

Building Capacity for Interprofessional Education in a College of Nursing and Health Sciences

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PURPOSE

The purpose of this pilot project was to evaluate the feasibility of providing interprofessional education (IPE) to students within the College of Nursing and Health Sciences.

BACKGROUND

- Interprofessional education is defined as when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes (WHO, 2010).
- Core competencies for interprofessional collaborative practice include values and ethics; roles and responsibilities, interprofessional communication, and teams and teamwork (IPEC, 2016)
- IPE has been recognized as a necessary precursor to effective team functioning and quality care.
- Students cannot continue to learn in professional silos and then be expected to learn collaborative behaviors and attitudes between graduation and work.
- In environments where traditional health professions are not represented, faculty are encouraged to partner with colleagues in other schools, colleges, or in their communities.

STUDENT LEARNING OBJECTIVES

1. Discuss interprofessional core competencies.
2. Develop beginning communication skills with other health care professionals.
3. Describe effective communication & collaboration skills used in an interprofessional team meeting.
4. Apply MI principles in a case-based practice scenario.



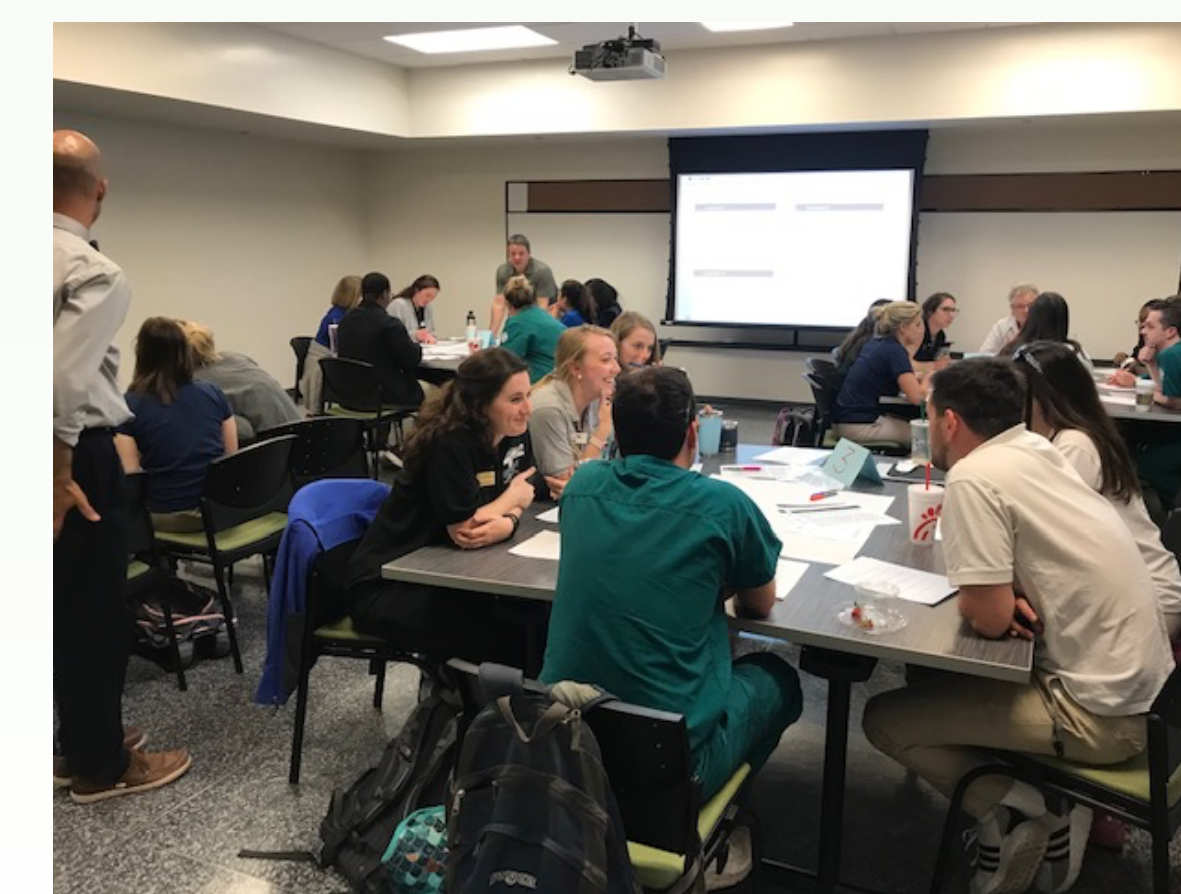
“After this activity, I will not be afraid to communicate with other disciplines in the practice setting.” -IPE Project Participant Group, Spring 2019

METHODS

- Faculty IPE leaders from nursing, speech-language pathology, athletic training, and health sciences designed and implemented an IPE learning module and activity.
- Students from five disciplines participated in the IPE pilot project including undergraduate seniors and master levels.
- Participants were educated about core IPE competencies in an online learning module with emphasis on interprofessional communication.
- Motivational interviewing techniques, which is a collaborative conversation style for strengthening a person’s motivation and commitment to change, was shared with participants in a webinar format.
- Face-to-face IPE activity was accomplished with case scenarios applying motivational interviewing skills.
- Data were collected through various assessments including pre- and post-tests, knowledge assessments, self and team evaluations, communication style inventories, and a post-survey tool.

RESULTS

- Student participants (30) from five disciplines including nursing (5), speech-language pathology (11), athletic training (6), health education and promotion (2), and fitness and human performance (6) were able to participate in online and face-to-face IPE activities.
- Faculty and student participants reported positive feedback for IPE activities.
- Preliminary data analysis indicated student learning objectives were met.



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CONCLUSIONS

- Pilot project allowed students to participate in IPE activities and offer feedback.
- Students valued and recommended continued IPE activities.
- Barriers for scheduling were overcome by using blended online and face-to-face format.
- Faculty reported student satisfaction with IPE activities which provided a better understanding of other disciplines.

LESSONS LEARNED

- Need high-level visible support from administration.
- Want clear expectations for committee and project work.
- Requires early planning and scheduling before the semester begins.
- Learning management system functionality should be considered.
- Consider robust, validated, appropriate tools to measure the impact of IPE.
- Flexibility is key. Faculty were able to assess student learning using standardized tools; however, various grading methods were used based on faculty and course objectives.
- Students must be held accountable for IPE activities, i.e., graded
- Projects will be a “one and done” activity unless IPE is part of the culture.
- Faculty training and support needed to infuse IPE across the college curriculum, consider the train-the-trainer approach.
- Resources needed to increase capacity for IPE, faculty compensation or reassign time should be considered.

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