Influencing Health Through IPE: Perspectives on RN to BSN Education

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Disclaimer and Objectives

Disclaimer
• All presenters claim no conflict of interest, and are employed by Grand Valley State University Kirkhof College of Nursing, Grand Rapids, MI USA

Objectives
• 1. The learner will describe the unique perspectives of RN to BSN students regarding required content on interprofessional education in an undergraduate curriculum.
• 2. The learner will discuss implications of RN to BSN students’ perspectives on interprofessional education on curriculum and hybrid course development on this topic.
10.4% enrollment increase in RN to BSN programs from 2013-2014 (AACN 2015)
Importance of Interprofessional Education

- The patient safety movement.
- Quality Improvement (QI).
- Cost savings requirements (IOM report *To Err is Human*).
- World Health Organization (WHO) guidelines.
- Quality and Safety Education for Nurses (QSEN) strategies.
- Institute for Healthcare Improvement’s Triple Aim.
- Centers for Medicare and Medicaid Services policies.
IPE Core Competencies for Undergraduate Nursing Education

- Competencies on values/ethics, roles/responsibilities, communication, and teams/teamwork for healthcare professional students were developed by the Interprofessional Education Collaborative (IPEC). AACN was one of the founding organizations of IPEC.

- Program curricula should prepare students to meet the AACN Baccalaureate Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes.
Unique RN to BSN Student Perspective

• Know how to practice collaboratively

• Know how to communicate interprofessionally

• Better grasp of the roles and responsibilities of other healthcare professionals

• Sound sense of values and code of ethics
Purpose, Methods and Design

**PURPOSE:** Understand the perceived knowledge and learning needs of RN to BSN students regarding IPCP and IP communication

**METHODS:** Mixed method study (quantitative data from self-assessments + qualitative data from focus group input)

**DESIGN:**

- Intervention: 2 credit hybrid IPE course
- RN to BSN student self-assessments using a nationally developed valid and reliable assessment tool that was administered midway and at the end of the IPE course.
- Focus group participant feedback upon completion of the IPE course.
Quantitative Findings

Sample Population: 10 RN to BSN student participants, representing 83% of the total student enrollment in the IPE course.

• The RN to BSN students did not perceive themselves as minimal performers on respectful communication, communication strategies, collaborative relationship, integration of information from others, and information strategies during the pre or post assessments.
• RN to BSN students primarily indicated perceived competency or mastery performance when completing the pre and post self assessment tool.
Quantitative Findings continued

• Significant evidence that the true median difference between pretest scores and posttest scores for respectful communication, communication strategies, and collaborative relationship was greater than zero.

• Possibility that there was no difference in the integration of information from others or information sharing after completion of the IPE course.
Qualitative Focus Group Findings

• RN-BSN students believe that individual characteristics of the nurse and their experience influence the team dynamics in IP relationships and collaboration. They have strongly held beliefs regarding their learning needs with regard to IPE.

“I’ve been a nurse for over 3 years now. I’ve noticed my confidence building more. It improves your interaction with peers and allows you to have better interaction as well as advocate for your patients. Self confidence helps in working with other health professions.”
Conclusions

- Organizational culture influences how RN to BSN students define IPE.
- Improved student perceptions of knowledge and ability to respectfully communicate and use of communication strategies, as well as collaborative relationships after taking IPE course.
- Little to no evidence that student perceptions on performance related to integration of information and information sharing changed as a result of the IPE course.
Curriculum Implications

• Make the course a safe place to explore and work through what is observed/experienced in the practice setting.

• Content that
  – scaffolds to consider skills achieved in the practice setting.
  – considers the lens from which the RN to BSN students view IPCP.

• Primarily offer content through the IPEC sub-competency lenses of IP Communication and Teams/Teamwork.

• Emphasize Team member/team role self-awareness over group work.
Curriculum Design Implications

• IPE curriculum specific to RN to BSN students is necessary.

• Faculty training

• Sequencing of the course

• Learning platforms

• RN to BSN curriculum concurrent enrollment trend
References


