State of Interprofessional Education in Nursing

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Interprofessional Education

“When students from 2 or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.”

(World Health Organization, 2013)
Methods for Systematic Review

- Eligibility/Inclusion Criteria
  - Nurses
  - Original research
  - English language
  - January 2011 - August 2016

- Search
  - 7 databases
Methods for Systematic Review

Study Selection

- 202 citations identified through database searches

  - 124 records excluded
    - Publication abstract did not meet a priori inclusion criteria

- 78 full text articles retrieved, screened, and reviewed for eligibility

  - 29 citations excluded
    - 7 articles not related to interprofessional education
    - 7 articles did not include nurses or nursing students
    - 7 articles only included nurses and no other health care disciplines
    - 5 articles not research
    - 3 articles dissertations

- 49 research studies included in final analysis
Methods for Systematic Review

- Study Selection

[Map showing countries with study selections indicated on the map.]
Methods for Systematic Review

- Data Collection Process
  - Design
  - Purpose
  - Sample
  - Intervention

- Control
  - Measurements
  - Outcomes
  - Limitations
  - Notes
## Results

### Professions Represented in Review

- **Medicine** 31
- Occupational Therapy 13
- Pharmacy 13
- Physiotherapy 12
- Social Work 9
- Physical Therapy 8
- Dental Odontology 6
- Nutrition/Dieticia 6
- Paramedic 5
- Speech therapy/ pathology 4
- Dental Hygiene 2
- Education 2
- Health Administration 2
- OT/PT assistant 2
- Physician Assistant 2
- Psychology 2
- Radiology 2
- Respiratory Therapy 2
- Audiology/Speech 1
- Bio-analytic students 1
- Clerical Administrator 1
- Child and Youth Workers 1
- Couples and Family Therapy 1
- Emergency Care Students 1
- Faculty 1
- Medical Imaging 1
- Pastoral 1
- Pathology 1
- Pharmacy Technician 1
- Podiatry 1
- Police 1
## Results

### Intervention/N (# of Studies)

<table>
<thead>
<tr>
<th>Intervention</th>
<th># of Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simulation</td>
<td>14</td>
</tr>
<tr>
<td>Lecture</td>
<td>12</td>
</tr>
<tr>
<td>Group discussion</td>
<td>4</td>
</tr>
<tr>
<td>New curriculums</td>
<td>3</td>
</tr>
<tr>
<td>Observations</td>
<td>2</td>
</tr>
<tr>
<td>Journal clubs</td>
<td>1</td>
</tr>
<tr>
<td>Computer module</td>
<td>1</td>
</tr>
<tr>
<td>Poster presentation</td>
<td>1</td>
</tr>
<tr>
<td>Round table discussion</td>
<td>1</td>
</tr>
<tr>
<td>Active participation on an IPE team</td>
<td>1</td>
</tr>
<tr>
<td>Facilitated meetings</td>
<td>1</td>
</tr>
<tr>
<td>Problem based learning module</td>
<td>1</td>
</tr>
<tr>
<td>Interprofessional day</td>
<td>1</td>
</tr>
<tr>
<td>Readings</td>
<td>1</td>
</tr>
</tbody>
</table>
Results

Validated Interprofessional Measurement Instruments

- Attitudes Toward Healthcare Teams Scale
- Attitudes Toward Interdisciplinary Team Scale
- Hartford Geriatric Interdisciplinary Team Training
- Interdisciplinary Education Perception Scale
- Jefferson Scale of Attitudes Toward Physician-Nurse Collaboration
- Mayo High Performance Teamwork Scale
- McMaster-Ottawa TOSCE (Team Observed Structured Clinical Encounter)
- Readiness for Interprofessional Learning Scale
- revised Readiness for Interprofessional Learning Scale
Outcomes

Overview of Kirkpatrick’s Four-Level Training Evaluation Model

Results
The degree to which targeted outcomes occur as a result of the training and the support and accountability package.

Behavior
The degree to which participants apply what they learned during training when they are back on the job.

Learning
The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training.

Reaction
The degree to which participants find the training favorable, engaging and relevant to their jobs.

Source: Donald Kirkpatrick

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Discussion

• Gaps
  • Lack of rigorous comparable research designs
  • Outcomes for interprofessional interventions
  • Patient outcomes
State of Interprofessional Education in Nursing
A Systematic Review

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The aim of this systematic review was to synthesize research in the last 5 years to report the current state of the science related to interprofessional education (IPE) in nursing. Findings suggest that more studies with rigorous research designs are needed to compare outcomes for interprofessional interventions and to determine the effectiveness of IPE on patient outcomes.

Keywords: health professions education; interprofessional education; nursing education; systematic review; framework

The National Academy of Medicine’s (formerly the Institute of Medicine) (IOM) “The Future of Nursing: Leading Change, Advancing Health” called for a fundamental transformation of the nursing profession in practice, education, and leadership and the need for data on the health care workforce. Teamwork was cited as a key factor in transforming the area of practice. Interprofessional education (IPE) is a strategy to address teamwork and transform practice. The World Health Organization (WHO) defines IPE as “when students from 2 or more professional groups learn about, from, and with each other to enable effective collaboration and improve health outcomes.” The aim of this systematic review was to search, extract, and synthesize research completed in the last 5 years to report the current state of the science related to IPE in nursing.

Methods
This review was conducted and reported in line with Preferred Reporting Items for Systematic Reviews and Meta-Analyses.6

Eligibility Criteria
The inclusion criteria were IPE that included nurses (students, faculty, or practicing nurses) in the sample population and original research, either national or international. The search was limited to English language articles from January 2013 to August 2016.

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Supplemental digital content is available for this article. Direct URL citations appear in the printed text and are provided in the HTML and PDF versions of this article at www.nurseeducatoronline.com. The supplemental material is also available at http://links.lww.com/NE/A891.

Published ahead-of-print June 21, 2017
DOI: 10.1097/NNE.0000000000000895
thank you