

DOCTOR OF NURSING
PRACTICE PROGRAMS

transforming lives

**If DNP Providers Build It,
Others Will Come:**
*Uniting four Universities and nine
Professions to Transform
Interprofessional Collaboration and Practice*

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DOCTOR OF NURSING
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EVMS



Virginia
Wesleyan



Hampton University


OLD DOMINION
UNIVERSITY
IDEA FUSION

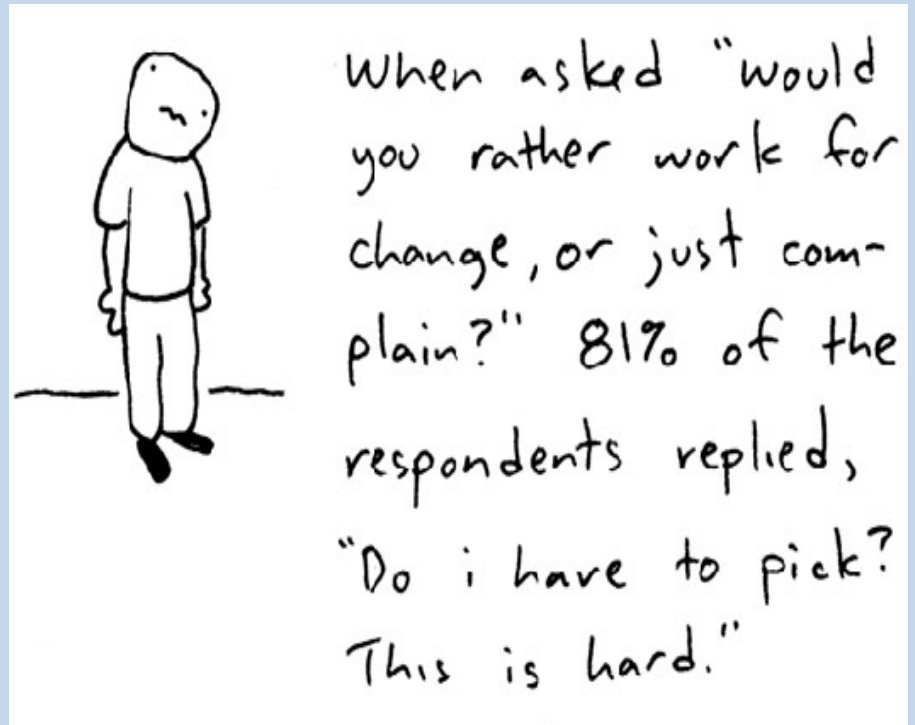


HRSA

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Healthcare Has to Change

- High Costs
- Poor Outcomes
- Aging population
- Multiple Chronic Illness
- Limited Access
- Shortage of Providers
- Silos



Background

- Healthcare is in crisis
- Nursing has an opportunity to make a difference.
- *The Future of Nursing: Leading Change, Advancing Health*
- Time to be empowered interprofessionally:
 - Teamwork
 - Advocacy
 - New Models (Telehealth)

Interprofessional Education



“When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes” (WHO, 2010)

World Health Organization (WHO). 2010. Framework for action on interprofessional education & collaborative practice. Geneva: World Health Organization. Retrieved from:
http://apps.who.int/iris/bitstream/10665/70185/1/WHO_HRH_HPN_10.3_eng.pdf?ua=1

Call for Interprofessional Education

- The IOM and the IPEC Panel have challenged educational programs to:
 - create interprofessional educational programs
 - assure interprofessional skill development of teams
- Programs have been developed that:
 - introduce students to roles and responsibilities
 - provide experiential opportunities to work together
- Too often students are placed together but remain side by side working in silos



Benefits to Interprofessional Collaboration

- Improved patient-centered care related to:
 - Cost
 - Efficiency
 - Safety
 - Outcomes
- Improved health care provider job satisfaction
- Stronger healthcare system

Barriers to Interprofessional Collaboration

- Lack of integration between educational programs
- Competing interests
- Rigorous curricular needs
- Colleges and Universities preparing healthcare professionals that are not affiliated with medical schools or medical centers

Objectives

- By the end of the presentation participants will be able to:
 1. Create an infrastructure that will support interprofessional education and collaboration
 2. Provide a two week long rotation that will engage participants in interprofessional collaboration.
 3. Develop projects and practice models that embrace interprofessional collaboration.

Creating the Infrastructure



DNP Providers/Faculty

- Uniquely positioned to address the barriers and answer this call for interprofessional collaboration:
 - Clinical experts
 - Real life interprofessional relationships
 - Educators beyond the academic walls
 - Embrace the importance of interprofessional collaboration & education

DNP as IPE Champion

- HRSA Funded ANE Grant (2012-2015)
- Lead by DNP IPE champions
- Began with the following members from one university:
 - Advanced Practice Nursing (DNP, NP, CNS)
 - Physical Therapy
 - Clinical Counseling
 - Dental Hygiene
- HRSA Funded ANE Grant (2014-2017)

IPE Colleges and Universities

- Within 2-years the program expanded to four separate colleges and universities and nine professions



Professions (n=210)

- Nursing - FNP, CNS, Executives (MSN & DNP) (n=62)
- Physical Therapy (Doctoral) (n=44)
- Clinical Counseling (MS & PhD) (n=14)
- Speech Language Pathology (MS) (n=22)
- Athletic Training (MS) (n=8)
- 4th Year Medical Students (n=50)
- Dental Hygiene (Bachelors) (n=2)
- Social Work (Bachelors) (n=6)
- Pharmacy (Doctoral) (n=2)

Reasons Other Professions/ Schools Joined

1. Popularity of Experience
2. Diversity of Profession Involved
3. Cost of Experience
4. Interprofessional Collaboration of Leaders
5. Length of Program (2 week)
6. Experiential Emphasis
7. Networking
8. Meaningful Project
9. Innovative
10. SUCCESS!!



Two Week Rotation

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

- **Phases**

- Phase 1: Virtually based knowledge acquisition
- Phase 2: Face to face emersion & telehealth introduction
- Phase 3: Virtually based application of knowledge

Phase 1

1st week

- 4-5 person student teams “met” virtually via an online platform
- IP teams were guided through 5 learning modules
- Teams collaboratively developed a plan-of-care for patient with multiple chronic conditions



IPE Rotation (week 1)

- Asynchronous via Blackboard
- 5 modules
 - IPE
 - Healthcare Finance
 - Multiple Chronic Conditions
 - Ethics
 - Telehealth
- Group Careplan
 - Stroke Patient
 - All disciplines
 - 5 modules

Phase 2 IPE Rotation (Week 2)

Beginning of 2nd Week (Monday at EVMS)

- One-day face-to-face experience
- Careplan Competition
- EVMS Standardized Patient Program
- Ethics
- Behavioral Tendencies
- Imposter Syndrome
- Telehealth



Careplan

- 69-year old African American female with multiple chronic conditions
- Recent stroke
- Right-sided weakness
- Aphasia
- Isolated from family
- Patient at Center



Is this an example of interprofessionalism?

I don't want to seem like I think I'm always right, but I am and that's why it comes across that way.



som^{ee}cards
user card

Standardized Patients

- Students work in safe environment to learn collaborative practice
- Scenarios were developed to provide complex “real life” issues for students to work through
- Students have done online group work prior to the experience
- Experience is completed via telehealth

Two Cases

Teen with Osteosarcoma

- Oral lesions from chemotherapy
- Difficulty with ambulation
- Depression
- Refusing treatment
- Soon 18 and able to make own health care decisions



Older Vet with BKA

- Recently separated from wife
- Long term alcohol and tobacco abuse
- New wound to stump
- Poor oral hygiene/health
- Agent Orange exposure in past
- Feels ignored by VA
- Estranged from children
- Can't work now



SP Session

- Teams met with SPs via Telehealth
 - Review case (15 min)
 - Met with SP dyad (15 min)
 - Group self-assessment and planning (10 min)
 - Follow up meeting with SP dyad (15 min)
 - Evaluation by SP and faculty (15 min)

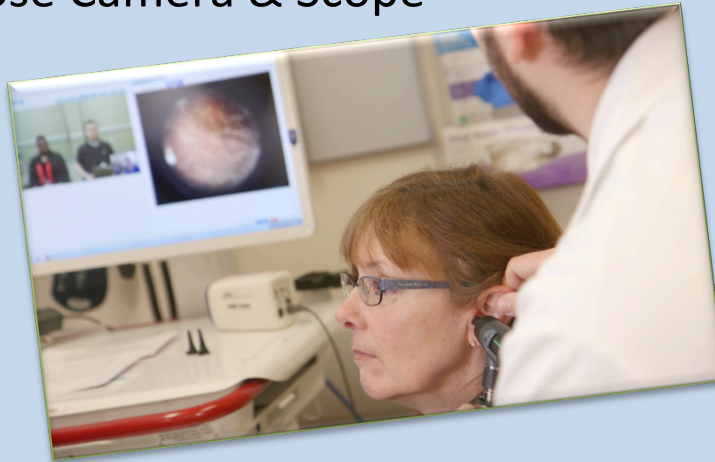


SP Session

<<<<< VIDEOS of SP EXPERIENCE? >>>>>

Simulations with TH Equipment

- Teams interacted with the Telehealth equipment
 - Home Monitoring Equipment
 - AMD Telecart
 - Stethoscope
 - Examination Camera
 - Dental Examination Camera
 - Multipurpose Camera & Scope
 - i-Phone



Measurements of Professional Talk time

	MD	DPT	FNP	Counsel	Speech	DNP
Pre-Ped	19.1	12.3	15.7	12.7	13.4	26.7
Post-Ped	22.0	16.6	11.0	16.8	14.7	18.9
Pre-Vet	14.8	13.6	10.9	10.0	12.3	21.9
Post-Vet	20.9	16.8	9.3	9.3	15.6	21.8

Group						
First 15 minutes	Name					
	Discipline					
	Case (Vet. or Ped)					
	a.m. or p.m.					
	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	11					
	12					
	13					
	14					
	15					

Phase 3

2nd Week

- Completed virtually (WebEx)
- Student teams developed
 - Mobile applications
 - Websites
- eHealth applications designed around SP needs
- Teams presented eHealth applications via WebEx
- Students were allowed time to reflect on the experience and personal growth

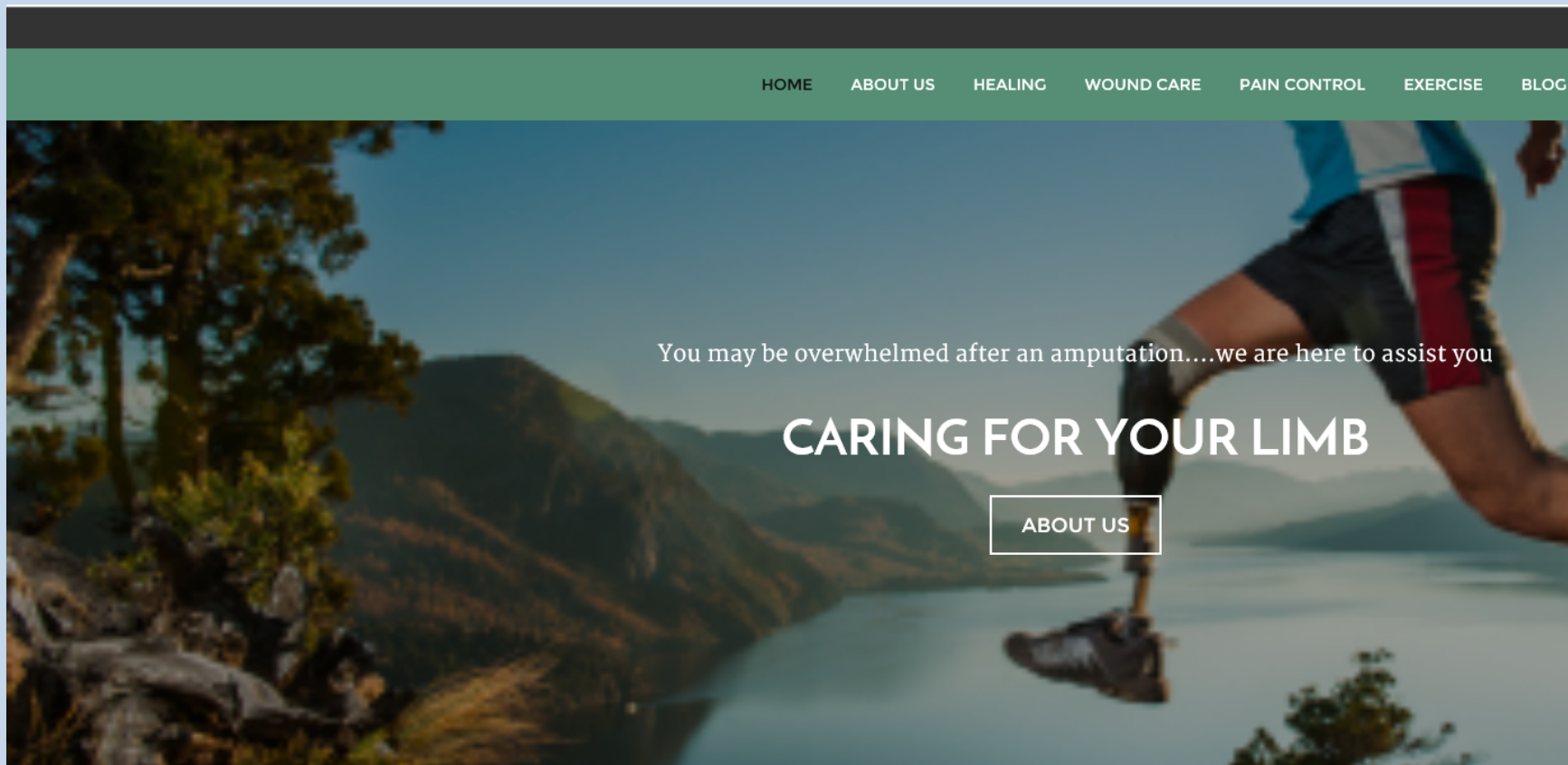
Student Outcomes

Group Care Plan

- Care plan video clip

Examples of Student Projects

- <http://caringforyourlimb.weebly.com/>



Other Examples of Student Projects

- **Website**
 - Support for Patients with Prosthetics
 - Diabetes Management
 - Pediatric Cancer Support
- **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”

“What if Anything did You Find Helpful in the Simulations?”

- Learned a lot about different professions, stuff that I can even use toward patients in my field as a dental hygienist
- Understanding the role of other professionals, understanding short term/long term goals
- Working with a team and formulating a team
- Appropriately simulated real-life conflicts
- Broad range of various health professions & faculty input/knowledge

“What would You Change to make the Simulations a Better Learning Experience?”

- I think having more time to delineate and collaborate
- More interacting with the SP' s would be helpful
- Integrate more DH peers & Occupational Therapy
- Differentiate between PT & AT & the roles of each
- Add a third SP Case

Overview

- High satisfaction from both students and faculty
- 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 that are at the caliber of published work

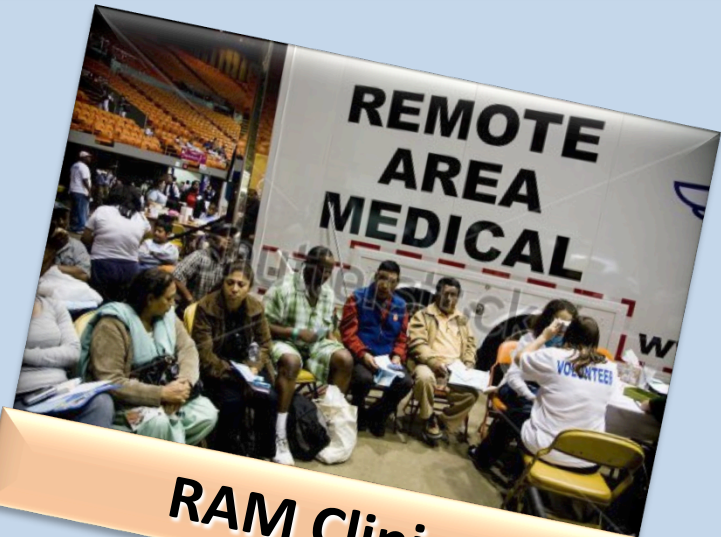
Future Plans

- More professions interested in joining
 - Environmental Health
- Continue to gather qualitative and quantitative data on the SP experience
- Publish results

Practice Change



Student Run Clinic



RAM Clinic



Health Wagon

QUESTIONS??
