Inter-professional Collaboration: Making a Difference Locally and Globally

Rebecca L. Meyer RN, PhD
Director, MSN Program
California Baptist University
Riverside, California
Learner Objectives

• The learner will evaluate the importance of working in partnership and leading inter-professional teams to coordinate patient-centered care.

• The learner will be able to examine successful graduate student projects used on a local or global level to decrease health disparities.
Purpose

• Examine evidence-based educational strategies used in the graduate curriculum related to international health in order to make a change on the local or global level.
The United Nations identified eight areas of health disparities worldwide: poverty, hunger, disease, illiteracy, environmental degradation, and discrimination against women.
Global Disease

Age standardized death rates (per 100,000 population)
2008
Literature

• The AACN’ Master’s Essentials require MSN’s to:
  • improve care across settings
  • demonstrate leadership
  • work as change agents
  • employ advocacy
  • collaborate with other healthcare professionals
  • evaluate population based care
• Educational strategies need to target knowledge, skills, and affective learning related to the global burden of disease.
Student Learning Outcomes

• Compare and contrast approaches related to health promotion, intervention programs, and healthcare outcomes locally and globally.

• Examine inter-professional literature related to vulnerability, underserved populations, and health disparities.

• Determine local and global customs, attitudes, and lifestyles related to emerging global trends.

• Work collaboratively to develop a plan for an inter-professional team to coordinate patient centered care.

• Generate plans to change policy and systems based on available resources.
Teaching-Learning Methods

- Students choose a least-developed country, research current health issues, access to primary care, and develop strategies to work in partnership by leading an inter-professional team on a local or global level.

- Students select a health concern prevalent in that area and write 5 journal entries from the first person perspective of someone experiencing that issue.

- Examples include malaria, dengue fever, TB, HIV, malnutrition, etc.
Teaching-Learning Methods Cont.

- Students choose a faculty and/or staff member from another discipline who has experience on leading inter-professional teams locally and/or globally.
- Students write about ways the interview will help them to develop their collaborative global project.
- Potential questions for their interview include but are not limited to: a). what went well with your team; b). what were areas needing improvement; c). what roles were included; d). what work was completed; e). what supplies were needed; and f). who did you partner with in-country?
International Faire

• Students present information about their country, and must bring in food and/or teach a song/game/activity.
• They put together a professional poster with information about:
  • People groups
  • Major religions
  • Health issues
  • Programs to meet MGD’s
  • Life expectancy
  • NGO’s involved
Collaborative Global Health Projects

- Student use the information they have gathered to develop projects to lead teams on either a local and/or global level.
  - Include MDGs
  - Roles for team members
  - Supplies needed
  - Information about region
  - How to implement change through practice, research, and education
  - Include spirituality/culture/faith
  - Includes ways to evaluate effectiveness
First Example

- **Sub-Saharan Safe Water Project**
  - Nurses, NP’s, MD’s – assessment, teaching, mentoring nationals
  - Geologists – evaluation of region for potential water sources
  - Microbiologists – analyze water samples, teach locals for continuation of procedures
  - Engineers – developing water filtration devices
  - Sanitation specialist – assessing, teaching, mentoring
Second Example

- **Project Muskan – Oral Care in India**
  - Nurses – assessment, teaching, mentoring nationals
  - Educators – teaching
  - Dentists – assessment, diagnosis, mentoring nationals
  - Dental hygienists – assessment, cleaning, teaching
  - Periodontists – assessment, diagnosis, teaching
  - Pastors – leadership, devotions, prayer
  - Visual arts – videography, photography
  - Language specialists – Hindi interpretation
Third Example

- **Tobacco-Free Armenia**
  - Physician – assessment, teaching
  - Nurse – assessment, teaching
  - Physiotherapist – teaching
  - Pharmacist – medications, teaching
  - Occupational therapist
  - Dentist – referrals
  - Epidemiologist
  - Public relations – community member/partner
Fourth Example

- Homeless of the Americas – Mobile Health Clinic
  - Director
  - MD/DO
  - Dentist
  - NP/PA
  - RN/LVN
  - Pharmaceutical Supplier
  - Laboratory
  - Hospital/clinic access
Findings

• Each project is presented as a professional poster to an inter-professional group.
• This project allows the students to become more aware of the emerging global trends:
  • Food Insecurity and Obesity
  • Tobacco Use in Developing Countries
  • Urbanization and Microhabitats
  • Climate Change and Health Disparities
  • The Aging Population
Making a Difference

• Master’s prepared nurses learn how they can utilize their training to make a difference by:
  • Identifying the vulnerable and underserved
  • Helping the homeless in their neighborhoods
  • Understanding the importance of infrastructure
  • Teaching about clean water and sanitation
  • Giving immunizations to children across the globe
  • Advocating for access to healthcare and education
“And in the end, it’s not the years in your life that count. It’s the life in your years.”

Abraham Lincoln

What are you doing with your life?
How are you making a difference?
What Questions Do You Have?
References

