


# **INTERDISCIPLINARY EVALUATION TEAM AS A MODELING APPROACH FOR FNP/DNP STUDENTS**

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The background is a dark blue gradient with faint, glowing circular patterns and a scale on the right side. The scale is a circular dial with numbers from 80 to 210. There are also some faint circular arrows and lines scattered across the background.

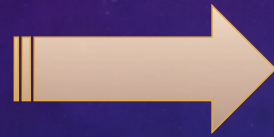
“Interprofessional education involves educators and learners from 2 or more health professions and their foundational disciplines who jointly create and foster a collaborative learning environment. The goal of these efforts is to develop knowledge, skills and attitudes that result in interprofessional team behaviors and competence. Ideally, interprofessional education is incorporated throughout the entire curriculum in a vertically and horizontally integrated fashion.”

# INTERDISCIPLINARY EDUCATION TEAM

- Faculty/Student dyad for each discipline
- Assessments done in disciplinary dyads
- Full team meeting to present findings
- Most pertinent disciplines selected for Focused Patient Results
- Registered students MUST attend weekly lectures by each discipline presenting scope of practice
- All students attend both one assessment session AND the full team meeting for that particular patient
- Assessments and Team Meeting are available via distance learning
- Three Patients/Clients are evaluated each Spring semester

# Interdisciplinary Education Team Model

Audiology  
Dental Hygiene  
Speech/Language  
Psychology  
Occupational  
Therapy  
Physical Therapy  
Social Work  
Dietetics  
Nursing



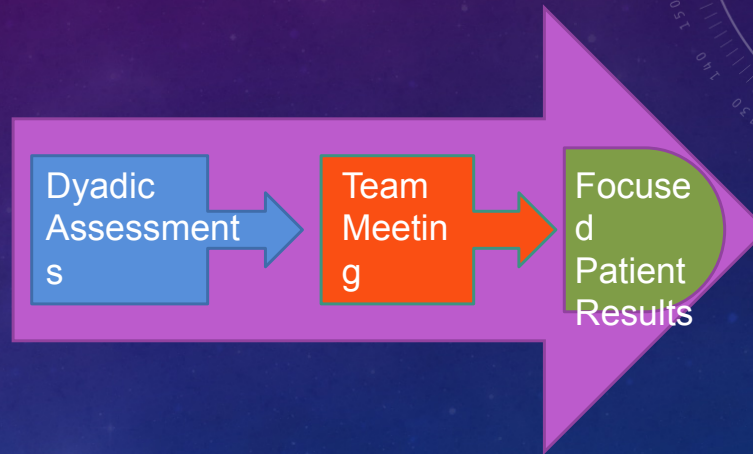
Dyadic  
Assessments



Team  
Meetings



Focused  
Patient  
Results



# ROLE OF THE FNP/DNP STUDENT

- Opportunity to participate in interdisciplinary educational experience
- Supported by faculty member (present for all interactions)
- Student does the assessment and write-up
- Student does team meeting presentation
- Three clients are evaluated each semester
- Student also participates in the Professional Role lecture which is live in classroom as well as a distance learning component
- Student “earns” clinical hours for participation

# STATUS OF IPE @ ISU

- Fragmented
  - IET course (Pharmacy, Medicine, Physician Assistants, Radiology, EMS not included)
  - Interdisciplinary Affairs council (primarily driven by pharmacy)
  - College of Nursing not well represented in terms of overall participation
- Challenge to pull on-campus & distance learning students together
- Commitment by all disciplines

# POSSIBLE SOLUTIONS

- First, a clinic on campus where-in all disciplines work side-by-side with complex patients
- Second, a designated Learning Unit (DEU) at the local medical center, again with all disciplines represented
- Third, institution & community commitment to the process

# SIGN OF THE TIMES

- DNP students **MUST** be prepared to participate in Interprofessional teams as both a contributing member **AND** as a leader
- Patient-Centered Medical Homes provide an opportunity for participation and leadership
- Doctorally prepared Nurse Practitioners **WILL** be part of the solution for access to high quality care



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