post student testing (T1 - T3)
 - Team Skills Scale (TSS)
 - Students Perceptions of Practitioners' Interprofessional Clinical Education (SPICE)
 - Self-Assessment of Clinical Reflection and Reasoning (SACRR)
- Standardized patients evaluation of teams
- Faculty used rubrics to evaluate student documentation

CHALLENGES

- Assumption of student preparation
 - Value of clarifying expectations
- Assumption of student engagement
 - Graded vs. non-graded assignments
 - Elective vs. required (clinical) courses
- Multiple-campus engagement
 - Technology failures (!)
 - Faculty investment

WHAT WENT WELL

- Increase in faculty learning, understanding, communication across disciplines
- Unfolding case with standardized patient
 - Increasing faculty expertise in case development
 - Student-SP relationship facilitated engagement
 - Case was effective
- Provided important foundation for development of SP program on health sciences campus



OUR FUTURE

- Provides clear direction for IPE on our campus
 - Embedding IP courses across multiple health sciences programs
 - Balancing benefit with burden for faculty & students
- Informs plans for development of patient centered healthcare home at campus-based health clinic

THANK YOU!

GRANT MEMBER COLLABORATORS

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Family Nurse Practitioner Interprofessional Education Medicine Nutrition Pharmacy Psychiatric Nurse Practitioner Simulation Technology	Janet Beary E'lise Balogh Brenda Bray Karen Caines Janelle Clauser April Davis Cynthia Fitzgerald Rie Kobayashi Ann Mason Tamara Odom-Maryon	Janet Purath Melody Rasmore Barbara Richardson Kevin Stevens Linda Ward Sue Weeks Travis Williams Megan Willson Lisa Woodard

ANE-HRSA AWARD INFORMATION

USING INTERPROFESSIONAL EDUCATION TO
IMPROVE CARE FOR PATIENTS WITH MULTIPLE
CHRONIC CONDITIONS

Advanced Nursing Education

D09HP25920-01-00

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Award: 1, 102,818

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Questions---Discussion

THANK YOU!