IPCE Panel: Lessons from the Real World

A panel presentation & discussion

Real People with Real Solutions

After this panel presentation and discussion, the NPD practitioner will be able to collaborate with and within an educational team of multi-disciplinary nurses and interprofessional healthcare educators, while emphasizing the strengths of the team.

Panelist will be introduced at the beginning of their portion

Introduction to IPCE & Inter-disciplinary Professional Development

Panelist

- Sally Morgan, MAEd, BSN, RN
  Duke University Health System
  sally.morgan@duke.edu

- Kim Cheramie, MSN, RN-BC
  K&B HealthWork, LLC.
  kimvcheramie@kandbhealthwork.com
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NPD: Standard 13 Generalist

- Communicates with healthcare personnel and key stakeholders
- Forms partnership to effect change and generate POSITIVE outcomes
- Collaborates in the planning and implementation of lifelong learning activities

NPD: Standard 13 Specialist

- Develops partnerships to enhance health care through interprofessional initiatives
- Develops collaborative partnerships for interprofessional continuing education
- Evaluates the effectiveness of collaborative endeavors
Evolutionary Process of Team

• Common goal
• If we have to work together toward the goal, we should learn from and with each other, as a team…

• Who is part of the TEAM? Interprofessional or interdisciplinary?

Panelist

• Heather Gunn MSN-Ed, RN, CSPHA
  Nurse Education Specialist- Inpatient
• Ashley Wechsler MSN, RN
  Nurse Education Specialist- Ambulatory

MAYO CLINIC OF ARIZONA

Creating the Perfect Team

Pediatric Fiducial Markers
- WHO
- WHAT
- WHY

Creation of the Interdisciplinary team

• Physician
• CRNA
• ASU Pediatric Clinical Instructor
• Child Life Specialist
• POE Clinic Nurse
• Preop/PACU Educator
• Surgical Services Educator
• Emergency Room Unit Educator
• Nurse education Specialists
  – Inpatient (Preop nurses)
  – Ambulatory (Recovery nurses)

Outcomes

• Content experts brought in colleagues who became interdisciplinary learners
• Initial learning objectives unveiled multiple education and process gaps which led to even more collaboration and learning opportunities
  – Simulated codes with entire team (RNs, MAs, CRNAs, MDs)
• One originally planned education session led to more than 5 education sessions covering a multitude of topics
• Resulted in planning for ongoing education for multiple disciplines involved
A Social Worker in the Professional Development Department- Really?

Panelist

- Kathy Czyzewski LCSW, SEP
  Professional Development Specialist
  Katherine.Czyzewski@nm.org

- Gina Reid Tinio PhD, MS, MPH, RN- BC
  Director, Professional Practice
  Gina.Reid@nm.org

NPD Model Inputs

- **Environmental Scanning**
  - Professional Practice Department (PPD) began receiving increased requests for education on soft skills content i.e., Compassion Fatigue & Building Resilience, Moral Distress, Crucial Conversations, Lateral Violence, Self-Care Strategies
  - Survey data
    - Greater than 76% of respondents reported moderate to strong level of need for education related to content above
- **Team Needs Assessment**
  - Current NPD Specialists lacked content expertise

NPD Model Throughputs

- **Role Development**
  - January 2015 - Meeting with Health System Executive Leadership to discuss addressing need
  - June 2015 - Grant Application submitted to hospital Foundation Board requesting position support for 1 year
  - September 2015 - Grant approved and work began September 28, 2015

- **Role Development (cont.)**
  - Vision for position: soft-skill development is directly related to self-awareness/self-care, effective teamwork, safe and compassionate practice, employee engagement, and ultimately patient satisfaction
  - Enhance the skill set of the emotional and social aspects of professional caregiving through education & consultation
  - House the position under PPD versus Employee Assistance infrastructure to destigmatize and bring credibility to staff professional development in this area (development vs. corrective/counseling)

NPD Model Throughputs

- **Education**
  - Provide content on self-awareness/self-care, competence, effective teamwork, safe and compassionate practice, employee engagement, and ultimately patient satisfaction
  - Enhance the skill set of the emotional and social aspects of professional caregiving through education & consultation
  - House the position under PPD versus Employee Assistance infrastructure to destigmatize and bring credibility to staff professional development in this area (development vs. corrective/counseling)
NPD Model Throughputs

Collaborative Partnerships

NPD Model Outputs

Move to Optimal Care and Health of our Caregivers

Change & Learning

- Significant increase in ED staff self-care awareness over 6 and 12 months along with consistent mention of self-care practices in daily huddles.
- OR/Perioperative Services demonstrated increased respect and reduced gossip after 2 and 6 months and has sustained this change for 12 months.

NPD Model Outputs

Move to Optimal Care and Health of our Caregivers

Change & Learning

- At 6 months post education, the NICU & Peds units reported an improvement in respectful communication, praising others, and more confidence in speaking directly to the person with whom they have an issue.
- Medical/Surgical units reported greater awareness of their own and their colleague’s communication style when hosting conversations.

Outcomes provided evidence to support fully funding the Social Worker position in the NPD Operational budget!!

NPD Model Outputs

Move to Optimal Care and Health of our Caregivers

Change & Learning

Self-Care is a priority and necessity - not a luxury - in the work that we do.

Creating Allies:

Collaboration between the NPD Specialist and the Clinical Nurse Specialist

Panelist

- Cathleen Hedges, MS, RN, BC
  NPD Specialist

- Lisa Walker-Vischer, RN, DNP, CNS
  Clinical Nurse Specialist- Pediatrics/PICU
  Santa Clara Valley Medical Center
Clinical Nurse Specialist: Practice Model

Standards of Practice

NPDS = 'Learning Specialist' focuses on education and professional development
CNS = Clinical practice and clinical expertise; ensuring standards of nursing practice

NPDS/CNS Collaboration Model

From Practice Gap to Desired Outcome

Lessons Learned

- When both roles work together so much more can be achieved.
- Each role has a unique strength and contribution to the care of children and to nursing practice at Lucile Packard Children’s Hospital.
Maximizing Unique Contributions

✓ Practice Standards drive collaboration
✓ Role clarity and defining the partnership reduces ambiguity and redundancy of work
  ✓ Among nursing leaders
  ✓ Among clinical staff
  ✓ Among physicians and allied health providers
✓ Collaborative model maximizes efficiency and continuous improvement.

Q & A

What are your real world experiences? Successes or Lessons Learned?