State of the Science: Interprofessional Education in Nursing

Tonya Rutherford-Hemming, EdD, RN, ANP-BC, CHSE  
School of Nursing, University of North Carolina Greensboro, Greensboro, NC, USA  
Lori Lioce, DNP, FNP-BC, CHSE, FAANP  
College of Nursing, The University of Alabama in Huntsville, Huntsville, AL, USA

Background/Significance: The National Academy of Medicine’s (formerly the Institute of Medicine) *The Future of Nursing: Leading Change, Advancing Health* called for a fundamental transformation of the nursing profession in 4 key areas: practice, education, 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 to transform practice. This review focused on the key area of transforming practice through teamwork and IPE. It was based on three classic definitions regarding practice that are vital to IPE.

- The World Health Organization (WHO) (2010, p. 7) defined IPE as occurring when “students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.”
- The Interprofessional Education Collaborative (IPEC) (2011) produced *Core Competencies for Interprofessional Collaborative Practice*. Building on the WHO (2010, p.7) definition of interprofessional collaborative practice “When multiple health workers from different professional backgrounds work together with patients, families, carers, and communities to deliver the highest quality of care.”
- IPEC (2011, p. 24) defined interprofessional teamwork as, “The levels of cooperation, coordination and collaboration characterizing the relationships between professions in delivering patient-centered care.”

Objective: The purpose of this systematic review was to search, extract, appraise, and synthesize research related to interprofessional education (IPE) between January 2011 and August 2016 in order to report the current state of the science related to IPE in nursing.

Design: This review was reported in line with Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA).

Data Sources: A literature search was completed with assistance of a professional academic librarian in seven databases: PubMed, CINAHL, ProQuest, Ovid, ERIC, Science Direct, and Scopus using a combination of medical subject headings, or Mesh terms, as well as keywords to retrieve non-indexed citations.

Review Methods: The inclusion criteria for this review were broad in order to completely assess IPE and disseminate information on future research needed. The inclusion criteria were as follows: IPE that included nurses (in academia or in practice) in the sample population, original research, limited to the English language from 2009 to August 2016.

Results: The database search strategy yielded 202 citations. These results were narrowed to 49 studies based on inclusion criteria.

Conclusions: Findings suggest more studies with rigorous research designs are needed. There is a need to compare outcomes following interprofessional interventions and to elicit findings related to the effectiveness of IPE on patient outcomes. These studies will provide evidence at the higher levels of Kirkpatrick’s model of evaluation.
Title:
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References:


Sigalet, E., Donnon, T., & Grant, V. (2012). Undergraduate students’ perceptions of and attitudes toward a simulation-based interprofessional curriculum: the KidSIM ATTITUDES questionnaire. Simulation in Healthcare, 7(6), 353-358. doi:10.1097/SIH.0b013e318264499e


**Abstract Summary:**

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

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B. Dialogue with Audience

First Primary Presenting Author

Primary Presenting Author
Tonya Rutherford-Hemming, EdD, RN, ANP-BC, CHSE
University of North Carolina Greensboro
School of Nursing
Clinical Associate Professor
Greensboro NC
USA

Professional Experience: University of North Carolina Greensboro Associate Professor August 01, 2016- present Cleveland Clinic Foundation Senior Nurse Researcher September 2013- January 2016 University of Pittsburgh Assistant Professor August 2011 - June 2013 School of Nursing Pittsburgh, PA Loyola University Chicago Assistant Professor August 2008 – June 2011 Niehoff School of Nursing
Maywood, IL Over 15 peer-reviewed published manuscripts Numerous national podium presentations

**Author Summary:** Tonya Rutherford-Hemming is an Associate Professor at the University of North Carolina Greensboro. She was previously a Senior Nurse Researcher at the Cleveland Clinic, Cleveland Ohio. Dr. Rutherford-Hemming’s research focuses on simulation, specifically transfer of learning from the simulation lab to the patient bedside. She has taught in academia over ten years, published numerous manuscripts in peer-reviewed journals, and presented at national conferences on simulation related topics.

Second Secondary Presenting Author

**Corresponding Secondary Presenting Author**

Lori Lioce, DNP, FNP-BC, CHSE, FAANP

The University of Alabama in Huntsville

College of Nursing

Associate Professor & Executive Director of the Learning & Technology Resource Center

Huntsville AL

USA

**Professional Experience:** Dr. Lioce holds a certificate in healthcare simulation education. She co-authored seven of the nine Standards of Best Practice: Simulation (INACSL, 2013 & 2015). She is the Executive Director of the Learning & Technology Resource Center at UAH and is an international speaker on designing simulation experiences, operations and standardization of simulation centers and curriculum integration.

**Author Summary:** Dr. Lori Lioce is an internationally Certified Healthcare Simulation Educator and Clinical Associate Professor at the University of Alabama in Huntsville where she serves as the Executive Director of the Learning & Technology Resource Center. Dr. Lioce is an international author and speaker on simulation design and integration.