

Blending interprofessional education and population health: Helping students gain interprofessional skills and confidence

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From Silos to Collaboration for veteran health



Objective: Identify innovative and practical strategies to blend interprofessional education (IPE) with population and community health



- An IP faculty teaching team developed four independent hybrid modules based on the 2011 IPEC competencies (IP Education Collaborative Expert Panel 2011) blended into veteran population health.
- Many graduates of health science programs seem to lack the skills and confidence to incorporate multiple providers' perspectives when designing coordinated care outcomes (Cahn, 2014).
- A longitudinal cross-sectional study using the Interprofessional (IP) Attitude Scale and anecdotal data to study student perceptions of IP work over four consecutive semesters.



Why Veteran Population?



Distinct Diverse Sub-Culture

- Possess a unique set of roles & responsibilities
- Defined ethical code
- Specific language & communication practices
- Expect teamwork

IPEC Competencies (Interprofessional Education Collaborative)

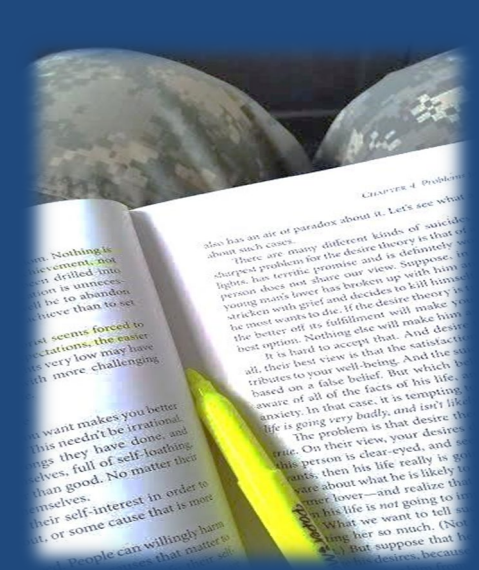
- ❖ Professional roles & responsibilities
- ❖ Professional code of ethics
- ❖ Intra- and Inter-professional communication
- ❖ Teamwork & Collaboration

Triple Aim

Improve Patient Experience, Improve Population Health, Reduce Cost

Pedagogy

- ❖ Four independent modules (ethics, roles, communication and teamwork)
- ❖ Veteran community members design case studies & volunteered to be standardized patients
- ❖ Learning experiences occur online and face-to-face using classroom, clinical and community settings
- ❖ Examples of the learning experiences include
 - Veterans who experienced sexual trauma,
 - Environmentally acquired conditions (e.g., cancer, stress, amputation, head trauma)
 - Observation of dynamic IP teams modeled by VHA Patient Aligned Care Teams (PACT)



Student Willingness to Work Interprofessionally

Interprofessional Attitude Scale (IPAS)

- 37 Likert-type questions
- Subscales:
 - Teamwork
 - Roles & Responsibilities
 - Biases
 - Community Centeredness;
 - Diversity & Ethics
- Pre-Post Course
- 4 consecutive semesters

Nonparametric Calculations

Anecdotal Data

- Six structured questions
- Perceptions of professional obligations
- Barriers to IP work
- Collected through
 - End of course surveys
 - IP team quizzes
 - Reflection papers
 - Video reports
 - In-class presentations
 - Observed face-to-face patient interviews

Qualitative Description

Findings

- **IPAS:**

- **Nursing** student cohort attitudes toward teamwork, community centeredness, and professional biases improved significantly with medium to large effect sizes ($N = 162$, $r = .33$ to $.62$).
- **Physical Therapy (PT)** perceptions significantly increased on communicating across cultures ($N = 17$, $r = .49$)
- **Compare nursing with PT** trended positively toward teamwork, community centeredness, and bias with small to medium effect sizes ($r = .14$ to $.27$)

- **Anecdotal:**

- Early - Disconnects between various professions and healthcare systems
- Midway - More aware of professional identity and blended responsibilities as a member of an IP team
- End - Gain in understanding own and other professions' practice and honed communication skills and IP collaboration

Take Aways

- ❖ Shared learning beneficial especially using small IP group projects
- ❖ Intra- and inter-professional communication key to planning coordinated care
- ❖ Advocacy for health care is more powerful when intra-professional voices join in
- ❖ Decreased perceptions related to prejudices or assumptions about health professionals and/or students from other disciplines

“I came to this class a little intimidated by the other disciplines....This fear started to fade away as I saw the other disciplines truly value my input. It gave me confidence when introducing an idea that I thought was important....We are all caring for one patient, and this experience helped me feel more confident approaching a professional outside of mine to help a patient meet their health goals.”



There is no one ideal IPE Approach

Pre-professional IPE curricula embedded within a content saturated education schema is challenging, yet possible through the shared commitment of IP faculty and the use of creative educational approaches

Long Lasting affects

- Willingness to engage in IP work
- Ask the Question "*Have you ever served?*"
- Professionally thank a veteran for their service

