



Interprofessional Education: How to make it happen

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Interprofessional

“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 learning 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

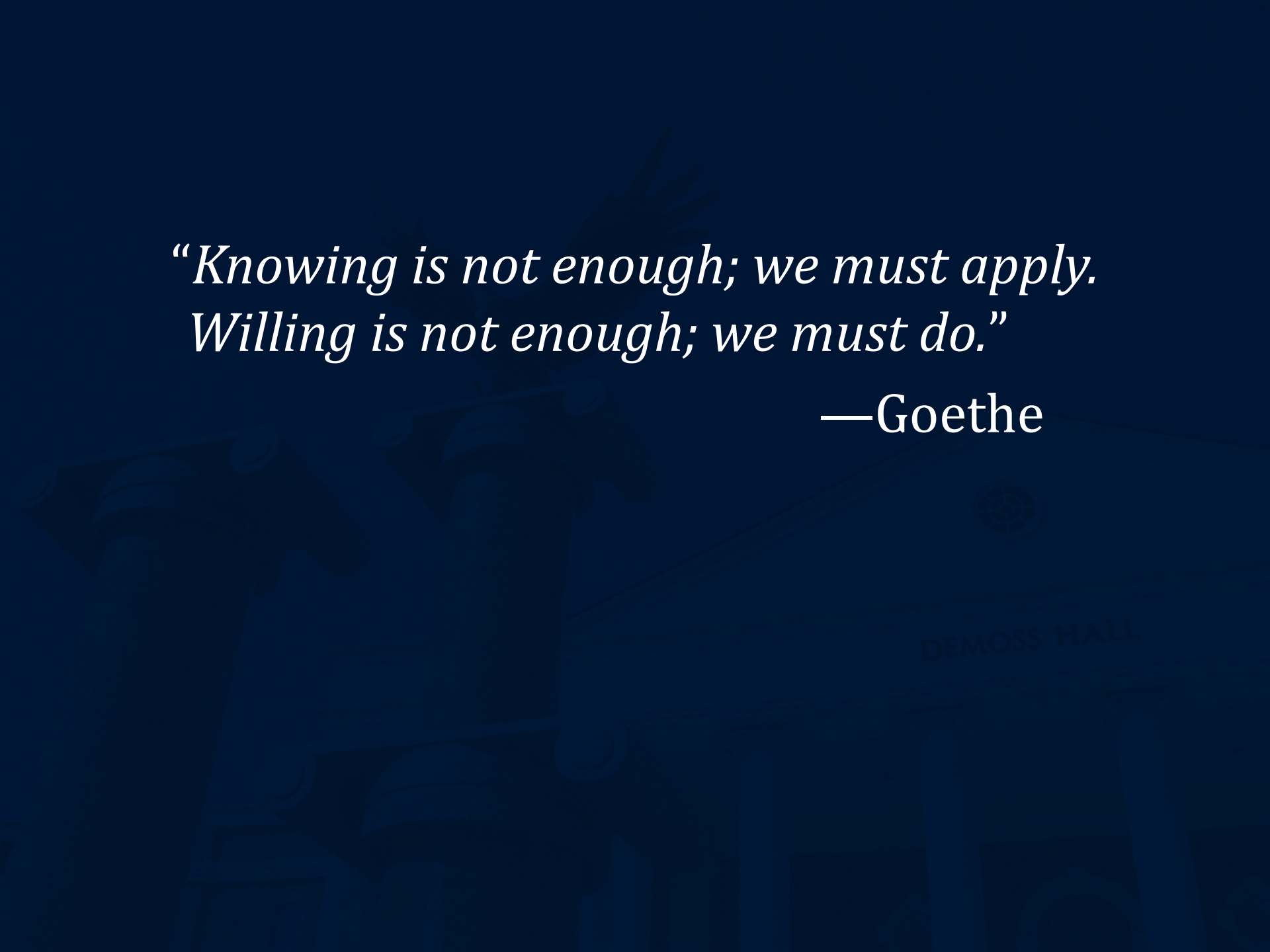
Interprofessional education “occurs when two or more professions learn with, about, and from each other to enable effective collaboration and improve health outcomes.”

(WHO, 2010)



Evidence Based

- Institute of Medicine. 2015. *Measuring the impact of interprofessional education on collaborative practice and patient outcomes*. Washington, DC: The National Academies Press.
- “...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:



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 25LIVE/Campus Calendar? Yes No

Please provide four objectives for the event based on Bloom's Taxonomy

<https://tips.uark.edu/using-blooms-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

<https://www.liberty.edu/nursing/draft-ipe-events-calendar/>

Development of an IPE Event



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

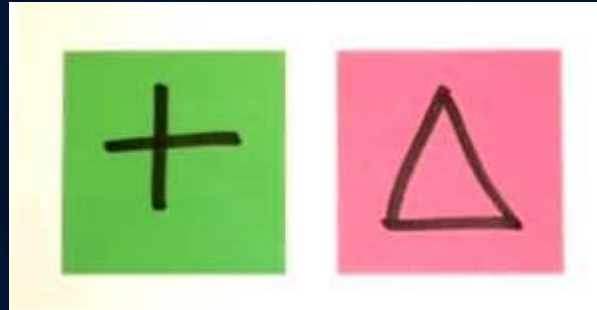
- Long term
 - Rich, collaborative partnership
 - Communication, Respect, Teamwork
 - Deep rooted, prior to entering field of practice
 - Increased patient outcomes related to quality and safety with increased communication skill of students/new grads
 - Full study of IPE with nursing and medicine
-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

Evaluation

- All participants complete the evaluation
- Evaluation data points
 - Report
 - Analyze
 - Develop



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QUESTIONS RESPONSES 23

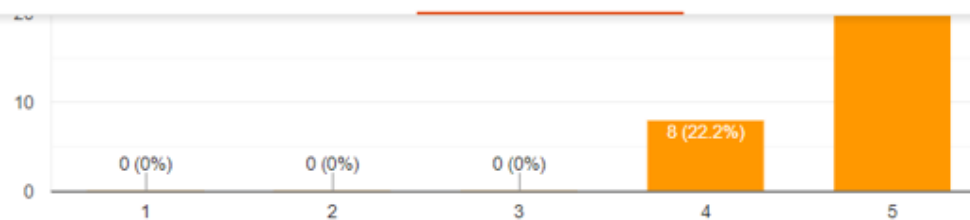
23 responses

SUMMARY

INDIVIDUAL

Accepting responses

QUESTIONS RESPONSES 36



Did the different stations help give you a better understanding of LUSON?

32 responses



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”

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Nursing and Aviation Full Scale Simulation



Nursing and LUCOM Full Scale Simulation

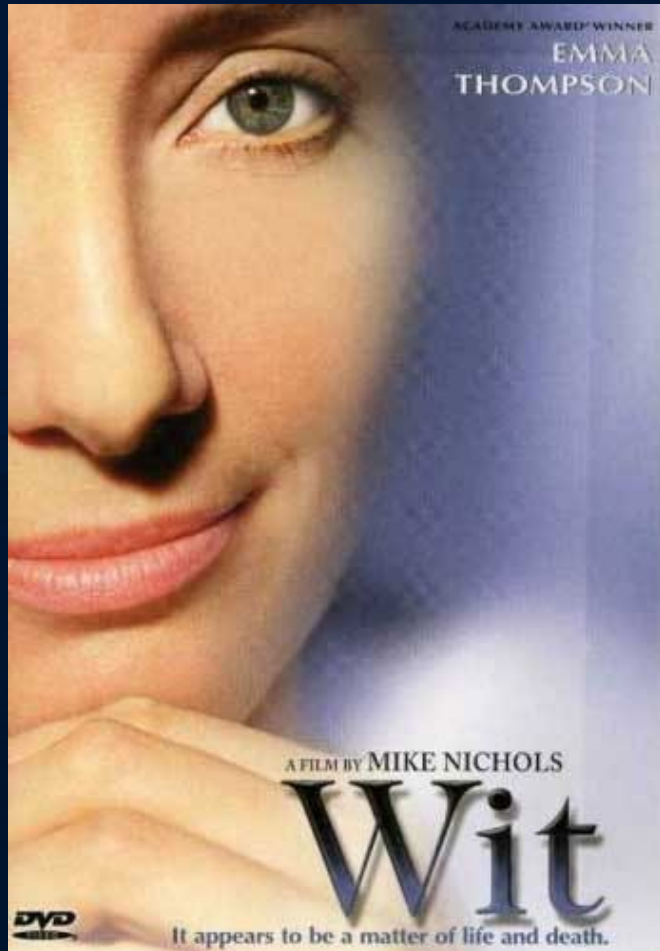


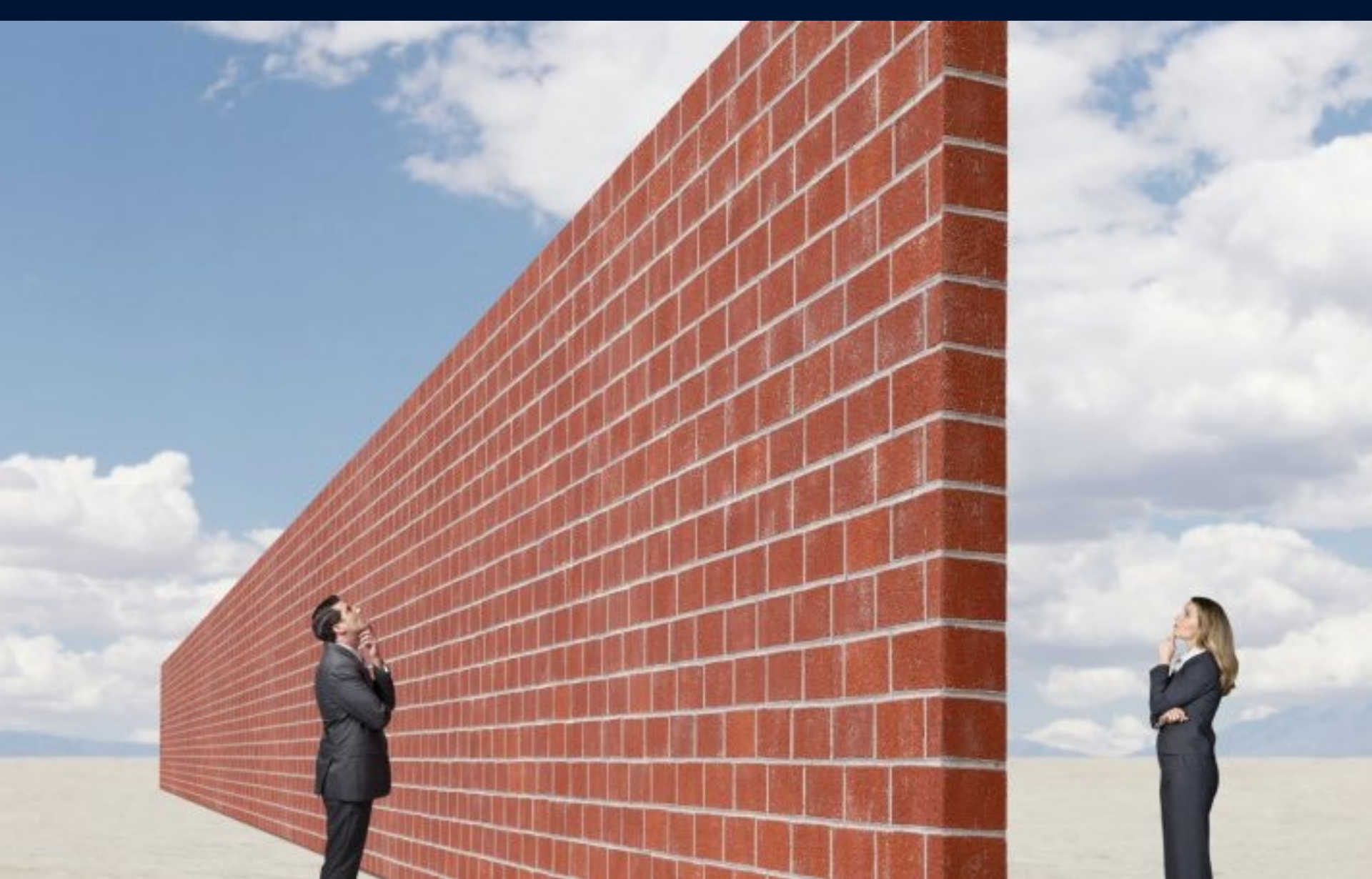
Nursing and American Sign Language Cameo Appearance



<http://lusionbline.liberty.edu?sessionID=3409>

Nursing and LUCOM





SBAR report to physician about a critical situation

S	<p><u>Situation</u></p> <p>I am calling about <u>patient name and location</u>: _____</p> <p>The patient's code status is <u>code status</u>: _____</p> <p>The problem I am calling about is: _____</p> <p><input type="checkbox"/> I am afraid the patient is going to arrest.</p> <p>I have just assessed the patient personally: _____</p> <p>Vital signs are: Blood pressure _____ / _____, Pulse _____, Respiration _____ and temperature _____</p> <p>I am concerned about the:</p> <p><input type="checkbox"/> Blood pressure because it is D over 200 or D less than 100 Do 30 mmHg below usual</p> <p><input type="checkbox"/> Pulse because it is D over 140 or D less than 50</p> <p><input type="checkbox"/> Respiration because it is D less than 8 or D <u>over 40</u></p> <p><input type="checkbox"/> Temperature because it is D less than 96 or D over 104.</p>
B	<p><u>Background</u></p> <p>The patient's mental status is:</p> <p><input type="checkbox"/> Alert and oriented to person place and time.</p> <p><input type="checkbox"/> Confused and D cooperative or D non-cooperative</p> <p><input type="checkbox"/> Agitated or combative</p> <p><input type="checkbox"/> Lethargic but conversant and able to swallow</p> <p><input type="checkbox"/> Stuporous and not talking clearly and possibly not able to swallow</p> <p><input type="checkbox"/> Comatose. Eyes closed. Not responding to stimulation.</p> <p>The skin is:</p> <p><input type="checkbox"/> Warm and dry</p> <p><input type="checkbox"/> Pale</p> <p><input type="checkbox"/> Mottled</p> <p><input type="checkbox"/> Diaphoretic</p> <p><input type="checkbox"/> Extremities are cold</p> <p><input type="checkbox"/> Extremities are warm</p> <p>The patient D is not or D is on oxygen.</p> <p><input type="checkbox"/> The patient has been on _____ (l/min) or (%) oxygen for _____ minutes (hours)</p> <p><input type="checkbox"/> The oximeter is reading _____ %</p> <p><input type="checkbox"/> The oximeter does not detect a good pulse and is giving erratic readings.</p>
A	<p><u>Assessment</u></p> <p><input type="checkbox"/> This is what I think the problem is: <u>say what you think is the problem</u>: _____</p> <p><input type="checkbox"/> The problem seems to be Cardiac D Infection D neurologic D respiratory D</p> <p><input type="checkbox"/> I am not sure what the problem is but the patient is deteriorating.</p> <p><input type="checkbox"/> The patient seems to be unstable and may get worse, we need to do something.</p>
R	<p><u>Recommendation</u></p> <p>I D suggest or D request that you <u>say what you would like to see done</u>:</p> <p><input type="checkbox"/> transfer the patient to critical care</p> <p><input type="checkbox"/> <u>come</u> to see the patient at this time.</p> <p><input type="checkbox"/> Talk to the patient or family about code status.</p> <p><input type="checkbox"/> Ask the on-call family practice resident to see the patient now.</p> <p><input type="checkbox"/> Ask for a consultant to see the patient now.</p> <p>Are any tests needed:</p> <p><input type="checkbox"/> Do you need any tests like D CXR, D ABG, D EKG, D CBC, or D BMP?</p> <p><input type="checkbox"/> Others?</p> <p>If a change in treatment is ordered then ask:</p> <p><input type="checkbox"/> How often do you want vital signs?</p> <p><input type="checkbox"/> How long to you expect this problem will last?</p> <p><input type="checkbox"/> If the patient does not get better when <u>would you</u> want us to call again?</p>



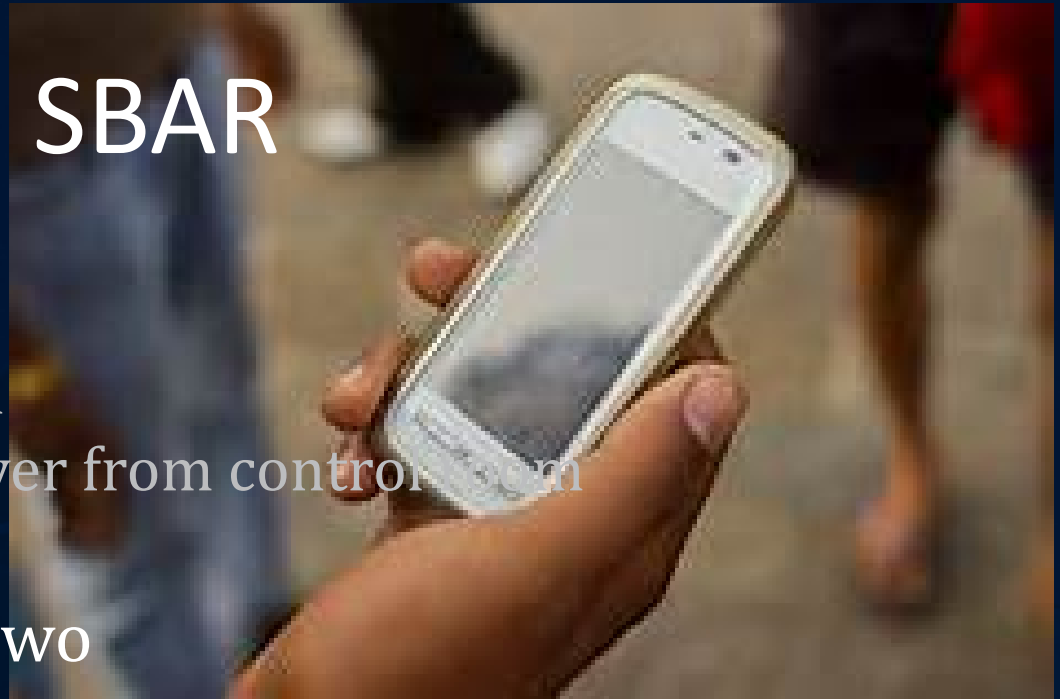
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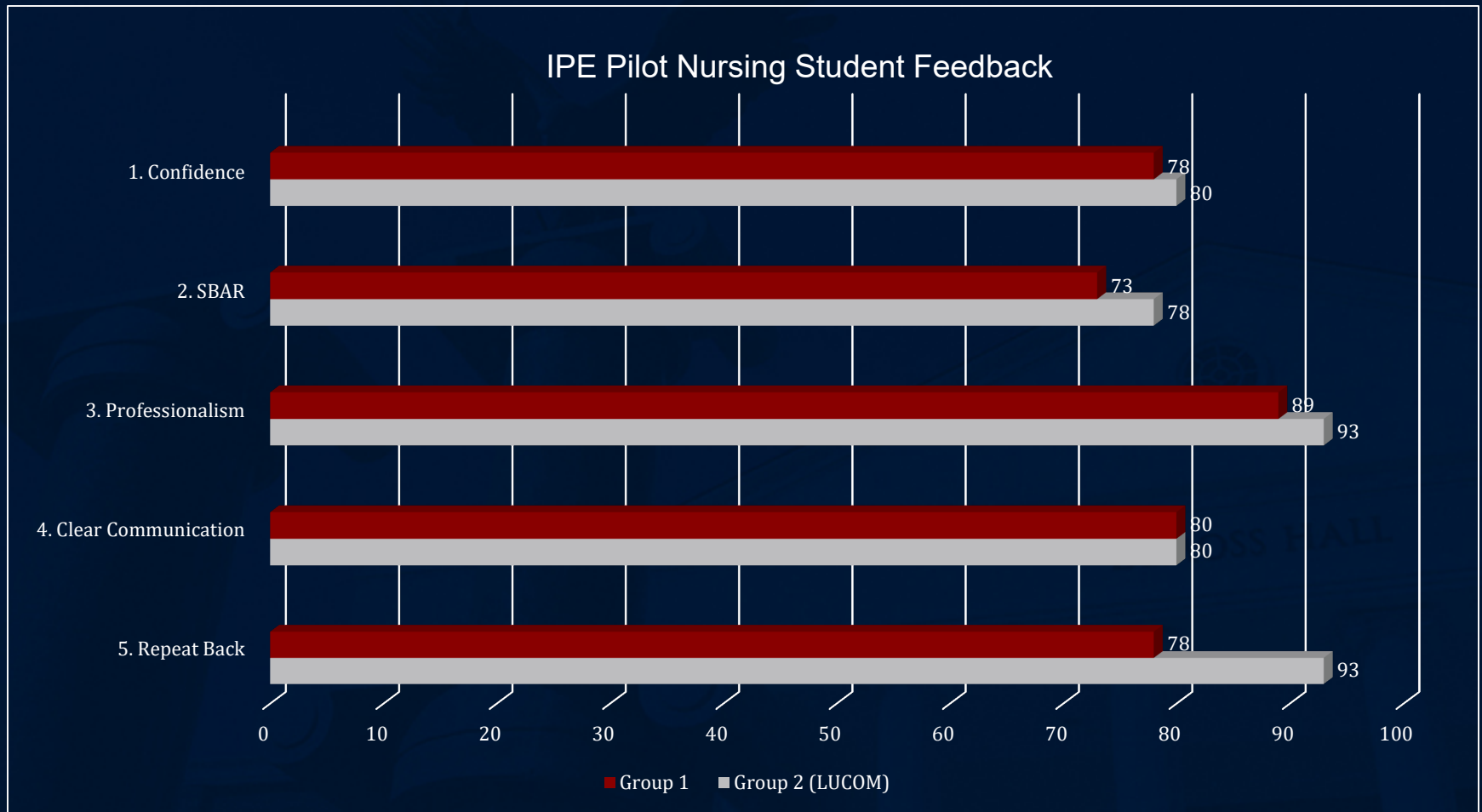
SBAR

- 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



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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