Uniting Four Universities and Eight Professions to Transform Interprofessional Collaboration and Practice

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Objectives

1) Describe the infrastructure of the built
2) Discuss student outcomes
Call for and Difficulty with IPE

• Educating health care professionals to provide patient-centered care

• Programs developed that:
  • introduce students to roles and responsibilities
  • provide experiential opportunities to work together

• BUT
  • Lack of integration between education programs
  • Competing interests; Rigorous curricular needs
  • Schools with limited healthcare professional programs
Faculty Champions

- Nursing
- Physical Therapy
- Clinical Counseling
- Dental Hygiene
If You Build It They Will Come

- Old Dominion University
- Eastern Virginia Medical School
- Hampton University
- Virginia Wesleyan College
Health Care Professionals (n=170)

- **Nursing** - FNP, CNS (MSN & PhD) (n=20)
- **Dental Hygiene** - (MS) (n=4)
- **Physical Therapy** - (DPT) (n=32)
- **Mental Clinical Counseling** (MS & PhD) (n=10)
- **Athletic Training** (MS) (n=2)
- **4th Year Medical Students** (n=60)
- **Pharmacy** (PharmD) (n=16)
- **Other** (Speech Language Pathology etc. ) (n=26)
2-Week Rotation

**Goal**: To bring students from different professions and different universities together to break down silos

**Phases**

- **Phase 1**: Virtually based knowledge acquisition
- **Phase 2**: Face to face emersion + Telehealth
- **Phase 3**: Virtually based application of knowledge
Nuts and Bolts of Infrastructure

• Once a month rotation
• Faculty share work-load
• Each faculty member “owns” a part of the program
• Each program manages student requirements differently:
  – Scheduling
  – Requirements
  – Grading
Student Outcomes

• Student outcomes assessed by variety of tools
  – Team Careplan focus Goal Area
    • Oral report
  – Pre and Post Survey Questions
    • IEPS: Interdisciplinary Education Perception Scale
    • Telehealth Etiquette Survey
  – Review of teams created website or mobile application
    • Oral Report; Rubic
Careplan

• 69-year old African American female with multiple chronic conditions
• Recent stroke
• Right-sided weakness
• Aphasia
• Isolated from family
# Survey Results

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Pre Mean SD</th>
<th>Post Mean SD</th>
<th>P-value and Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERDISCIPLINARY EDUCATION PERCEPTION SCALE</td>
<td>1.9 (.30)</td>
<td>1.8 (.30)</td>
<td>.008 ES=.33</td>
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<tr>
<td>TELEHEALTH ETIQUETTE</td>
<td>1.7 (.39)</td>
<td>1.4 (.39)</td>
<td>.0001 ES=.75</td>
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</tbody>
</table>

N=79 pairs (46%)
Examples of Student Projects

• **Website**
  • Support for Patients with Prosthetics
  • Diabetes Management

• **Applications**
  • Understanding Medical Research
  • Medical Transportation Support
  • Osteogenic Sarcoma Teen Support
Student Comments

• “I have never had a team experience that has worked better”

• The experience helped to develop my intercollaborative communication skills”

• “Allowed for team learning, IP collaboration, and critical thinking skills”

• “Loved working with other health professionals, facilitating critical thinking, working with complex cases”

• “Realism, variety, having more than one person to talk to, working as a team”

• “The feedback from faculty from different professions”
Changes-Measurement

• Need for valid and reliable tools to measure teamwork during the rotation
e.g. Interprofessional Attitudes Scale

• Need to report psychometrics for Telehealth Etiquette Tool
Overview

• High satisfaction from both students and faculty per comments
• Rapid team growth
• Rapid development of interprofessional skills
• Realistic and safe learning environment
• Students are able to create team based projects virtually in less than one week
QUESTIONS??