The DNP as a Leader in Developing Interprofessional Collaboration for Practice, Research and Education

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IOM call for Change

- **Crossing the Quality Chasm (2001)**
  - Rapidly increasing changes in healthcare (chronicity, aging population)
  - Redesign of healthcare system
  - Health Profession Education Summit
  - Provider Competencies needed
    - Patient–centered care
    - Interdisciplinary teams
    - EBP
    - Quality improvement
    - Informatics
World Health Organization

- Study Group on Interprofessional Education and Collaborative Practice.
- “Students of two of more health care professions learn with, from and about each other to enhance collaboration (WHO, 2006).
- WHO first identified interprofessional education as an important component of primary health care in **1978**
WHO (2010)

• “Amplifying the IOM report, the World Health Organization (2010) recommends moving toward embedding interprofessional education and practice in all health services to mitigate the Global Health Workforce Crisis”.
Affordable Care Act

• Improve Access to Affordable Healthcare
  • Signed into law March 23, 2010
  • Not sure of impact
  • Will increase those seeking healthcare
  • There has been a decrease in the providers in rural and underserved areas.
  • Strain on healthcare system
The Interprofessional Education Collaborative Expert Panel (2011) identified four core interprofessional competencies that are linked to the five IOM core competencies for all health professionals.

- Medicine
- Dentistry
- Nursing
IPEC Core Competencies for Interprofessional Collaborative Practice

1: Values/Ethics for Interprofessional Practice
2: Roles/Responsibilities
3: Interprofessional Communication
4: Teams and Teamwork
Educational Criteria

• Tied to accreditation
  – MSN & DNP Essentials V and VII
  – Competencies for medical school
  – Physical Therapy Essentials
Healthcare Has to Change

- Highest Costs
- Limited Access
- Shortage of Providers
- Poor Outcomes
Interprofessional Barriers

• **Hesitancy**: not friendly to Interprofessional Collaboration
  – Fight for moneys, prestige, control, space
  – Silos
  – Competition
  – “Collaboration”
  – Fish out of water
INTERPROFESSIONAL PRACTICE

- Patient Centered Homes
- Chronic Disease
- Rehabilitation
- Rurality
- Geriatrics
Barriers to Interprofessional Collaboration in Practice

- **Role Conflict:** Hierarchy
- **Understanding:** Your role and the role of others
- **Respect:** Taking time to discover and accept what is brought to the table
- **Openness:** Willing to share what know and don’t know
Interprofessional Clinical Teams

• **Geriatric Assessment Team**
  - Patient/caregiver care
  - Physician, NP, PharmD, Social Worker
  - Assessment of frail elderly individual and caregiver
  - Developed Treatment Plan

• **Diabetes Team**
  - Provider Education/Practice
  - Research (team impact)
  - Physician, NP Researcher, NP Diabetes educator, Chaplain, Psychologist
HRSA Funding (Education)

- Department of Health and Human Services
  Advanced Practice Nursing Program
- Sept 2012-August 2015
- $1,046,157
- Co-PI’s:
  - Nursing (NP)
  - DPT
  - Dental Hygiene
  - Clinical Counseling
HRSA Grant

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HRSA Grant

• **Goals of project**
  • Develop *interprofessional collaborations*.
  • Provide *curriculum* appropriate for different healthcare backgrounds.
  • Provide assignments that increase students ability to *work interprofessionally*.
  • Utilize *technology* to link various disciplines at a distance.
Who would participate?

• Several different disciplines were considered:
  (At Old Dominion University and nearby schools)
  – Nursing
  – Physical Therapy
  – Dental Hygiene
  – Counseling
  – Medicine
  – Physician Assistant
Final Four

- Nursing 43
  - FNP, WHNP, CNS
- Dental Hygiene 7
  - MS
- Counseling 22
  - MS, PhD
- Physical Therapy 40
  - DPT
TOTAL 112 students
Coming Together

• Starting Fall 2012
  – Faculty from Nursing, Dental Hygiene, Physical Therapy and Counseling meet to work on project.
  – Meet **1 or 2 times a month**, email frequently.
  – Work in pairs to develop course content; get feedback from other disciplines.
  – Learn about each other’s disciplines and strengths.
  – Become familiar with the IPEC report.
  – Borrowed from each others science and literature.
Previous Experience

• The majority of students indicated that they did not have any previous experience with interprofessional education.

<table>
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Challenges

• Each discipline required course to be evaluated by curriculum committee.
• Each discipline had different credit hour requirements and grading scales.
  – Dental Hygiene & Counseling 3 credits
  – Nursing 2 credits
  – Physical Therapy 1 credit
• Course delivered only via on-line format, not familiar experience for all students.
Strengths

• Health Promotion course was already well developed in current NP curriculum.
• Other disciplines agreed it was valuable and important topic.
• It was on-line course.
• Students in the nursing, counseling, and dental hygiene programs are located throughout Virginia.
Health Promotion Didactics

• Topics that were relevant for the varying disciplines were chosen for presentation
  • Appropriate for all disciplines
  • Topics covered:
    • Theories and IPEC report
    • Environmental & Sociocultural Influences
    • Family, Spiritual & Religious influences
    • Assessment & Health promotion for the different age groups (infant → older adult)
    • Death & Dying
Health Promotion Didactics

• Provided using various on-line modalities
  – Narrated slides
  – Videostreamed interviews
  – Articles from varying disciplines
Assignments

• 4 Discussion boards
  – All students

• 3 Projects
  – Participation varied
Discussion Boards

• **Case.**
  - Joey is 8 yo with CP. Admitted to skills center after hospitalization for pneumonia.
  - Now has trouble ambulating, eating, and poor night of sleep.
  - Mother anxious, feeling a failure

• **Problem.**
  - DH, PT, Counselor & NP show up in room at same time.
  - DH needs to take child for oral evaluation impacting eating
  - PT needs to take child for PT evaluation
  - Counseling is trying to console mother
  - NP feels child need to rest due to poor night sleep
  - Have competing responsibilities
Assignment.
- Grouping:
  - 10 from differing disciplines in teach group
  - Posted initial post and then two responses to others posts

Initial post:
- Which IPEC Competencies have been compromised?
- Who should take precedence and why?
- How can they use the IPEC competencies to develop a plan that works?

Response:
- Feedback on the initial post
Projects

• Three projects were developed
  – Students were assigned to projects depending on how many credit hours required for their course.
    • PT students = 1 project
    • Nursing students = 2 projects
    • DH students = 3 projects
    • Counseling students = 3 projects
Projects (continued)

- Projects had 4-5 students from different disciplines in each group.
- 20 groups.
- Each project had different goals.
  - Develop interprofessional presentation (PowerPoint) on health promotion topic
  - Collaborate on using technology (Skype, Twitter, Google Chat, Facebook group) to develop Telehealth project to be delivered at a distance
What we learned so far....

- Performed *mid-semester course evaluation* and made adjustments.
- *Text* may not fit all disciplines well – move to on-line and journal resources.
- Students all participate but *not at same level*.
- Students already report *new understanding* of what other professions do.
- *Faculty have learned* a great deal!
Geriatrics Course

• **Didactics** on care of elderly populations

• **Standardized patient** encounter
  – Interview patient/caregiver recently released from hospital after having a stroke
  – Interprofessional assessment
  – Assessment of potential use of technology
  – Technology modules (telehealth, social media, clinical decision support, EHR)

• **Project**
  – Develop a joint plan of care from a distance that incorporates technology
Leadership Course

- Leadership course for Fall 2013 semester
- Emotional Intelligence
- Behavioral Tendencies
- Collaboration
- Conflict resolution (Awareness Wheel)
Other Schools

- Physical Assessment Classes
- NP run clinic that interfaces with dental
- Service Learning
  - Mission Trips (Nursing & PT)
  - Service learning school association health maintenance and teaching
  - Simulated cases presented on line and respond to them – simulated grand rounds – develop plan – algorithm
Interprofessional Roles in Research

• Content expert(s)
• Research Methodology
• Access
• Technology
• Visionary
Interprofessional Research

• DNP Capstone Projects
  – Diabetes
  – Telehealth Stroke
  – Geriatric Home Health
  – Homebound Frail Children
  – Sleep
  – Development of Pediatric Care Clinic
Interprofessional Research

- **ARDRAF** – Virtual Healthcare Neighborhood
- **PI** – Gerontological Nurse Practitioner/DNP
- **Co-PIs** – Counseling, Dental Hygiene, Physical Therapy, Computer Specialist, PhD researcher
- Web-based community
It Is Our Time

Let’s work together to create a promising Future for Healthcare