Global Interprofessional Study Abroad Impact on Nurse Practitioner and Medical Students Perceptions about Role Definition

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Learner Objectives

▪ Identify interprofessional education (IPE) core competencies
▪ Examine a study abroad IPE intervention
▪ Reflect on how the qualitative data reflects the value of the IPE model
▪ Conclude the value of global interprofessional education models

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Background

Fragmentation of care & poor communication between healthcare professions contributes to poor quality, high cost healthcare ---

While care delivered by well-functioning team’s decreases costs and improves clinical outcomes
Background

Educating health professions students about team-based care and how to work with other health professionals, known as Interprofessional Education ---

Provides the necessary skills to transform the US healthcare delivery system
Background

Educational models that successfully teach Interprofessional core competencies to our health professions students are needed
Interprofessional Core Competencies

• Values/Ethics for Interprofessional Practice
• Roles/Responsibilities
• Interprofessional Communication
• Teams and Teamwork
Nicaragua Interprofessional Study Abroad Program
Objective

Evaluate the impact of a 2 week IPE study abroad program on student’s perception about role definition
Methods

- Outcome-based summative program evaluation
- Convenience sample of 4 family nurse practitioner (FNP) students & 7 medical students.
Methods

IPE Model:
- 2 week immersion study abroad in Nicaragua
- Students provided patient care in FNP/medical student teams
- Students attended debrief sessions
- Students/faculty stayed at the same hotel, ate meals together, shared free time
Methods

- Web-based anonymous questionnaire
- Included open-ended question per role of nurse practitioners and physicians in healthcare

Administered
- Before departing for Nicaragua
- Immediately upon returning from Nicaragua
- 2 months after returning from Nicaragua
Methods

- Several open-ended questions were added to the post-experience questionnaires.

- The questions inquired about the impact of the study abroad on future clinical practice and impressions about learning with students from another health profession.
Results

Phenomenological analysis compared medical student’s responses to FNP student’s responses.

Both groups responded similarly when asked about learning with each other.
Results

Common themes:

➢ Great experience
➢ Enhanced learning
➢ Well working teams
Results

- **FNP students** – the study abroad experience highlighted a lack of knowledge as compared to medical students

- **Medical students** - greater learning occurred because of working with FNP students who were experienced nurses
Results

When asked about applying the study abroad experience to clinical practice:

➢ No FNP students identified learning with medical students as impactful

➢ One medical student stated learning with FNP students provided needed preparation for future clinical practice
Results

Dichotomy found per role of each other’s profession in healthcare delivery ---

Pre-study abroad: No medical student responses
Post-study abroad: 4 of 5 medical students responded with the theme of hierarchy; FNP students labeled as physician extenders, FNPs are supervised by physicians, are below physicians
Results

FNP Student responses were hierarchical ----

Pre-study abroad: Physician serves as a reference and resource

Post-study abroad: Physician is the health professional that guides patient care
Limitation:
Small sample size
Conclusions

- Although students worked in FNP/medical student teams and IPE core competency content was provided, an understanding of collaborative practice was not reflected in the qualitative data.
Conclusions

Post the IPE immersion model experience – students continued to use hierarchical terms to describe the relationship between the professions
Conclusions

More research is needed in order to create IPE models that can transform clinical practice:

- Creative models that are “outside the box”
- Global education models
- Immersion education models
- Development of valid and reliable instruments
Implications

Global models of education can also serve to promote interprofessional clinical practice around the world!
Thank you to the Nicaraguan People
References


References


References


