Interprofessional Collaborative Care: An Evidence-Based Approach to Healthcare Education

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Introduction

Education silos in healthcare education are a trend of the past!
Lack of exposure to collaborative care may negatively impact the quality of care delivery, teamwork, essential communication, and patient outcomes (Interprofessional Education Collaborative Expert Panel [IPEC], 2011).

Pros for IPE implementation (Hinderer & Joyner, 2014):
- IPE included in accreditation standards for many healthcare disciplines
- Changing the approach to healthcare education and working on these skills in an academic setting will translate to a clinical setting
- Enter the workplace ready to practice teamwork and team-based care
- Facilitates care that is patient focused
- Improve patient outcomes

Cons for IPE implementation (Hinderer & Joyner, 2014):
- Challenging due to scheduling, funding, buy-in

IPE Champions needed to promote education
- Interprofessional group of faculty & instructional designers passionate about IPE

Purpose of the Scholarly Project

- Introduce IPE at a small, private Midwestern healthcare college
- Evaluate students’ interprofessional collaborative competency after completing an online course, participating in IPE events, and completing reflective journals relating to the IPEC (2011) core competencies domains for collaborative practice:
  - Values and Ethics
  - Roles and Responsibilities
  - Interprofessional Communication
  - Teams and Teamwork

Description of the Process

Clarkson College formed a team of IPE Champions in 2016 who conducted an extensive literature review focusing on IPEC standards. We assessed our College resources and engaged in strategic planning to earn buy-in from administration, faculty and staff. Team members attended the NEXUS Conference and worked together to develop an online course for students, as well as an IPE website for our College. The College Community was also surveyed and results demonstrated:
- Lack of knowledge about IPE
- More education desired by the College community
- Inclusivity for all students was important both on-campus and online
- Focus on team building, healthcare roles, communication, values/ethics was preferred
- Student, Faculty, Staff & Administration buy-in was achieved

IPE 301: Interprofessional Education course developed in 2017-2018 with recorded lecture videos, reading assignments, YouTube and interactive videos, and open-book quizzes. Completion required to graduate.

Interprofessional Education

Welcome to IPE 301

The Learning Continuum pre-licensure through practice trajectory


References


Contact

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Results

Initial Cohort Data, N = 232 undergraduate and graduate level students from 8 healthcare programs at Clarkson College

Conclusions

- IPE during the first year of healthcare education is demonstrating initial positive results for student knowledge, learning, and the importance of working within interprofessional teams.
- Student results for post-ICCAS assessment scores are pending, as students progress through their program. Data collection and analysis for this course is on-going.
- Improved healthcare collaboration supports the Institute for Healthcare Improvement’s vision of improving patient experiences and population health, reducing costs, as well improving work experiences of healthcare providers around the world (Bodhimer & Sinkey, 2014).

Figure 6: Interprofessional Practice Domains

INTERPROFESSIONAL INTEGRITY
Respect, value, and include patients and families in decision making. Respect and value the unique contribution of each member of the healthcare team.

INTERPROFESSIONAL COMMUNICATION
Communicate and collaborate with all members of the healthcare team. Include family members in care planning and decision making.

INTERPROFESSIONAL COLLABORATION
Collaborate with all members of the health care team to deliver the best care to patients.

INTERPROFESSIONAL teamwork
Interprofessional teams work together to deliver care. Members of the team support each other.