Interprofessional Education: How to make it happen

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Interprofessionality

“It is not merely practicing in the same room or on the same team, but a deliberate practice of professionals to reflect and develop an integrated practice model focused on addressing the needs at the level of the patient/family population”

(Wilson & Wittmann-Price, 2015, p. 181).
Interprofessional Learning

• “Team-based education is needed for quality patient care...The goal of interprofessional leaning is to have all professional learners ‘deliberately working together’” (Wilson & Wittmann-Price, 2015, p. 80).

• “Learning arising from interaction involving members or students of two or more professions. It may be a product of interprofessional education, or it may occur spontaneously in the workplace or in education settings and therefore be serendipitous” (IOM, 2015).
Interprofessional Education

*Interprofessional education* “occurs when two or more professions learn with, about, and from each other to enable effective collaboration and improve health outcomes.”

(WHO, 2010)
Evidence Based


• “...widespread adoption of a model of interprofessional education across the learning continuum is urgently needed” (IOM, 2015, p. xv).
"Knowing is not enough; we must apply. Willing is not enough; we must do."

—Goethe
IPE: Beyond a Definition

Ingredients Needed to Get Started:

<table>
<thead>
<tr>
<th>Values/Ethics for Interprofessional Practice</th>
<th>Work together with mutual respect and shared values.</th>
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<tbody>
<tr>
<td>Roles/Responsibilities</td>
<td>Shared acknowledgement of each participating team member’s roles and abilities.</td>
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<tr>
<td>Interprofessional communication</td>
<td>Communicate in a responsible manner that supports a team approach.</td>
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<tr>
<td>Teams and Team work</td>
<td>Apply relationship-building values and the principles of team dynamics.</td>
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</table>

Interprofessional Education Collaborative (2016)
The four competencies, when integrated into curriculum, and shared across disciplines, promote relationship-focused teams that are process-oriented and driven by outcomes (Gaumard, 2019).
IPE Requires Administrative Support
IPE Council at Liberty

• Mission
  – *The Interprofessional Education Council exists to organize, manage, and evaluate IPE events as well as disseminate best practices through interdepartmental collaboration, communication, and shared knowledge.*

• Action Plan
  – A new website, connected to the LUSON Simulation Center’s site, will be launched to better serve student learning across all disciplines.
  – The website will host a calendar of events as well as indicators of the responsible school and contact persons.
  – We believe this addition will improve student learning outcomes and foster creativity as we more fully understand the impact of IPE in our student population.
Interprofessional Education Event Calendar Request Form

Name of Event:

Hosting School/Department:

Hosting School/Department Point of Contact:
Name:
Email:
Phone:

Confirmed participating Schools/Departments with point of contact for each:

Please list other Schools/Departments within Liberty University that you would like to invite:

Please list any other stakeholders within the community of interest that you would like to invite:

Suggested Event Dates:

Anticipated Number of Attendees:
Is the event open or closed to observation?
Would you like for the event to be live streamed?

Preferred Location for Event Preference Location Number One (please provide capacity for space):

Preference Location Number Two (please provide capacity for space):

Has the room already been reserved through 2SLIVE/Campus Calendar? Yes No

Please provide four objectives for the event based on Bloom’s Taxonomy https://dpiu.lsu.edu/using-blooml-s-taxonomy/

1.
2.
3.
4.

Please provide five evaluation questions that will measure the objectives listed above

1.
2.
3.
4.
5.

Comments/Questions:

Please email the completed form to the Liberty University IPE Council at IPECouncil@liberty.edu
Development of an IPE Event

• Needs Assessment
• Goals and Objectives
• Framework Theory
• Scenario/Event Description
• Evaluation
Needs Assessment

- Beginning the planning process:
- Step One, Identify the needs of the students
- Objectives of each department, school, discipline
- Meeting with “the other team”
- Roles and Responsibilities
- Submit form to IPECouncil@liberty.edu
Goals and Objectives

• Long term
  – Rich, collaborative partnership
  – Communication, Respect, Teamwork
  – Deep rooted, prior to entering field of practice
  – Increased patient outcomes related to quality and safety with increased communication skill of students/new grads
  – Full study of IPE with nursing and medicine

• Short term
  – IPE pilot for the following semester
  – One scenario based on SBAR communication
  – Each school to agree on 4 objectives based on SBAR
Framework

• **NLN Jeffries Simulation Theory**
  - Briefing, simulation, reflection, debriefing
  - Synergistic

• **Additional Components**
  - Type of evaluation
  - Design of the simulation scenario
  - Modality
  - Resources
  - Preparation

(Jeffries, 2016)
Debriefing Methodology

• Plus Delta
  – Reflection
  – Debriefing
• “Do overs”
  – Same patient
  – Experiential knowledge
  – Intervention/ your patient’s outcomes
• Evaluation

(ACPS Quality Tools: Plus/Delta, 2016)
Evaluation

• All participants complete the evaluation
• Evaluation data points
  – Report
  – Analyze
  – Develop
Did the different stations help give you a better understanding of LUSON?

32 responses

- Yes: 100%
- No: 0%

8 (22.2%) respondents answered yes.
Three ideas:

• Full Scale Simulation
• Cameo appearance
  – “The Phone Call” vs. “Noelle Day”
  – “The Language Barrier”
  – “The Mental Health Consult”
• Guest speaker /event
  – “Wit”
  – “IM Injections”
Nursing and Aviation
Full Scale Simulation
Nursing and LUCOM
Full Scale Simulation
Nursing and American Sign Language Cameo Appearance

http://lusonbline.liberty.edu?sessionID=3409
Nursing and LUCOM
Overcoming Logistical Barriers
Nursing and LUCOM

"The Phone Call"

- Third year, pre-licensure, BSN students
- Second year DOM students
- Med/Surg simulation clinical
- Formative
- Patient: Post op day one laparoscopic cholecystectomy

Student scenario objectives
### SBAR report to physician about a critical situation

**Situation**
- I am calling about [patient name and location].
- The patient's code status is [code status].
- The problem I am calling about is __________________________.
- I am afraid the patient is going to arrest.
- I have just assessed the patient personally: ________
- Vital signs are: Blood pressure [BP], Pulse [P], Respiration [R] and temperature [T] ________
- I am concerned about the:
  - [Blood pressure because it is D over 220 or D less than 100 mmHg below usual]
  - [Pulse because it is D over 140 or D less than 50]
  - [Respiration because it is D less than 8 or D 16 or AG D]
  - [Temperature because it is D less than 36 or D over 104]

**Background**
- The patient's mental status is:
  - [Alert and oriented to person place and time]
  - [Confused and D cooperative or D non-cooperative]
  - [Agitated or combative]
  - [Lethargic but conversant and able to swallow]
  - [Comatose. Eyes closed. Not responding to stimulation]
- The skin is:
  - [Warm and dry]
  - [Pale]
  - [Mottled]
  - [Diaphoretic]
  - [Extremities are cold]
  - [Extremities are warm]
- The patient D is not or D is on oxygen.
  - [The patient has been on oxygen (l/min) or (%) oxygen for minutes (hours)]
  - [The ¯[e]ximeter is reading %]
  - [The Xeximeter does not detect a good pulse and is giving erratic readings].

**Assessment**
- This is what I think the problem is: ____________
- The problem seems to be ____________
- The problem seems to be ____________
- The patient seems to be unstable and may get worse, we need to do something.
- The patient seems to be unstable and may get worse, we need to do something.

**Recommendation**
- I do suggest or do request that you [say what you would like to see done].
  - [Transfer the patient to critical care]
  - [Anesthesiologist to see the patient at this time]
  - [Call the patient or family about code status]
  - [Ask the on-call family practice resident to see the patient now]
  - [Ask for a consultant to see the patient now]

Are any tests needed:
- Do you need any tests like D CXR, D AABG, D EEG, D CBC, or D BMP?
- Others?

If a change in treatment is ordered then ask:
- How often do you want vital signs?
- How long do you want us to expect this problem will last?
- If the patient does not get better when would you want us to call again?
• Control Group One
  – N=45
  – Simulated phone call
  – Nursing faculty answer from control room

• Intervention Group Two
  – N=45
  – Actual phone call
  – Med student answers

http://lusonbline.liberty.edu?sessionID=4257
Student Perception of Effectiveness

IPE Pilot Nursing Student Feedback

1. Confidence
2. SBAR
3. Professionalism
4. Clear Communication
5. Repeat Back

- Group 1
- Group 2 (LUCOM)
Med Student Perceptions of Student Nurse Communication

• Qualitative comments from first semester scenario:
  – “Good flow presenting information”
  – “Student sounded confident and calm”
  – “…to give specific vitals to me instead of stating they are ‘normal’ as (nurse) idea of normal may be different from mine”
  – “She communicated the vital signs clearly, but did not communicate if changes had occurred in them”
  – “I felt somewhat unprepared for the case but the nurse was helpful in filling me in and had good, calm communication skills”
Nursing Student Perceptions of Med Student Communication

• Qualitative comments from first semester scenario:
  – “Loved that it was a real phone call”
  – “I saw the importance of clarifying what the doctor said”
  – “to make (his) decisions clear; when (he) decided to discontinue it sounded like ‘just continue...I had to double check’”
  – “I feel like I can talk to a physician with confidence and I will know what is important to tell them”
Implications

- Increased IP communication at LU
- Opened doors for student service learning partnerships
- Increased nursing and med student verbalized confidence in working as a team
- Presentation at NLN
- Potential for full study with student collaboration, IRB approval
- Publication
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References

ACPS Quality Tools. (2016). Retrieved from: 
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