

Creating Healthy Work Environments 2019

Interprofessional Education and Collaboration in the Graduate Nursing Mental Health Courses

Judy Haefner, DNP, RN, PMHNP-BC, PMHCNS-BC

School of Nursing, University of Michigan, Flint, MI, USA

Marilyn Filter, PhD, CNM, RN

School of Nursing, University of Michigan-Flint, Flint, MI, USA

Marilyn R. McFarland, PhD, RN, FNP BC, CTN-A

School of Nursing, University of Michigan-Flint, Flint, MI, USA

As nurses fulfill the recommendation and challenge of the Institute of Medicine (IOM,) (2011) recommendation to be full partners with all health care professionals, it becomes a mandate for nursing to evaluate educating practices. A shift in paradigm for education of future nurses and nurse practitioners needs to be towards interprofessional and team based patient care and away from viewing clinicians as isolated practitioners.

The purpose of this presentation is to present the process for integration of interprofessional education/collaboration (IPEC) into the graduate nursing curriculum. The goal of this IPEC project is to meet the mandates published in the Core Competencies for Interprofessional Collaborative Practice (Interprofessional Education Collaborative, 2011) as well as the American Association of Colleges of Nursing "Essentials of Doctoral Education for Advanced Nursing Practice"(2006). The objectives for this project are to: 1) Integrate IPEC model into the mental health concentration; 2.) Develop essential knowledge and skills in the graduate nursing students for integration of IPEC throughout their mental health concentration coursework and into their future roles as NPs; 3.) evaluate student attitudes following collaboration with other health care professionals.

Interprofessional Education Collaborative (IPEC), (2011) supports four core competencies: values and ethics, roles and responsibility, interprofessional communication teams and teamwork.

The students are Doctor of Nursing practice (DNP) students who are post-baccalaureate (BSN) or post-masters (MSN) and students in the post-masters mental health certification program.

Students participated in three surveys: Pre-survey for: 1.) Readiness for Inter-professional Learning Scale and 2.) Inter-disciplinary Education Perception Scale taken prior to introduction of IPEC content. Post survey at the conclusion of the semester for comparison.

Students completed four assignments which addressed the four core values of IPEC: Values and ethics, roles and responsibilities, interprofessional communication, and team and teamwork. The assignments built on each other.

Assignment 1: Select a client from your clinical practicum on whom you performed a mental health assessment and mental status exam. Based on your assessment, and discussion with the patient and/or the patient's family identify three (3) other disciplines that your patient will benefit from as being part of the collaborative team.

Assignment 2 and 3: Identify two other health care professionals involved in the care of this patient if inpatient (or if outpatient identify and contact health care professionals). Collaborate with these person(s):

Make a problem statement. What need is this project is this collaborative partner addressing? What are YOUR treatment objectives that you have for this discipline for this patient? (Why have you selected these patient goals /what you are hoping to change or improve?)What is the problem being experienced

by the patient? What are the needs of the patient? What is the IPEC evidence to support the methods used to address the issue? Provide references for your discussion.

Assignment 4: Tying it all together:

1. What are the IPEC goals? Were your goals and the disciplines' goals compatible?
2. If possible discuss the patient history and responses to the interprofessional experience. Otherwise provide a hypothetical discussion of likely response. Be realistic because people are not always reliable and do not always follow through.
3. Discuss the collaborative interprofessional team characteristics and behaviors.
4. Analyze one of the interactions for qualities of patient centered care.
5. What did you learn from this experience that you will take with you into your actual practice?
6. Include a critique of the process. Did you choose the most appropriate disciplines for this patient/family?
7. What problems did you encounter?
8. Discuss current issues that impact all healthcare professions

This IPEC model supports student learning by providing a step-wise approach for a practice change to improve health outcomes. Future direction includes the application of IPEC skills into other NP concentrations. The projected outcome of this project is that NP graduates will be prepared to apply a broad array of IPEC concepts and skills in Advanced Nursing Practice upon completion of this mental health concentration.

The Institutional Review Board designated the study as exempt.

Title:

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Keywords:

Curriculum, Inter-professional Education and Collaboration and practice change to improve health outcomes

References:

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Abstract Summary:

Describe the process for integration of interprofessional education/collaboration (IPEC) core competencies into a graduate nursing mental health concentration. Evaluate the attitudes of students pre and post collaborative experience.

Content Outline:

I. Introduction The purpose of this presentation is to present the process for integration of interprofessional education/collaboration (IPEC) into the graduate nursing curriculum.

A. Describe the roles of interprofessional team members in a clinical setting

B. Develop essential knowledge and skills in the graduate nursing students for integration of IPEC throughout their mental health concentration coursework and into their future roles as NPs. II. Body

A. The goal of this IPEC project is to meet the mandates published in the Core Competencies for Interprofessional Collaborative Practice (Interprofessional Education Collaborative, 2011) as well as the American Association of Colleges of Nursing "Essentials of Doctoral Education for Advanced Nursing Practice" (2006). 1. Interprofessional Education Collaborative (IPEC), (2011) supports four core competencies: values and ethics, roles and responsibility, interprofessional communication teams and teamwork. a) Students completed four assignments which addressed the four core values of IPEC: Values and ethics, roles and responsibilities, interprofessional communication, and team and teamwork

b) Assignment 1: Select a client from your clinical practicum on whom you performed a mental health assessment and mental status exam. Based on your assessment, and discussion with the patient and/or the patient's family identify three (3) other disciplines that your patient will benefit from as being part of the collaborative team. c) c. Assignment 2 and 3: Identify two other health care professionals involved in the care of this patient if inpatient (or if outpatient identify and contact health care professionals). Collaborate with these person(s): Make a problem statement. What need is this project is this collaborative partner addressing? What are YOUR treatment objectives that you have for this discipline for this patient? (Why have you selected these patient goals /what you are hoping to change or improve?)What is the problem being experienced by the patient? What are the needs of the patient? What is the IPEC evidence to support the methods used to address the issue? Provide references for your discussion. 2. Assignment 4: Tying it all together: a) Discuss the collaborative interprofessional team characteristics and behaviors b) What did you learn from this experience that you will take with you into your actual practice?

B. Students participated in three surveys 1. Pre-survey for: 1.) Readiness for Inter-professional Learning Scale. a) Statistical analysis comparing student responses 2.) Inter-disciplinary Education Perception Scale taken prior to introduction of IPEC b) Statistical analysis comparing pre and post responses III. Conclusion This IPEC model supports student learning by providing a step-wise approach for a practice change to improve health outcomes. A. *Individuals in other professions respect the work done by my profession.* Pre - Strongly agree: 66.% Post Strongly agree 29.2% $p = 0.19$. B. *Individuals in other professions think highly of my profession..* Pre Somewhat Agree 62.5% Post Somewhat Agree 37.5% $p = 0.058$.

First Primary Presenting Author

Primary Presenting Author

Judy Haefner, DNP, RN, PMHNP-BC, PMHCNS-BC

University of Michigan

School of Nursing

Assistant Professor

Flint MI

USA

Professional Experience: 2012 –current Summit Psychiatric Services Nurse Practitioner 2007-2011 Henry Ford Health Systems Nurse Practitioner 2004-2007 Detroit Medical Center (Detroit Receiving Hospital, Children’s Hospital of Michigan) Nurse Practitioner 2003-4 Seniors Wellness, PC Nurse Practitioner 2002-5 New Oakland Child/Adolescent/ Family Clinic Nurse Practitioner 2001-3 Department of Veterans Affairs (Veterans Hospital of Detroit) Surgery Clinic Coordinator 2000-1 Wayne State University Psychotherapist 1997-2000 Detroit Medical Centers RN

Author Summary: She is a board certified Family Mental Health Nurse Practitioner with a practice in a outpatient mental health clinic. She has been on faculty in the School of Nursing at the University of Michigan-Flint for over five years. The primary focus of research is examining mental health diagnosing and application in the primary care setting. Interests include health promotion, patient satisfaction, and mental health treatment in the primary care setting.

Second Author

Marilyn Filter, PhD, CNM, RN
University of Michigan-Flint
School of Nursing
Assistant Professor
Flint MI
USA

Professional Experience: Dr. Filter has worked with graduate nursing students in an online environment for eight years. She is an the inaugural cohort for the University of Michigan Interprofessional Leadership Fellows. Dr. Filter works with faculty within nursing to collaborate with other healthcare professionals and works with other healthcare professionals to improve healthcare outcomes for patients.

Author Summary: Marilyn Filter has taught in the area of women's health, statistics, and research. She has co-developed the research sequence for graduate nursing education at the University of Michigan-Flint. She has developed a model for implementation of translational research for graduate students to complete their scholarly research projects. Dr. Filter has invited and participated in the inaugural cohort of Interprofessional Leadership Program at the University of Michigan.

Third Author

Marilyn R. McFarland, PhD, RN, FNP BC, CTN-A
University of Michigan-Flint
School of Nursing
Professor of Nursing
Flint MI
USA

Professional Experience: FNP who has practiced in a variety of primary care settings including adult, pediatric, and women's health settings/clinics where she has treated patients with mental health concerns. She has reached out to collaborate with diverse mental health professionals to co-manage patients with mental health diagnoses for over 10 years.

Author Summary: Dr. McFarland earned her PhD in Nursing with a focus in Transcultural Nursing from Wayne State University, Detroit, Michigan As a leader in Transcultural Nursing, Dr. McFarland has studied, practiced, consulted, and lectured throughout the United States and in various parts of Europe and Australia. She has published numerous translational research studies conducted in primary care settings to improve advanced nursing practice.