

PROMOTING MOBILITY IN THE ICU: AN INTERPROFESSIONAL EDUCATIONAL INITIATIVE

Dr. Janice Jones, PhD, RN, CNS

Dr. Linda Steeg, DNP, RN ANP-BC


Faculty UB School of Nursing

Dr. Patricia Ohtake, PhD, PT

Assistant VP for IPE

Faculty UB Rehabilitation Science

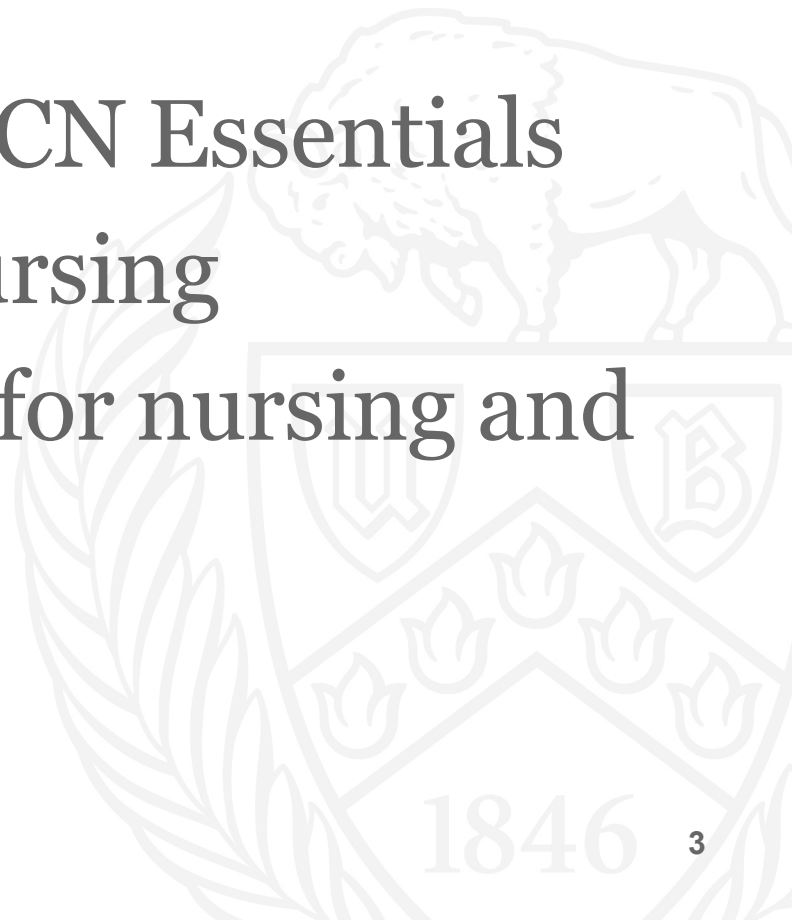




AN ACADEMIC POWERHOUSE UB is both big—the largest and most comprehensive campus in the 64-campus SUNY system—and bright, ranking among the top 2 percent of U.S. universities as a member of the Association of American Universities.

Interprofessional Education and the *AACN Essentials* and *Physical Therapy Competencies*

- BSN, MS, and DNP AACN Essentials
- National League for Nursing
- Accreditation agencies for nursing and physical therapy



Interprofessional Education and the AACN Essentials and Physical Therapy Competencies

- IPEC Core Competencies for Interprofessional Collaborative Practice
- Interprofessional Education Collaborative
- What does it mean to be “competent”?

World Health Organization (2010)

“Interprofessional education occurs when two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.”

World Health Organization (2010). Framework for action on interprofessional education & collaborative practice. Geneva, Switzerland: World Health Organization. Retrieved from https://www.who.int/hrh/resources/framework_action/en/

Evidence for IPE Education

Hypothesis is that teamwork and collaboration can promote positive patient outcomes.

Inherent concepts of:

- Mutual respect
- Shared values
- Knowledge of one's own role
- Knowledge of the role of other professionals
- Communication
- Team dynamics



SENIOR LEVEL NURSING COURSE:

- ACUTE CARE
- CRITICAL CARE
- COMPLEX CARE

Course objectives reflect:

- EB care
- Interprofessional team
- Patient advocacy



ABCDEF or ICU Liberation Bundle

<https://www.sccm.org/ICULiberation/ABCDEF-Bundles>

The bundle contains elements that individually and collectively help reduce delirium, improve pain management and reduce long-term consequences for adult intensive care unit (ICU) patients.

- Promote rehabilitation to prevent functional declines.
- A: Assess, prevent and manage pain
- B: Breathing trials (awakening and spontaneous)
- C: Choice of analgesia and sedation
- D: Delirium – assess, prevent and manage
- **E: Early mobility and exercise**
- F: Family engagement and empowerment

E: Early mobility and exercise

More than just changing the patient's position in bed.

- Assessment criteria for mobility
 - Required readings
 - ICU Liberation web site
- Who does the assessments within the interprofessional team?
- What is mobility and exercise for the ICU patient who is intubated?
- An interprofessional team approach to the patient's plan of care.

Setting up the Activity: Logistics

- Senior Nursing students (#120) and one class of Physical Therapy students (#40)
- Groups were randomly assigned (6 nursing: 2 PT students/group)
- Room size that would accommodate everyone to work in small groups
- A Blackboard course was set up for the pre and post required activities

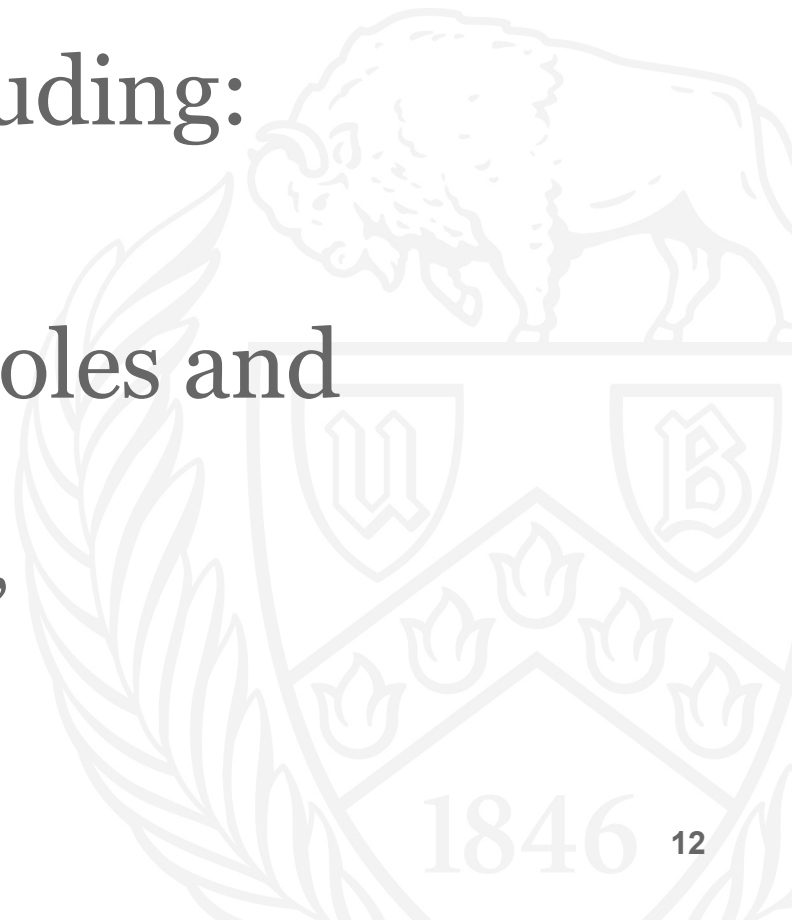
Setting the Stage for IPE work

Read/review the following documents:

- AACN Early Progressive Mobility Protocol
- Confusion Assessment Method for the ICU (CAM-ICU) flowsheet
- Mobility Daily Assessment and Treatment Algorithm
- Richmond Agitation and Sedation Scale (RASS)
- An interdisciplinary article on mobility of patients in the ICU
- Complete the Interprofessional Collaborative Competency Attainment Scale (online).

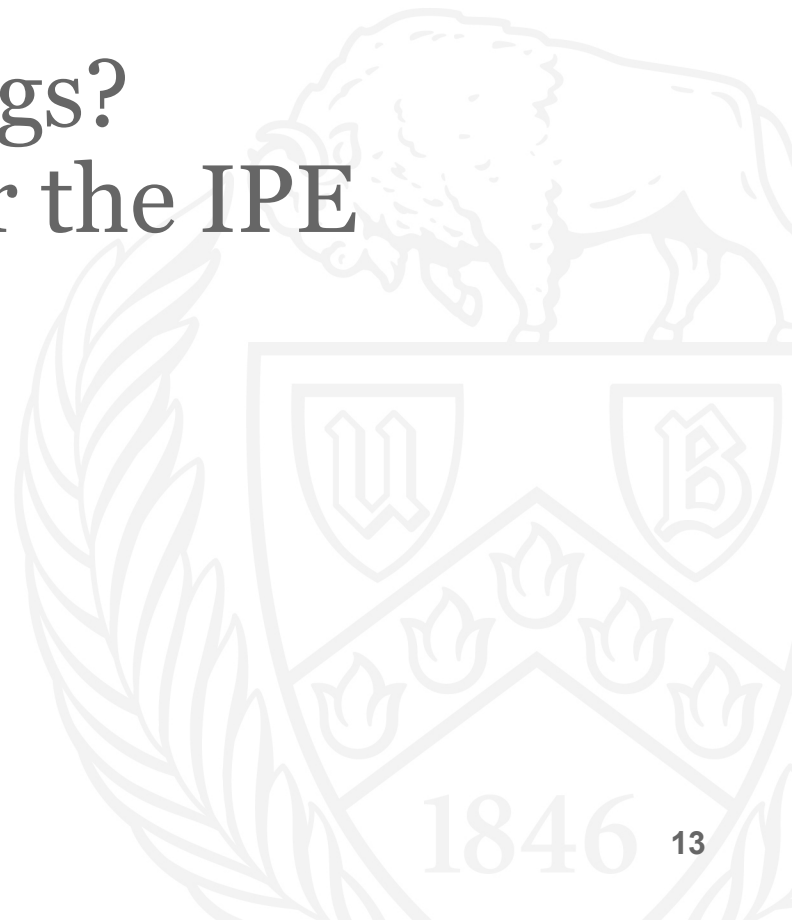
The activities of IPE: 90 min.

- Video on mobility
- Small group work including:
 - Introductions
 - Sharing of respective roles and responsibilities
 - “Getting to know you.”



Knowledge Test – 5 questions

- Did they do the readings?
Formed the basis for the IPE activities.
- Individual test
- Group test



The activities cont.

- Develop an interprofessional plan related to intubated patients' mobility in the ICU setting
 - Early mobility assessment & protocols to determine readiness for mobility
 - Use of pre-class references
 - What to do and how to do it
 - Who does what

Large Group Debriefing

- What did you learn about the other professions?
- What other professionals besides nursing and physical therapy might be included in your plan of care?

Who decides readiness to ambulate?

Technology: Are assessments readily available in the EMR?

Large Group Debriefing cont.

- What are the time and personnel constraints in ambulating intubated patients in the ICU setting?
- What activities could be delegated?
- Specific documentation
 - Exactly how far did the patient walk?
- Important role of handoffs for both nursing and physical therapy → continuity of care.

Post-Requirements

- Completion of the Interprofessional Collaborative Competency Attainment Scale
 - Pretest/posttest design
- A reflection paper regarding the interprofessional activity

Evaluation: Faculty Comments

- Lots of dialogue and sharing
- “I never knew nursing/PT did that!”
- Students were engaged.
- Very little oversight by faculty needed.
- Respect for the other discipline.
No hierarchies!

Evaluation: Student Comments

- “This was a great experience. We discussed the differences and similarities nurses and PTs have in helping patients with early mobilization.”
- “I have a better understanding of the professional relationship that focuses on patient-centered care.”
- “The experience taught me that interprofessional practice and collaboration are key to innovation and better patient care.”
- “I didn’t realize the importance of getting these patients out of bed and walking. I thought ICU patients stayed in bed all the time.”

Evaluation: Major Question

Does IPE work?

- Will this type of IPE activity translate to the clinical practice setting?
- What about other professionals and non-professionals?
- Little evidence in the literature related to patient outcomes

Longitudinal studies are needed.

Observational studies

Nursing & PT Students



A fun way to learn!

Let's work together!



Select References

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