Interprofessional Education: Embracing the Difference Caring Makes in Nursing Education and Practice

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Maureen Rubin, PhD
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The Future of Nursing Leading Change, Advancing Health (IOM)

Nurses should be full partners, with physicians and other health care professionals, in redesigning health care in the United States.

Background

• IOM (2003), Health Professions Education: A Bridge to Quality - “All health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches and informatics.”

• WHO (2010) Interprofessional education is essential to prepare “collaborative practice-ready” workforce.
Interprofessional Education

- Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care. (CAIPE, 2002).

Interprofessional Education

- When two or more health disciplines learn together and have the following elements:
  - collaboration
  - respectful communication
  - reflection
  - application of knowledge and skills
  - experience in interprofessional teams

Core Competencies

- Values/Ethics
- Roles/Responsibilities
- Interprofessional Communication
- Teams and Team Work
Core Concepts

- **Interprofessional Teamwork**
  The levels of cooperation, coordination, and collaboration characterizing the relationships between professionals in delivering patient-centered care

- **Interprofessional Team Based Care**
  Care delivery by intentionally created, usually small works groups in healthcare, who are recognized by others, as well as by themselves as having a collective identity and shared responsibility for a patient or group of patients


Principles of Interprofessional Competencies

- Able to integrate across learning continuum
- Sensitive to systems context/applicable across practice settings
- Applicable across professions
- Stated in language common and meaningful across professions
- Outcome driven

2011 American Association of Colleges of Nursing, American Association of Colleges of Osteopathic Medicine, American Association of Colleges of Pharmacy, American Dental Education Association, Association of American Medical Colleges, and Association of Schools of Public Health.

Principles of Interprofessional Competencies

- Patient/family centered (aka “patient centered”)
- Community/population oriented
- Relationship focused
- Process oriented
- Linked to learning activities, educational strategies, and behavioral assessments that are developmentally appropriate for the learner

2011 American Association of Colleges of Nursing, American Association of Colleges of Osteopathic Medicine, American Association of Colleges of Pharmacy, American Dental Education Association, Association of American Medical Colleges, and Association of Schools of Public Health.
South Texas Access to Recovery (STAR):
A Vision for Enhancing Community Behavioral Health in South Texas

A multi-pronged program to train new behavioral healthcare providers for the South Texas region while simultaneously increasing access to care for vulnerable individuals.

Initiated through a $5.3 million grant from the Methodist Healthcare Ministries.

(January 2012 - 2016)

Creation of a patient-centered integrated model that includes telepsychiatry and utilizes the interprofessional training model addressing coordination of care.
South Texas Access to Recovery (STAR): A Vision for Enhancing Community Behavioral Health in South Texas

A new Transitional Care Clinic (TCC) provides a seamless linkage to mental health services for patients referred from local ERs and inpatient units with next day appointments, up to 90 days of care and links to appropriate resources.

Framework for Action on Interprofessional Education


Transitional Care Clinic

- Interprofessional practice
- Interprofessional education
Transitional Care Clinic

- Interprofessional (IPE) Team identified common elements across disciplines.

Transitional Care Clinic

- Community Psychiatry
- Discipline Specific
- Interprofessional Competency Focus
  Not only who brings what to the table but how to work together to achieve patient centered outcomes

Common Elements

- Psychiatric Evaluation
- Differential Diagnoses using the DSM (IV-TR)
- Development of comprehensive treatment plan including medication management and therapy
- Referral for additional services
- Follow-up
Interprofessional Learners

N6101 Advanced Mental Health Concepts: Clinical Applications (required graduate course for all nurse practitioner majors)

Graduate nursing student assigned to TCC for clinical rotation.
Preceptor of record - Psychiatric Mental Health Nurse Practitioner faculty/provider

Interprofessional Learners

- Clinical Supervision by faculty member
- Graduate nursing student ability to meet clinical objectives as part of interprofessional team
- Conduct of psychiatric evaluations with Psychiatric Mental Health Nurse Practitioner and Psychiatric Residents

Interprofessional Learners

- Case development and presentation as part of interprofessional team
- Appreciation for the various roles of the interprofessional team (especially that of Social Work when working with vulnerable populations)