IPE: Successes and Challenges from a Nursing Perspective

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Objectives

• Learner will understand what IPE as it relates to undergraduate and graduate nursing education
• Learner will recognize current efforts, successes and best practice
• Learner will appreciate challenges and constraints faced by nursing administration
Issue at Hand

• Inter-Professional Education (IPE) has been touted as one of the most important concepts that has the potential to improve patient outcomes and patient safety.

• Nursing educators are faced with an ever-burgeoning curriculum and now are looking for creative ways to expose nursing students to inter-professional education.

• On paper this seems relatively easy but in reality execution is difficult with numerous constraints and day-to-day issues.
“Making systems work in health care – shifting from corralling cowboys to producing pit crews – is the greatest task of your and my generation of clinicians and scientists.”

• Atul Gawande
  Cowboys and Pit Crews
  Harvard Medical School commencement address
  Published in The New Yorker May 26, 2011
History

- Institute of Medicine (IOM) Committee (1972) and Report (1974) importance of interdisciplinary education

- “All health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics.”
It takes a village…and a commitment from everyone to be successful…
Core Competencies for Interprofessional Collaborative Practice

Sponsored by the Interprofessional Education Collaborative*
Globally

- Despite international support and a push for IPE as a key area of health professional education, the current status of IPE abroad is unexamined.
- In Canada and UK there exists clear policy direction and substantial government funding to incorporate IPE into health professional education.
• Healthcare professionals continue to be trained in uni-professional settings, independent of interprofessional education and collaboration leading to challenges in practice
• Healthcare partners often find they work side by side, rather than efficiently as a team
• Professional silos exits b/c we have allowed and fostered competitive training programs rather than cultivating and environment rich in collaboration, teamwork, and interprofessionalism
IPE Versus “Silo” Education

”Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care.”

Centre for Advancement of Inter-professional Education (CAIPE). Available at http://www.caipe.org.uk/
What does IPE look like?

- Schools state they are using IPE however there is significant variability when it comes to “what is an IPE activity?”. Most cite student are not learning from, with, or about each other in many instances faculty from other disciplines are “lecturing” this does not constitute IPE.
Student Perspectives...

• Many disciplines are socialized to specific roles and become profession centric
• Attempts to have classes taught together were lost opportunities for IPE activities
• IPE experiences in the classroom were reported by students to be lacking in formal instruction on how to work successfully in IPE settings
• Many professors and faculty NOT ready or prepared to teach in a IPE model

Acquavita, Lewis, Aparicio & Pecukonis 2014
Nursing & Medical Student Attitudes

• Compared with medical students, nursing student were less satisfied with overall communication and collaboration about patient care decisions

• Nursing students were more likely to have considered changing careers due to lack of collaboration and communication than medical students

• Students agree they rarely have a formal introduction to each others roles
BARRIERS TO IPE
Faculty Barriers

• Faculty are believed to be a barrier to successful implementation of IPE initiatives within academic health science settings

• In an older study (2007) looking at attitudes about IPE medicine reported significantly lower mean scores (P<.05) than nursing faculty on attitudes towards IPE interprofessional teams and interprofessional learning in the academic setting

• There is ongoing lack of respect and knowledge of each other and this can be a fundamental barrier
Barriers

- Scheduling
- Rigid curriculum
- Lack of perceived value resulting in incongruent attitudes and perceptions of administration, faculty and students
- Lack of resources and institutional commitment
- If an institution hasn’t implemented an IPT there it is difficult to foster IPE
Barriers

- Time-tabling
- Lack of appropriate teaching and learning resources
- Funding limitations
- Student resistance to IPE (tribaling)
- Lack of policy or legislative requirements
- Lack of institutional support
Personal Barriers

• Being unreceptive to learning from other professionals
• Personally held stereotypes and misperceptions about other professions
• Profession-centrism (belief that your profession is the only one that matters in a work setting)
Organizational Barriers

• Organizations keeping workers compartmentalized
• Scarce IPE electives
• Packed curricula
• Rigid program requirements that do not allow for IPE experiences
RECOMMENDATIONS
Things to consider

• Choose a primary skill or competency form your health profession that is also a skill or competency required by another health professional
• Be flexible in making arrangements; think outside the box
• Start small implement a pilot version
• Evaluate and seek comments as part of the process
• Plan joint debriefing
• Schedule adequate planning may require 2 semesters or more out for planning
• Schedule voluntary focus groups for feedback
Student Suggestions

- Case discussions with different professions
- Research seminars
- Guest lectures by different disciplines
- Learning about different professions code of ethics
What does work

• Student led collaboration
• Less formal instances where students reach out to each other such as the medical student organization and SNA collaborating on activities
  • Unfortunately this is mainly extracurricular in nature and not mandatory
• Consider offering credit for participating in like activities
• Collaborating on trips abroad with shared goals and vision
Inter-Health Professional Alliance at Virginia Commonwealth (IHPA)

- **Exemplar** of student driven IPE initiative with greater than self outcomes
- This alliance offers IPE and collaboration opportunities for emerging health professionals with the goal of improving health of underserved populations and improving IPE collaboration
- The IHPA consists of a diverse array of students
- Perceived Value
- Participants are afforded an opportunity to develop role clarity
UCF MedPact

• **Exemplar** of student driven IPE initiative with greater than self outcomes
• Student organization with global healthcare initiatives at the forefront
• Annual trips to the DR
• Teams made up of multiple pre-licensure members: medicine, nursing, pharmacy, IT, engineering
• IPE is organic with students forming groups that can work together
• Students do ALL the planning, prep work and fund raising
Teamwork: An immersive experience in the DR

- Experience shared learning first hand by working as a team
- Students initially unaware of the role each one played
- Faculty responsible for modeling behaviors
- Shared mental model
- Shared skillset

“I never had any idea nurses did all that!”
Thank You

QUESTIONS?
references


• DeLunas, L.R. & Rouse, S. (2014). Nursing and medical student attitudes about communication and collaboration before and after and interprofessional education experience. *Nursing Education Perspectives*, March-April.
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• Lapkin, S., Levett-Jones, T., & Gilligan, C. (2012). A cross sectional survey examining the extent to which interprofessional education is used to teach nursing, pharmacy and medical students in Australian and New Zealand universities. *Journal of Interprofessional Care*, 26 390-396.