Interprofessional Health Education: Preparing for Collaborative Practice

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What is IHE

♦ Collaborative educational approach
  ● Students of different professions engaged in learning with, from and about each other
    ➢ Share skills and knowledge between professions
    ➢ Better understanding and respect for the roles of other healthcare professionals
    ➢ Develop healthcare students as future interprofessional team members
  ● Goal: Improved patient outcomes and quality of care
Competency Domains for IHE

- Values and ethics for interprofessional practice
- Role and responsibilities
- Interprofessional communication
- Teams and teamwork

Foundations for IHE

University of Florida

- Interprofessional community-based learning experiences for over 10 years.
  - Required for 1st year students in
    - Nursing, Medicine, Dentistry, Pharmacy, Physical Therapy, Clinical and Health Psychology, and Nutrition

- InterProfessional Learning in Healthcare (IPLH) → October 2012
  - 2nd year experience
IHE at UNF

 Diamond Fall 2012 → UNF partnered with UF IPLH

- UNF
  - Nursing (MSN, now DNP)
  - Nutrition (MS)
  - Physical therapy (DNP)

- UF Jacksonville
  - Pharmacy (PharmD)
IHE at UNF

♦ Three modules:

- Module 1: Interprofessional learning in patient safety and quality: Barriers for healthcare quality
- Module 2: Interprofessional learning in patient care ethics
- Module 3: Interprofessional learning in health systems and inequalities
IHE at UNF

♦ Three 3-hour sessions over 4-months
  ● Each has 2 components
    ➢ Self-study activity to be completed by students prior to the session date
      • Directed readings
      • Online learning activities
    ➢ Individual and group activities during the interactive sessions
Interactive Sessions

♦ Student teams (6-8 persons)

♦ Begin with:
  ● Individual Readiness Assessment Test (IRAT)
    ➢ Measures how well students prepared for the session as individuals
  ● Team Readiness Assessment Test (TRAT)
    ➢ Helps the student team learn how team collaboration can increase the collective knowledge among team members
Module 1: Barriers to Quality

♦ Individual learning activities
  ● Complete QI 101: Fundamentals of Improvement (IHI Open School)
    ➢ Lesson 1: Errors can happen anywhere and to anyone
    ➢ Lesson 2: Health Care Today
    ➢ Lesson 3: The Institute of Medicine’s Aims for Improvement
Interactive Session 1

♦ Teams apply content learned from the individual learning activities to a problem scenario.
  ● Identify barriers to quality
  ● Identify broad QI strategies
  ● Develop an action plan

♦ Student teams present their action plan at the conclusion of the learning day to the whole interdisciplinary learning body.
Module 2: Ethics

Individual pre-session learning activities

- Required readings on ethical codes of their discipline and the bioethical principles
- View 21-minute film on the Tuskegee experiment
Interactive Session 2

- Teams apply content learned from the individual learning activities to a problem scenario.
  - Analyze an ethical dilemma
  - Determine next steps
- Teams present their decisions and rationale to the whole interdisciplinary learning body.
Module 3: Inequality

Individual pre-session learning activities

- Watch “Unnatural Causes…is inequality making us sick?”
  - A four-hour documentary series exploring racial and socioeconomic inequalities in health
- Read the associated discussion guide
Interactive Session 3

♦ Teams apply content learned from the individual learning activities to a problem scenario.
  ● Identify barriers to and facilitators of health
  ● Identify factors that increase and decrease health disparities, across health systems
  ● Develop an action plan

♦ Teams present their action plan at the conclusion of the learning day to the whole interdisciplinary learning body.
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Issues

♦ Scheduling
♦ Making a part of the syllabus/grades
♦ Commitment to the program
♦ Feedback to the students
♦ Change in faculty/programs
“We want graduates to be able to function in a collaborative manner with other health care professionals as members of an interdisciplinary team providing care”

Joseph Fantone, MD, UF senior associate dean for education affairs
Questions?