

“Be the Change” Interprofessional Education to Impact DNP Practice

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Background

The growth of multiple chronic conditions and the inability of the healthcare system to meet these needs demand that health professionals seek innovative ways to improve health outcomes. Improving these outcomes are particularly challenging when a client has a comorbid mental health illness. Recent changes in health care delivery systems have precipitated a renewed focus on Interprofessional Practice (IPP) among service providers. These benefits include improvements in communication among health professionals, efficiency in service delivery and patient outcomes.

This project, funded by a 3 year HRSA grant, is designed to prepare graduate students in Nursing, Communication Science Disorders (CSD), and Graduate Psychology to address the multiple chronic conditions of rural Virginia populations.

Purpose

To present the preparation, implementation, and outcomes of an innovative Multi-Semester Interprofessional Education (IPE) Program for DNP students.

Instruments

- Interprofessional Learning Scale (RIPLS)
- Interprofessional Socialization and Valuing Scale (ISVS)
- Inventory for Assessing the Process of Cultural Competence among Healthcare Professionals (IAPCC-R)

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Second Life Patients

Patient cases were created based on common presentations in primary care: heart failure and anxiety; a veteran with post-traumatic stress disorder and traumatic brain injury; hypertension and chronic obstructive pulmonary disease; and cerebral vascular disease, hypertension and drug dependency.



Ronnie



Drew

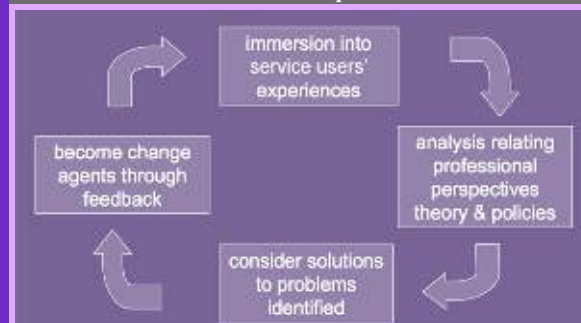


Carlita



Myriam

The Leicester Model of Interprofessional Education



The Leicester Model was designed to analyze the complexities of delivering patient-centered care in an interprofessional setting where health inequalities are greatest. The Model engages higher education institutions in partnerships with all aspects of service. The stages of the model enable a cycle of experiential and reflective learning.

Methods

The IPE project spans three semesters of scaffolded learning and is based on the Leicesters Model of Interprofessional Education.

Semester 1

- “Be the Change” workshop with National Expert on IPE
- Development of Online modules based on 4 Core Competencies of IPE (Values/Ethics, Roles/Responsibilities, Communication, Teamwork)
- Development of Interprofessional Teams and Team-building Activities
- Unfolding Case Study of Patient with Multiple Chronic Illnesses

Semester 2

- Creation of “Madison Interprofessional Clinic” within Second Life Platform
- Simulation case studies using diverse avatars and families
- Interprofessional teams using avatars present case studies with the goal of developing a patient-centered plan of care.

Semester 3

- Using techniques from IPE Health Care Team Challenge initiative, 3 patients with multiple chronic conditions and their caregivers met in face to face format with Interprofessional Teams to develop a patient-centered plan of care.

Outcomes

Semester 1: Using linear mixed-effects modeling, there was a statistically significant result in students’ self-perceived ability to work with others. (RIPLS & ISVS)

Semester 2: Statistically significant change in overall cultural competence. (IAPCC-R)

Semester 3: No statistically significant change over 3 data collection points, but positive movement in Interprofessional Socialization and Valuing Scale. (ISVS)

Graduate Students with less clinical experience demonstrated greatest movement in measurement variables across all semesters.