

Creating Healthy Work Environments 2019

The Importance of Interprofessional Education in Nursing

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Working together for the benefit of providing quality patient care is important. Many nursing programs do not include teaching interdisciplinary methods of care to its students. Interprofessional education (IPE) is a curricular design used to develop students in health care professional studies as members of interprofessional teams. There is a need for interdisciplinary and interprofessional education to improve interprofessional communication. The Institutes of Medicine (IOM) (2011) recommended that education be improved upon and include nursing residency programs to facilitate interprofessional collaboration among caregivers. The curricular design, which includes IPE, places members or students of more than one health care or social care related setting in one classroom for the purposes of sharing skills and knowledge between professions. With the management of care serving to emerge as a critical component in health care delivery, nurses must exhibit leadership and skill in interdisciplinary and collaborative practice for the improvement of health care delivery and quality. The future of nursing and other health care related disciplines depends upon the team approach to the provision of patient care. Teaching IPE throughout the nursing curriculum will serve to increase the students ability to engage other clinicians from the various disciplines. Engaging in IPE ultimately will serve to sharpen the focus on the needs of the patients via a collective and collaborative effort. The integration of IPE in the nursing curriculum will serve to elevate the climate of mutual respect and shared values among caregivers. Interprofessional education will serve to bridge the gap that exists among caregivers as it relates to communication and improvement of patient outcomes. This presentation/ lecture will provide the positive and negative outcomes related to introducing IPE into the curriculum, discuss evidence-based approaches to implementation of IPE in nursing academics, identify the legal and ethical issues associated with IPE, and review what a possible evaluation plan might look like for an IPE curriculum. This presentation/lecture will also serve to identify how integrating IPE in a nursing curriculum will improve interprofessional communication in the healthcare environment.

Title:

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Keywords:

Education, Interprofessional and Nursing

References:

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Abstract Summary:

Interprofessional education (IPE) is a vital component of health care curriculum which serves to encourage the development of collaboration among caregivers from multiple disciplines. This activity is meant to bring awareness to the need for this type of education in nursing programs.

Content Outline:

1. Introduction
 1. Many nursing programs do not include teaching interdisciplinary methods of care to its students.
 2. Interprofessional education (IPE) is a curriculum design that places members or students of more than one health care or social care related setting in one classroom for the purposes of sharing skills and knowledge between professions. *Interprofessional education will serve to bridge the gap that exists among caregivers as it relates to communication and improvement of patient outcomes.*
2. Body
 1. Main Point #1 The Importance of Interprofessional Education
 1. Supporting point #1: Interprofessional education is an added component of health care curriculum that encourages the development of collaboration among caregivers from multiple disciplines. Interprofessional education improves communication among caregivers, encourages interdisciplinary team building, improves the quality of patient care, and increases service learning as well as elevates social responsibility.
 1. Improving Communication: Processes, such as the plan do study act or PDSA, have been shown to improve communication among caregivers. This process model has been used in some education programs as a means of teaching interprofessional education. In universities that have employed components of the PDSA model, as well as social interaction learning theories to teach IPE, students were provided the ability to guide students in self-examination of culture differences, biases, common disparities experienced in the country, barriers to the provision of health care, religious practices, and the behaviors of patients and clients.
 2. Improving Team-Building: By increasing a nurse's understanding about the role that other healthcare providers play in the care of the patient, effective health care teams can be built. Likewise, nursing students become more immersed in interprofessional interaction by exploring the boundaries of the professions for whom contact is inevitable.
 3. Improving the Quality of Patient Care: Leadership and competence in interdisciplinary and collaborative practice is essential for continued quality improvement. Effective care management is at the center of focus in today's health care environment. Therefore, the nurse must have the ability to identify problems and the stakeholders involved, perform root cause analyses, and identify, evaluate, and implement interventions that ensure improvement of patient care.

2. Main Point #2: Incorporation of Interprofessional Education in Academia
 1. Supporting point #2: In a position statement written by the American Association of the Colleges of Nurses (AACN) (2014), interdisciplinary and interprofessional education is an approach to teaching and learning in which caregivers engage in collaboration for the purposes of improving patient care. The AACN (2014) recommended that interdisciplinary education begin as early as the first semester of nursing education. The AACN (2014) contended that this component of curriculum is teachable; yet, the contents and methods for teaching cease to exist in academic institutions. Students need to learn effective methods for engaging other caregivers in order for enhancement of effective communication.
 1. New initiatives available: In response to the growing need for interdisciplinary education, major foundations have engaged in initiatives to fund partnerships among health care related professions. However, the initiatives have stalled due to lack of clinical sites, lack of engagement, and limited resources. As a result, adoption of interprofessional education in academic settings for health care related education has not occurred. In order for communication and the improvement of the quality of healthcare to occur, academic institutions need to integrate interprofessional education into the current curriculum.
 2. Schools of nursing should work to create and align curricula that incorporate multiple opportunities for undergraduate and graduate nursing students to interact with other members of the health care team. Further, nursing schools and educators should engage in planning with other disciplines to increase the number of available clinical practice experiences in order to foster interprofessional approaches to patient care. The need for strong interprofessional programs is aligned with the growing need to provide collaborative care to the every-changing patient population.

- Conclusion

1. A team approach for providing patient care is needed in order to increase communication and deliver the highest quality medical services. By integrating IPE all through the nursing curriculums, students will experience and increase in his or her ability to thoughtfully engage others on a multidisciplinary level. By fostering faculty engagement, the integration of IPE will be enhanced. Therefore, research to identify the experience of faculty who are already involved in the integration of IPE in nursing curriculum is needed to promote the engagement required for the process to be adopted. The future of health care delivery systems will rely on a multidisciplinary approach to render safe and effective care. Multidisciplinary and interdisciplinary practice is not yet the standard of practice; however, a heightened awareness of its need has come to the forefront of health related education and practice.

1. References

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