Inpatient Interprofessional Learning: Using a Systems Based Hospital Improvement Plan

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Background

- 2010 WHO report: Framework for Action on Interprofessional Education and Collaborative Practice
- CWRU, Josiah Macy Jr. Foundation Grant, 2010-2014
- Interprofessional Learning Exchange & Development (I-LEAD) Program:
 - Build a collaborative, comprehensive, and continuous interprofessional curriculum.
 - Prepare graduates for patient-centered interprofessional collaborative practice.

The In-Patient Shared Learning Experience SON and SOM

Student Learning Objectives:

- Improve understanding of each other's role in patient care.
- Share insights and perspectives on the full trajectory of care for an acutely ill patient.
- Develop an effective collaborative interprofessional patient presentation for their peers.

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Challenges

- Differences in curricular schedules: SON 16 week semester schedules; SOM blocks with varying schedules
- Geographic issues
- Differences between the number of students in the disciplines' clinical cohorts
- Learner differences in educational backgrounds
- Supportive, knowledgeable faculty leaders and facilitators
- Regulatory and hospital system issues and requirements

Putting It All Together

- Graduate entry nursing students (post baccalaureate) in their final semester critical care clinical rotation paired with third year medical students in their in-patient medical clerkship rotation.
- Northeast Ohio Level 1 Trauma Center: high acuity, diverse population
- IPE experienced nursing and medical faculty
- Planned formal IPE project evaluation

Teaching Tools

- SHIP Template
- ANA: The Nursing **Process Handout**
- NANDA: Nursing **Diagnosis** List
- **TeamSTEPPS**

Assignments

- AM Rounding with SOM faculty on acute in-patient units
- Afternoon Shadowing in the SICU
- Student dialogue (SHIP Template)
- SON facilitator led debriefing • session at the end of each day
- **Patient Presentation**

Nursing

Diagnosis



TeamSTEPPS

6.



Systems (based) Hospital Improvement Plan or SHIP Template

- **Pre-admission:** Consider factors such as access to healthcare, cost, adherence, continuity of care, cultural issues, etc.
- Hospitalization Evaluation: What has gone well during the hospitalization? What could be improved?
- **Transitions of Care/Discharge Planning:** What factors will be important to achieving and maintaining the highest possible quality of care for this patient as s/he leaves the acute care in-patient unit.
- **Patient Safety:** Identify tools/methods that promote effective communication and teamwork between HCPs within the hospital setting.

Implementation

- The students were informed about the IPE by their respective clinical faculty.
- A meet and greet luncheon and briefing session was held to introduce the students, orient them to the IPE activities, and randomly assign them in nursing and medical pairs.
- Over a three or four week period the students completed the various learning activities.
- At the end of each year's IPE three evaluation tools were completed.
- Based on student feedback each year, small changes were made for the next years' IPE learning experience to improve the quality of the experience.

Changes Made Based on Student Feedback

• The first year student pairs were required to meet outside of the hospital setting each week on their own time to discuss the patients they saw on the units together .

Student feedback was very strong that this was beyond the scope of the IPE for practical reasons, such as schedule conflicts and other school commitments. This was discontinued and an additional day on the units was added the following year.

• The second year student group recommended that more structure be provided for group discussion.

For the 3rd year, a fourth component to the SHIP Template was added with a focus on patient safety.

• The third year student group has recommended more time on the units and spending one complete day in the SICU together.

Patient Presentation

On the last day, students met as a group and selected one acutely ill SICU patient from those they had presented to each other and visited together.

They developed a slide presentation for the 3rd year medical student class, presented in a formal learning forum:

- Students examined the full trajectory of care for the patient, expressing a balanced perspective from both nursing and medicine (SHIP Template).
- Each student shared what they learned about each others roles in patient care and how it felt to be part of an interprofessional team.

Evaluation

The purpose of the evaluation was to examine the **students' perspectives on the effectiveness of the In-Patient Shared Learning Experience** for the **development of interprofessional competencies**.

Retrospective, mixed methods evaluation:

- 1) A quantitative standardized questionnaire that also included two qualitative open ended questions.
- 2) A quantitative self-report pretest posttest survey (ICCAS).
- 3) A qualitative questionnaire with three open ended questions.
- 4) Completion of the systems-based hospital improvement plan (SHIP) Template and Patient Presentation.

(See Handout)

1) Evaluation Results

The students' satisfaction was consistently **positive for value** of the experience and reflected the students' perception of **meeting the learning objectives**.

The first year's students identified several **barriers** to their learning, including scheduling conflicts and insufficient time allocation.

The responses of the students to the open ended questions provided **depth to the quantitative tool** and solicited a wealth of **suggestions for future activities**.

(See Handout)

What is one suggestion for improvement of future activities?

"It was difficult to find mutual/convenient times to meet because we each had different schedules. Need a better or more flexible schedule."

"I would like more group sessions with nursing students and medical students sharing their experiences with each other and generating discussion together in addition to the one-on-one sessions."

"I think it would be nice for the medical students to see what a full day is like for nursing and the tasks involved, rather than presenting the patient and being there for a couple of hours." What impact did it have on how you view yourself, your role, and your education thus far as a healthcare professional?

"I felt more confident about my patient interactions, skills and my ability to comprehensively explain my patient to someone outside of my profession."

"This activity helped me to better understand the roles on the healthcare team, and how I can interact with the team to promote effective communication and better patient care."

"I felt validated as a future nurse and felt like an important player on the healthcare team after this experience. Previous to this experience, I did not feel like I had much of a voice."

2) Evaluation Results

The nursing students' and medical students' self-reported learning suggests that engagement in the IPE experience had a **positive effect** on the students' perception of their **collaborative interprofessional competencies**.

The students' self-reflections indicated that **a new understanding** of their **professional role** and that of the others' led them to feel more **self-confident** and to have **respect** for other professions.

They identified the importance of **effective communication** and that **collaboration** and **interdisciplinary teamwork improves patient care**. What is one thing you learned that you will take away from this activity?

- "Biggest take away is that working closely with the nursing staff seems to provide an avenue to effectively approach patient care in a detailed and 'whole person' focused manner."
- "The amount of overlap between MD and RNs is huge, but miscommunication often leads to poorer care."
- "Involving each member of the team is crucial to ensuring that concerns are heard and addressed. We must work as a team in order to effectively treat and care for patients."

How did it feel to learn together during the shared activity? Please describe your experience: what went well, what was most difficult, what surprised you the most?

"I was very surprised at how thorough their patient evaluations are – nurses know patients better than we do! Also, seeing what they do helped me realize how I should phrase questions/what kind of information we should be communicating about.

"It was an interesting experience working together. We both had our strengths and weaknesses that complimented each other to optimize patient care.

"I became aware of my limited clinical knowledge at this stage of my education and how much I can learn from nursing."

3) Evaluation Results

There were three major themes derived from the students' feedback:

- a) Understanding **professional roles** leads to **selfconfidence** and **mutual respect**.
- b) The importance of **communication and collaboration skills** in healthcare.
- c) Interdisciplinary teamwork improves patient care.

Based on the learning during this activity, what if anything do you plan to do differently when interacting with other professionals in your future clinical work?

"I will keep an open mind and be more respectful of each team member's role and take into account what s/he brings to the team."

"I plan to actively seek out nursing, PT, OT, CCPs, etc. to ask them about their thoughts on the care of a patient and hopefully it will lead to better patient care."

"Be more confident about patient assessments and advocacy – the MDs rely on us for input and advice and we rely on the same from them. It is imperative that we work as a team."

4) Evaluation Results

The nursing students' and medical students' learning was reflected in their **ability to successfully collaborate** and demonstrate an effective **team approach** in gathering data, completing the SHIP Template, and developing the Patient Presentation for their peers.



Lessons Learned

- A serendipitous finding was the students' development of **team cohesiveness**. The nursing students' critical care course required them to create and present an educational poster presentation for the nursing staff in the SICU. When the medical students learned about it they offered suggestions and feedback to the nursing students. Several of the medical students chose to attend the presentation in a show of support.
- Observations in the third year of the IPE supported the use of TeamSTEPPS to emphasize patient safety, foster meaningful interaction among the students, and provide more structure for group discussion and teamwork.
- When students are given the opportunity to **practice collaboration in the clinical setting**, they are able to apply and share their knowledge, skills, and perspectives in a way that they feel is **immediate and relevant to their learning**.

Conclusions

- We found supportive evidence of the effectiveness of the IPE experience and that the **quantitative and qualitative findings were consistent**.
- Meaningful clinical IPE experiences are **possible and sustainable**, including the ICU setting.
- Leadership support and IPE experienced faculty facilitators are essential.
- **Student debriefing sessions** are critical from both logistical and pedagogical perspectives.
- **Continual evaluation** is necessary to ensure **quality improvement** and **sustainability** of IPE experiences.

Questions?



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