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Implementation and Evaluation of Interprofessional Education (IPE) in the Graduate Nursing Program

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INTRODUCTION

- Currently, health care students and professionals are educated within their own disciplines to manage or treat specific medical issues where teamwork and collaboration are not a priority.
- Today's patients have complex health needs and typically require more than one discipline to address issues regarding their health status

IPE

- “two or more professions who learn with, from and about each other to improve collaboration and quality of care”
- The World Health Organization recognized that collaborations taught at the student level were more likely to achieve effective collaborative practice in the healthcare settings.
- Institute of Medicine (IOM) stated “health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team”
- better able to communicate and understand each other’s roles and to provide quality care to patients.
- improve patient care, decrease costs, decrease patients length of stay, and reduce medical errors

PURPOSE

- The purpose of the study is assess the change brought by Interprofessional collaboration related to competencies in students in health professions before and after an interprofessional (IP) learning experience.

METHODS

Participants

- Students from the graduate advance practice nursing program, communication disorders and exercise science.
- Faculty organized groups of 5-6 students, each having at least one student from each discipline.

Task

- Each group received a patient case study prepared by the faculty. Students reviewed their case via our learning management system that can be accessed by both faculty and students. The students were instructed to work together as a team and incorporate all elements suitable for their field
- The students presented their case study including their interprofessional diagnoses, priorities and patient management

Interprofessional Collaborative Competencies Attainment Survey (ICCAS)

- a 20 item self-report tool that measures student's skills in six domains: communication, collaboration, roles and responsibilities, collaborative patient family-centered approach, conflict management/resolutions and team functioning.
- 7 point Likert type scale from 1= strongly disagree to 7= strongly agree
- utilizes a retrospective pre-test and post-test method. Students are asked to rate their ability in each of 20 skills, before participating in the learning activities and after participating.
- The students completed the survey after the IPE learning experience, rating their perception prior to, and after the IPE learning, by responding to the same 20 competencies.

RESULTS

- 38 graduate nurse practitioner students, 36 graduate communication disorders students, and 10 exercise science students (N=84) participated in the IPE experience.

RESULTS

COMPETENCIES	t	df	Sig. (2-tailed)
Communication			
Pair 1 – Pre/Post Effective communication	-5.585	44	.000
Pair 2 – Pre/Post Active listening	-4.776	44	.000
Pair 3 – Pre/Post Expressing ideas and concerns	-2.496	48	.016
Pair 4 – Pre/Post Providing constructive feedback	-3.857	49	.000
Pair 5 – Pre/Post Expressing ideas and concerns	-3.348	47	.002
Collaboration			
Pair 6 – Pre/Post Seeking out member to address issues	-4.840	50	.000
Pair 7 – Pre/Post Working effectively to enhance care	-4.766	47	.000
Pair 8 – Pre/Post Learning with, from and about team members to enhance care	-5.737	50	.000
Roles and Responsibilities			
Pair 9 – Pre/Post Identifying and describing abilities and contributions to the team	-5.647	50	.000
Pair 10 – Pre/Post Accountability of contributions to the team	-3.627	50	.001

RESULTS

Pair 11 – Pre/Post Understanding the abilities and contributions of members	-4.773	46	.000
Pair 12 – Pre/Post Recognizing how others' skills and knowledge complement and overlap	-4.642	46	.000
Collaborative Patient-Centered Approach			
Using IP team approach to: Pair 13 – Pre/Post assess the health situation	-6.172	48	.000
Pair 14 – Pre/Post provide whole person care	-6.875	48	.000
Pair 15 – Pre/Post include the patient/family in decision-making	-4.046	48	.000
Conflict Management/Resolution			
Pair 16 – Pre/Post Active listening to members perspectives	-5.120	47	.000
Pair 17 – Pre/Post Considering ideas of team members	-4.927	50	.000
Pair 18 – Pre/Post Addressing conflict in a respectful manner	-5.055	50	.000
Team Functioning			
Pair 19 – Pre/Post Developing an effective care plan as a team	-4.924	50	.000
Pair 20 – Pre/Post Negotiating responsibilities within overlapping scopes of practice	-4.318	50	.000

Discussion

There are few studies that have evaluated IPE activities in more than two healthcare professions in the university setting.

The results show that health professions' students in the sample perceived that their collaborative and teamwork competencies improved because of their participation in the IPE learning experience.

Even though a majority of the students has a moderate level of working with IP teams in their work settings or internships, the results indicate that their perceived competencies increased as reflected in the difference between pre- and post- test scores on the survey.

Health professions' students are currently being educated in their own disciplines and this experience provided them with better understanding and interactions with other professionals and effective team functioning.

Conclusion

- An improvement in the perceived IPE competencies of graduate healthcare students was noted with one IPE activity.
- Incorporating IPE as a component of the curriculum can positively impact future members of the health care team to value the benefits of collaboration.