What Can Graduate Master’s Entry Nursing Students and Veterinary Medicine Students Learn From Each Other?

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Susan L Adams, Ph.D., RN, NP, CNS
Assistant Professor of Nursing
University of California, Davis
Betty Irene Moore School of Nursing
My interprofessional collaborators from the UC Davis, School of Veterinary Medicine

Puschner, Birgit, Ph.D., DVM, Professor of Veterinary Toxicology

Genetos, Damian, Ph.D., Associate Professor of Veterinary Anatomy and Cell Biology

McNabb, Bret, DVM, MPVM, DACT, DABVP, Assistant Clinical Professor

(University of California, Davis - School of Veterinary Medicine)
Disclosures

Nothing to disclose. No conflicts.

Employed by the University of California, Davis Betty Irene Moore School of Nursing
1. Describe the process to build an active learning interprofessional (IPE) experience for graduate nursing and veterinary medicine students.
2. Identify the challenges in building an IPE experience.
3. Describe appropriate methods to evaluate IPE experiences.
Recommendations included building competencies in interprofessional collaborative education and practice (IPE and IPP).

...Easier said than done!
Interprofessional Education...

...It’s about more than just sharing a classroom with students from other disciplines to learn content!
Choosing a meaningful IPE experience

1. The right mix of students
2. The right mix of faculty
3. The right speakers & facilitators
4. The right professionally shared concepts & cases
5. The right integration of professional lenses & professional roles and responsibilities
6. The right active learning environment
7. The right shared outcomes
8. The right evaluation methods
What does the literature say?

Some key elements in successful IPE experiences include:

- Integration and knowledge sharing about professional roles and responsibilities.
- Small group, active learning environments.
- Matching interprofessional student learners appropriately for the experience.
- Application in the clinical setting
What does the literature say?

The creation and implementation of poorly designed IPE experiences can have the counter effect of students not valuing or participating in interprofessional experiences.
Interprofessional Teaching Scholars Fellowship

- Twelve faculty learners were brought together for nine months to deepen the understanding about interprofessional education.

- Three veterinary medicine faculty and one graduate nursing faculty developed a pilot IPE project for students from each respective school.
The Pilot

- A full day session with 24 Graduate Master’s Entry Nursing students and 13 Vet Medicine students.
- Credit was provided to students through previously existing courses in their respective programs.
- A script was developed.
- Approval was obtained and faculty members from both schools volunteered to be small group facilitators.
- Lunch was provided.
- A tour of the animal hospital was included for the nursing students.
Meet George Palo and his pal Max!

George is a 90 yo male who has been healthy & active. He has mild HTN, controlled w/ atenolol. Spanish is his primary language. He is a veteran. His wife died a few years ago. His four grown children live a distance away from him. He has mild cognitive impairment w/ early dementia. He lives alone in a senior assisted living apartment. He walks daily w/ his 13 yo Golden Retriever, Max.

Max LOVES George! They do everything together...eating, sleeping, walking and visiting friends. They are a team! But max has been slowing down, his appetite has diminished, he sleeps more, and he was recently diagnosed with multiple myeloma.
The Script

- The day was divided into four 2-hour sessions.
- Pain management in non-verbal mammals
- Cross species zoonotic infections
- Therapeutic benefits for the human-animal bond
- Grief & loss/Death & dying in a geriatric population
The Script

- A 10-15 minute presentation per each topic
- One hour small group facilitated break-out sessions following each presentation
- Students worked through a tabletop simulation (90 yo George Palo and his 13 yo dog, Max)
- Small groups returned to the larger group for report after each of the 4 sessions.
Evaluations

• Pre and post quizzes to evaluate knowledge

• Pre and post written survey style assessments about five areas of the IPE experience (based on an existing instrument used at the University of Washington)


• Reflective journal entries about the experience
Pre and Post experience changes

- Knowledge improved
- Perception about the importance of the role IPE plays in improving knowledge improved
- Understanding about IPE and the benefits of IPE improved
## Survey Results - The IPE experience

### Themes of Questions Asked

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<tr>
<th>1. Teamwork</th>
<th>Pre-IPE</th>
<th>Post-IPE</th>
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<td>Teamwork</td>
<td>Agree: 93.75%</td>
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<td>Disagree: 0.89%</td>
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<th>2. Team Learning</th>
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<td>Disagree: 0%</td>
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<th>3. Interprofessional Education</th>
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<td>Neutral: 12.95%</td>
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<td>Disagree: 8.81%</td>
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<th>4. Communication</th>
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<td>Communication</td>
<td>Agree: 91.49%</td>
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<td>Neutral: 7.09%</td>
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<td>Disagree: 1.42%</td>
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<th>5. Topic Knowledge</th>
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<td>Topic Knowledge</td>
<td>Agree: 48.55%</td>
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<td>Neutral: 28.63%</td>
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<td>Disagree: 22.82%</td>
<td>4.38%</td>
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Planning Challenges

- Faculty development
- Faculty and institutional resources & technology
- Locked-in accredited curricular programs
- Differences in educational systems:
  - E.g. Quarters, Semesters, Blocks
- Carnegie rules
- Matching student learners appropriately for their professional role development and educational level
Ongoing Challenges

- Time (planning, scheduling, implementing and evaluating)
- Planning and coordination
- Institutionalizing pilot projects into the curriculum
- Evaluating the application of the learning experience
Thank you!

QUESTIONS?