



Embedding IPE: Its Easier Than You Think

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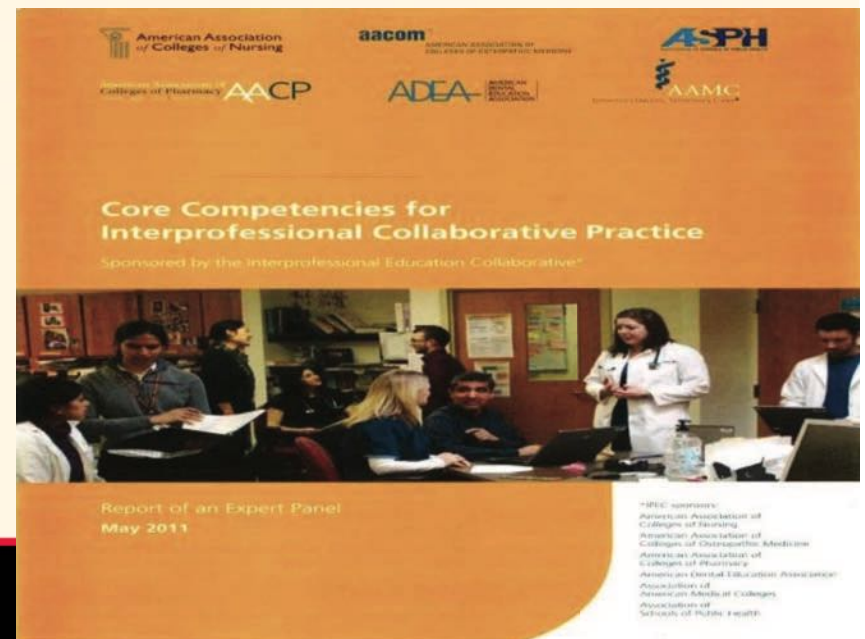
Objectives

- By the end of this presentation the participant will be able to identify strategies for diversifying IPE learning opportunities for doctoral nursing students
- By the end of this presentation the participant will be able to explore opportunities for embedding IPE within varying course to facilitate engagement of a variety of learners
- By the end of this presentation the participant will be able to select appropriate strategies to create interprofessional policy learning activities.

INTERPROFESIONAL EDUCATION

IPEC Competencies

- Values/Ethics for Interprofessional Practice
- Roles/Responsibilities
- Interprofessional Communication
- Teams and Teamwork





NURSES AND POLICY



- Congresswoman Eddie Bernice Johnson (D-TX)
- First nurse to be elected to the U.S. Congress



- Claire Bode, DNP, CRNP
- Legislative Committee
 - Chair, NPAM



Engagement

- End Users of Policy
- All services provided under the Medicare home health benefit must be ordered by a physician.
- Lawmakers in Tennessee, Wyoming and Oklahoma, have expressly prohibited NPs from prescribing buprenorphine (Suboxone) at all.

DNP Essentials and Policy


- Health Care Policy for Advocacy in Health Care
 - DNP graduate is able to design, implement and advocate for health care policy that addresses issues of social justice and equity in health care.

DNP Essentials and Policy

- Where Policy Happens
 - Governmental actions
 - State and Federal
 - Institutional decision making
 - Health Care Facilities and Payer Groups
 - Organizational standards



POLICY EDUCATION



Curricular Strategies

- Targeted Course work
- Infused throughout course work
- Credits (targeted) offered: 0 – 3 credits
 - Theoretical
 - Applied

University of Maryland

- Evidence-based Health Policy Course (3 cr)
- Targeted Policy Assignment based in Specialty Coursework
- Targeted Policy Practicum Experience (optional)

Development of Interactive Learning

- Provide an interprofessional experience for students that:
 - Is RELEVANT
 - Does not require a lot of faculty time
 - Can be done with little to no additional resources
 - Has little to no additional burdens on our students
 - Creates meaningful opportunities for learning

Development of Interactive Learning

- Policy-focused assignment
- Legislation in the 2017 & 2018 MD General Assembly
- Fit within existing course requirements
- One in-person 2.5 hour class
- Joint Blackboard page for all students and faculty
- Minimal pre-class work by students (about 2-3 hours)

Development of Interactive Learning

- Pre-class Preparation
 - Professional Codes of Ethics from each profession: nursing, social work and law
 - 2016 IPEC Core Competencies
 - Proposed bill
 - Assignment

Faculty only: facilitator's guide for the joint class

Development of Interactive Learning

- Faculty Responsibilities
 - Recruitment or selection of students
 - Determine date and location of joint class
 - Agree upon legislation
 - Finalize agenda and responsibilities for class
 - Jointly lead class
 - Distribute and collect assessment tools
 - Enter and analyze assessment results

2017 Interprofessional Policy Initiative

- Before Class
 - ✓ Review materials
 - ✓ Complete assessment
 - ✓ Review bill
 - ✓ Answer questions
- During class
 - ✓ Discuss question with own profession
 - ✓ Discuss questions in interprofessional groups
 - ✓ Debrief

17 15-850.

18 (A) (1) THIS SECTION APPLIES TO:

19 (i) INSURERS AND NONPROFIT HEALTH SERVICE PLANS THAT
20 PROVIDE COVERAGE FOR PRESCRIPTION DRUGS UNDER INDIVIDUAL, GROUP, OR
21 BLANKET HEALTH INSURANCE POLICIES OR CONTRACTS THAT ARE ISSUED OR
22 DELIVERED IN THE STATE; AND

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1 (ii) HEALTH MAINTENANCE ORGANIZATIONS THAT PROVIDE
2 COVERAGE FOR PRESCRIPTION DRUGS UNDER INDIVIDUAL OR GROUP CONTRACTS
3 THAT ARE ISSUED OR DELIVERED IN THE STATE.

4 (2) AN INSURER, A NONPROFIT HEALTH SERVICE PLAN, OR A HEALTH
5 MAINTENANCE ORGANIZATION THAT PROVIDES COVERAGE FOR PRESCRIPTION
6 DRUGS THROUGH A PHARMACY BENEFITS MANAGER IS SUBJECT TO THE
7 REQUIREMENTS OF THIS SECTION.

8 (B) AN ENTITY SUBJECT TO THIS SECTION MAY NOT APPLY A PRIOR
9 AUTHORIZATION REQUIREMENT FOR METHADONE, BUPRENORPHINE, OR
10 INJECTABLE NALTREXONE.

Students

- A total of 34 students participated
 - 2017 – 15 students
 - 2018 – 19 students
- Discipline
 - Law = 11 (32.4%)
 - Social Work = 9 (26%)
 - Nursing = 10 (29%)

Students Readiness for an IPE Experience

- Readiness for Interprofessional Learning Scale
 - 19 questions
 - Students rate statement on a likert scale
 - 1 – strongly disagree; 3 – neutral; 5 – strongly agree
 - Examples
 - Shared learning will help me to understand my own limitations
 - Communication skills should be learned with other health-care students
 - I don't want to waste my time learning with other health care students
 - Group average 81 (SD=8.6) out of possible 95
 - Range was 63 – 91

Students Readiness for an IPE Experience

School	N	Min	Max	Mean	SD
Unidentified	3	88	91	89.5	1.5
Law	10	63	91	75.8	9.5
Nursing	10	69	91	82.3	8.5
Social Work	9	74	89	82.6	6.0

Interdisciplinary Education Perception Scale

- 18 – item Questionnaire (range of 18 – 108)
 - Students rate statement on a likert scale
 - 1 – strongly disagree; 3 – somewhat disagree; 4 – somewhat agree; 5 – strongly agree
- Increase in average score post event
 - Pre-score – 82.0 (SD=13.7)
 - Post score – 88.9 (SD=13.8)
 - $t = -5.36$; $p < 0.001$

Interdisciplinary Education Perception Scale

- 18 – item Questionnaire (range of 18 – 108)

School	Pre Mean (SD)	Post Mean (SD)	T (df)	Sig (2 tailed)
Law (n=10)	76.2 (12.6)	78 (13.7)	-1.3 (9)	0.239
Nursing (n=10)	92.5 (8.2)	98.6 (4.9)	-3.5 (9)	0.007
Social Work (n=9)	73.1 (11.6)	84.9 (12.4)	-4.7 (8)	0.001

Interdisciplinary Education Perception Scale

- Individual in my profession must depend upon the work of people in other professions

School	Pre Mean (SD)	Post Mean (SD)	Z (df)	Sig (2 tailed)
All Participants (n=23)	4.8 (0.9)	5.3 (0.9)	-3.169	.002
Law (n=10)	4.3 (0.8)	4.8 (1.1)	-1.6 (9)	0.119
Nursing (n=10)	4.8 (0.9)	5.5 (0.8)	-2.1 (9)	0.04
Social Work (n=9)	4.8 (0.8)	5.6 (0.7)	-2.1 (8)	0.03

Interdisciplinary Education Perception Scale

- Individuals in my profession have a higher status than individuals in other professions.

Rating	All Participants		Law		Nursing		Social Work	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Strongly Disagree	6	9	1	1	0	3	5	4
Moderately Disagree	6	5	1	1	1	2	2	2
Somewhat Disagree	7	6	2	2	3	1	1	2
Somewhat Agree	9	8	5	4	4	4	0	0
Moderately Agree	4	4	2	3	2	0	0	0
Strongly Agree	2	2	0	0	0	0	1	1

Student Feedback

“At first I was skeptical about this project as the bill was focused on healthcare law and that is a topic I have very little experience with. I was apprehensive about having to explain things to nursing students who understood the medical aspects of these drugs and to social work students who understood the larger framework behind the bill and why it was so important for the state of Maryland. After careful preparation both individually and as a clinic, I went into today’s meeting feeling more confident and ultimately I think our discussions were successful. It was nice to interact with new people and hear differing views on the matter, particularly the ideas and concerns of other non-law students. Most of our interactions on a day to day basis are with lawyers or judges, thus it was refreshing to actually discuss law and social issues with people who have entirely different skill sets and bases of knowledge, separate from my own.

It is my hope that you will continue to keep this exercise a part of the clinic curriculum for any student who may be interested. In short, I think having the opportunity to work and collaborate with others is a valuable skill to have. In the future, we may very well interact with other professionals and having the chance now to see what that is like will help inform law students for their future endeavors.”

-Second year law student

Lessons Learned

- Timing of the legislative session
- Assessment tools geared toward health care IPE
- Select a bill with the potential for varying viewpoints
- Short ice-breaker is helpful

For materials please email requests to:
Hammersla@umaryland.edu

QUESTIONS