



Webinars and Weaving: An Innovative Model of Interprofessional Education in an Online DNP Program

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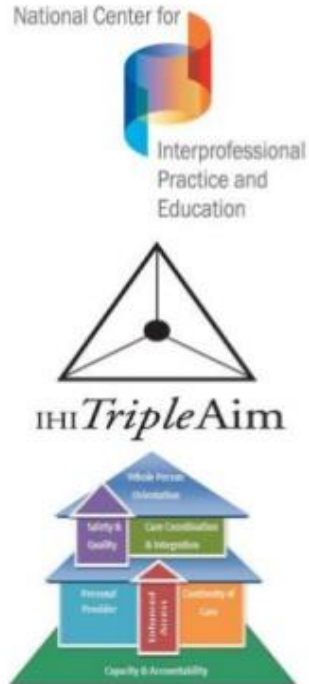
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Interprofessional Collaborative Education (IPCE)

- “Health professionals must work collaboratively and in fully functional teams if the nation’s health care system is to better meet the needs of patients.”
- “Collaboration and teamwork can best be achieved if it starts early, with students from different professions engaging in interactive learning with each other.”
 - <http://www.rwjf.org/en/library/articles-and-news/2011/05/advancing-interprofessional-education.html>
- In healthcare, IPC Teams are effective in improving patient safety and quality of care, better patient outcomes, reducing healthcare costs, increasing satisfaction with the patient/family experience.

WHY IPE IS IMPORTANT?

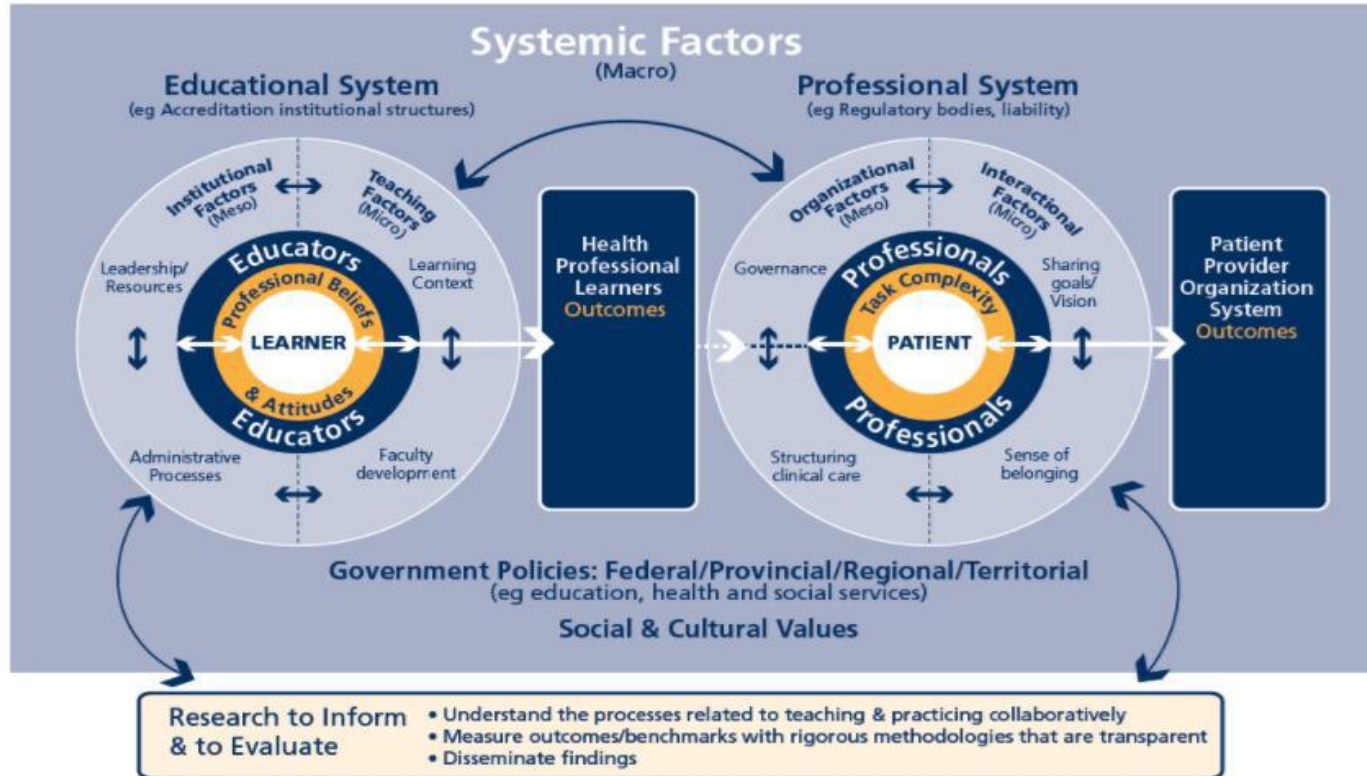
To advance the Triple Aim of improving population health, enhancing patient quality care and controlling costs



To close the gap between health education and practice settings by aligning their needs and interests

IPCE Framework

Interprofessional Education to Enhance Learner Outcomes < Interdependent > Collaborative Practice to Enhance Patient Care Outcomes



Core Competencies

<http://www.aacn.nche.edu/education-resources/ipecreport.pdf>



Core Competencies for Interprofessional Collaborative Practice

Competency Domain 1: Values/Ethics for Interprofessional Practice

Competency Domain 2: Roles/Responsibilities

Competency Domain 3: Interprofessional Communication

Competency Domain 4: Teams and Teamwork

Strategies to implement the IPEC core competencies and move to a system of educating health professionals to work collaboratively

- Communicate and disseminate the core competencies to key stakeholders—academic deans, policy-makers, and health care leaders, and launch an education campaign that makes the critical link between collaborative health care teams and providing high quality, safe, and cost-sensitive treatment.
- Prepare faculty for teaching students how to work effectively as part of a team and encourage all health professions to use the competencies in their fields.
- Develop metrics for interprofessional education and collaborative care to help advance team-based competencies in teaching and practice.
- Forge partnerships among the academic community, health care providers, and government agencies to advance interprofessional education.

Team-Based Competencies, Building a Shared Foundation for Education and Clinical Practice, results from a conference sponsored by RWJF, the Health Resources and Services Administration, the Josiah Macy Jr. Foundation and the ABIM Foundation in partnership with IPEC.

Interprofessional Webinars

- Focused on an important clinical topic using case studies.
- Must include APN and other disciplines/specialties.
- Illustrated contributions of various professionals to successful outcomes.
- Opportunity for “live”, real-time interaction in an otherwise “all online” doctoral program.
- Incorporated online audience who could participate with questions/comments as well as “live” audience—which also included undergraduate students.
- Planned in advance to allow course instructors to incorporate the webinars into relevant courses with follow-up discussions and activities.

Examples of Webinars and Presenters



- **Surviving Sepsis: Quality Issues**

- Douglas Salvador MD, VP of Medical Affairs Department of Healthcare Quality (DHQ) , Baystate Health System
- Patricia Humiston, MS RN-- Nurse Specialist/Programs, DHQ
- Carlo Ronca, BS, Data analyst, DHQ

- **Interprofessional Collaboration Best Practices: What is the Role of the Patient and Family?**

- Denise Schoen, MSN, RNC, Director of Patient Experience, Baystate Health System
- Beverly Crider, Parent, Patient Advocate
- Linda A. Lewandowski, PhD, RN,FAAN , Professor, Clinical Psychologist, UMass Amherst

- **Something's Not Right Here!**

Red Flags for Nutrition in Primary Care in Kids and Young Adults

- Lori Anne Lyne, MS, ACNP-BC, College of Nursing, University of Massachusetts Amherst
- Kimberly Ryan, MS, RD, LDN, Pediatric Dietitian, Baystate Children's Hospital, Springfield, MA
- Pamela Aselton, PhD, FNP-BC, DNP Director, College of Nursing, University of Massachusetts

WEBINAR: Professional Collaboration in the Primary Care of Headaches Oct 19, 2016, 5:30pm-7pm

Presenters:

- **Raeann G. LeBlanc**, DNP, AGPCNP-BC, CHPN
Clinical Assistant Professor, UMass Amherst College of Nursing
- **Gabrielle P. Abelard**, DNP, PMHNP, PMHCNS-BC, RN, BS
Psychiatric- Mental Health Nurse Practitioner (PMHNP) Program Coordinator, UMass Amherst College of Nursing
- **Melanie Conboy**, Pharm.D.
Sr. Manager of Retail and Ambulatory Pharmacy Services, Baystate Health

Objectives: By participating in this program you should be able to:

- Apply EBP knowledge in the patient centered management of migraine headache through an inter-professional collaborative process.
- Examine pharmacological and non-pharmacological approaches to the management of migraine headache.
- Integrate behavioral health and complimentary modalities in the management of headache in creating a holistic plan of care.

Example: A Webinar Woven into the Content -

- Course: **N790K: Complex Health Problems in Primary Care for Patients**
- Session 4: Conditions of the Nervous System
- Neurological Imaging
- IPC in the Management of Headache
- Participate in Webinar
- Submit Post-Webinar Reflection

N790K Post Webinar Assignment/Reflection

After participating in the webinar on Professional Collaboration in the Primary Care of Headaches please reflect on the learning by answering the following 3 questions.

- 1. List the top 5 things you learned from participating in this webinar?
- 2. Consider the inter-professional competencies outlined by the American Association of the Colleges of Nurses: Values/Ethics, Roles/Responsibilities, Inter-professional Communication, Teams & Teamwork. Now think about the case that was presented and the different types of collaboration that occurred. Select one competency and discuss how this core competency could be actualized even more in a clinical encounter of this type.
- 3. How well do you feel prepared to collaborate with other professionals in the care management of future patients & their families as an DNP-APRN?

Post-Webinar Reflection: Q3. How well do you feel prepared to collaborate with other professionals in the care management of future patients & their families as an DNP-APRN?

Exemplar Student Answers:

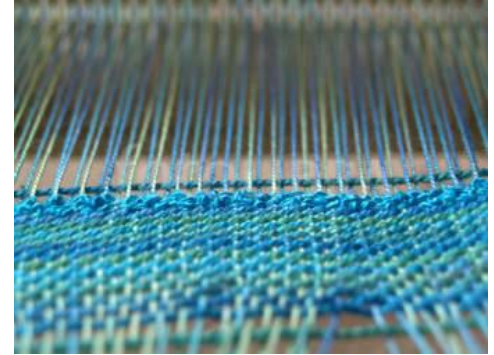
- “This deeper understanding has enhanced my ability to identify issues that may benefit from the input of specialists or other providers and **communicate** effectively and efficiently with various members of the healthcare team” (EL, 2016).
- “I am really passionate about collaborative patient care and I believe I am growing stronger as a provider who can demonstrate this passion. Central to a collaborative practice are **communication** competencies. As a collaborative team member I believe I am a strong communicator in the sense that I am available in place and time, receptive, engaged, open, and willing to discuss” (EA, 2016).

Post-Webinar Reflection: Q3. How well do you feel prepared to collaborate with other professionals in the care management of future patients & their families as an DNP-APRN? (continued)

- “The ultimate goal is to optimize health (of patients) through collaboration with other professionals. Using a team-based approach, as discussed, allows providers to practice best practices from multiple specialties, allow for shared decision-making and problem-solving to provide **patient-centered care** that is cost-effective, safe, and efficient (Interprofessional Education Collaborative, 2011)” (AC, 2016).
- “I will initiate interprofessional collaboration with each unique patient case, I would ensure closed-loop **communication** and educate the patient and their family on the roles and responsibilities of each health care professional involved in his or her care” (CB, 2016).

“Weaving” IPCP Through Curriculum

- Faculty asked to look at how they could incorporate IPCP content, competencies, experiences in each of their courses.
- Course objectives reviewed—goal is to have a least one competency pertaining to IPCP in each of the DNP courses.
- New clinical assignments were developed and continue to be (e.g., field experience, one-day observation following a pharmacist) that provide experiences for interprofessional collaboration and/or increased understanding of roles of other professionals.
- Working on evaluation—still a “work in progress”.



Integrating IPCP into DNP Curriculum

Raeann G. LeBlanc Summary

- **Spring, 2015: N703 - Pharmacotherapy Management**
 - Pharmacist/NP-Student Tracer Experience or Interview
 - See assignment & examples (2)
- **Summer, 2015: N798R - Practicum: Complex Health Problems in Primary Care for Patients with Multiple Chronic Conditions (Part 1)**
 - IPC Practicum Activity (Person at the Center of their Care)
 - See assignment & examples (2)
- **Summer, 2015: N705– Complex Health Problems in Primary Care for Patients with Multiple Chronic Conditions (Part 1)**

IPC Sessions Focus:

 - Environments of Care & Interprofessional Collaboration across Care Transitions
 - Prognosis, Treatment Complexity and its Influence on Clinical Decision Making, Advanced Care Planning; Role of the AGPCNP in Patient-Centered Culturally Sensitive Care Delivery and Team Collaboration
 - Self-Management, Supportive Management & Quality of Life – Complex Cases and Interprofessional Team Based Care - Person and Family Centered Goals.

Integrating IPCP into DNP Curriculum

Raeann G. LeBlanc Summary (Continued)

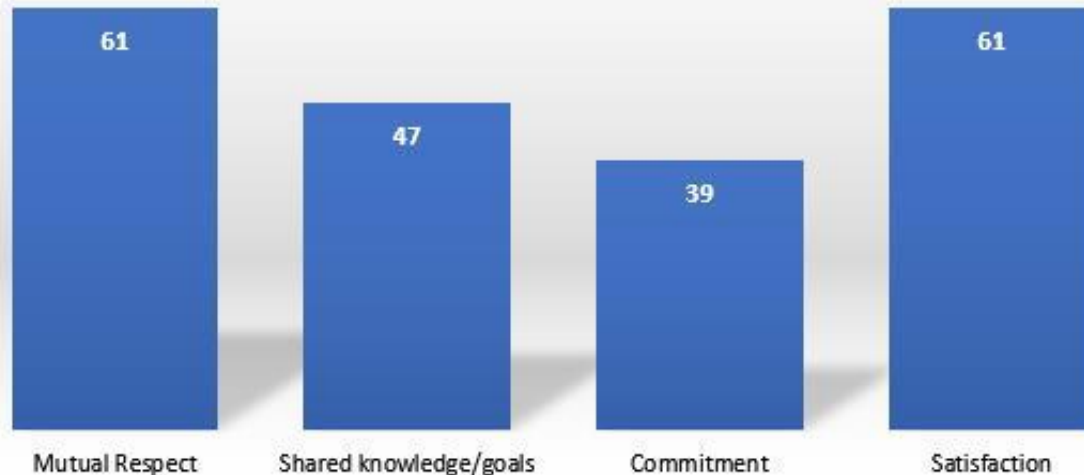
- **Fall, 2015: N706– Complex Health Problems in Primary Care for Patients with Multiple Chronic Conditions (Part 2)**

IPC Sessions Focus:

 - Function & Health, Multi-morbidity Interprofessional Collaboration in Complex Care
 - Public Health & Disaster Preparedness - Collaborating with the Community in Primary Care
 - Medication Safety - IPCE Medication Use Process Matrix Scale (Role in the Collaborative Process)
 - Palliative care IPC teams - Comfort, Care of the Dying Patient & their Family - Patient Centered Care & Dignity
- **Fall 2015: N798S– Practicum - Complex Health Problems in Primary Care for Patients with Multiple Chronic Conditions (Part 2)**
 - Pre & Post IPCE Survey
 - 4 sessions on each of the Core IPC competencies
 - Short Papers (4) - Reflection in Action - Addressing the IPC Core Competencies in Clinical Practice
 - Webinar Weave
 - See Outline

Example: Analysis of Theme Frequency-Reflections on pharmacist shadow experience (LeBlanc)

Theme Frequency - Narrative Analysis of Reflections (n=76 reflections)

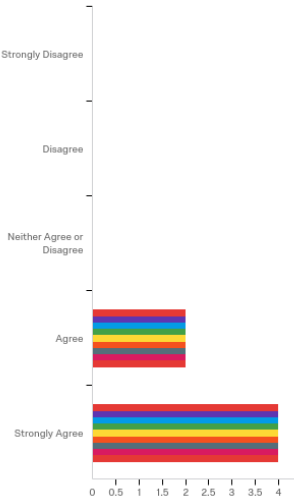


Quantitative Self-Assessment Tool

- In evaluating these curriculum enhancements, students rated their ability level on collaborative practice through completing the 42-item self-assessment, IPEC Competency Self-Assessment Tool – Version 1 (Dow, DiazGranados, Mazmanian & Retchins, 2012; 2014).

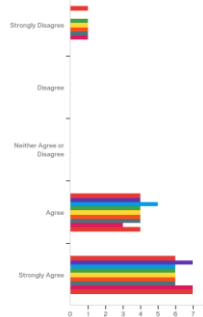
IPEC Competency Self-Assessment Tool – Version 1

Less than 1 year (just starting out)



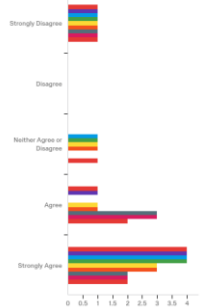
- 1. Communicate my roles and responsibilities clearly to patients, families, an...
- 2. Recognize my limitations in skills, knowledge, and abilities.
- 3. Engage diverse healthcare professionals with complementary professional exp...
- 4. Explain the roles and responsibilities of other care providers and how the ...
- 5. Use the full scope of knowledge, skills, and abilities of available healthc...
- 6. Communicate with team members to clarify each member's responsibility in ex...
- 7. Establish inter-professional relationships to improve care and advance lear...
- 8. Engage in continuous professional and inter-professional development to enh...
- 9. Use unique and complementary abilities of all members of the team to optimi...

Going into year 3



- 1. Communicate my roles and responsibilities clearly to patients, families, an...
- 2. Recognize my limitations in skills, knowledge, and abilities.
- 3. Engage diverse healthcare professionals with complementary professional exp...
- 4. Explain the roles and responsibilities of other care providers and how the ...
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Going into year 4



- 1. Communicate my roles and responsibilities clearly to patients, families, an...
- 2. Recognize my limitations in skills, knowledge, and abilities.
- 3. Engage diverse healthcare professionals with complementary professional exp...
- 4. Explain the roles and responsibilities of other care providers and how the ...
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Conclusions



- Live interprofessional webinars were identified as an effective approach to delivering and role modelling interprofessional collaboration.
- Active student participation can be promoted via the live question and answer/discussion session following the interprofessional panel and case discussion and course-based facilitated discussions.
- Specialists in diverse areas of primary care enriched the clinical education of the nurse practitioner students and other health professionals through the webinar series.
- Evaluating the core competencies of interprofessional collaborative learning in an online program is successfully measurable and reflects the areas of learning needs and competency attainment. Assessment of the development of the core competencies can be better understood when delivered at time series points throughout the Doctorate of Nursing Practice/Nurse Practitioner plan of study. This model can also be applied to other types of online educational programs.
- **Live case-based webinars** that role model the process of inter-professional collaboration combined with facilitated discussions and **curriculum weaving** of the core competencies of interprofessional collaboration are effective strategies to teach interprofessional collaboration in an online learning environment.



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