

Recommendations for Creating an Online Learning Module for Interprofessional Collaborative Practice Competencies

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Exemplars of Module Slides

**Interprofessional Education:
Learning Together, Working Together**

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Definitions: Interprofessional Education

“Occurs when two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.”

(World Health Organization [WHO], 2010, p. 3)

A Day In the Life Of...

Please select one of the following videos to watch. When you are done, click the **Finish** button.

- Occupational Therapist
- Physical Therapist
- Clinical Pharmacist
- Registered Nurse
- Mental Health Nurse Practitioner
- Speech Pathologist
- Social Worker
- Physician Assistant
- Physician: Neurosurgery
- Physician: Hospitalist

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Teamwork

“Set of interrelated knowledge, skills & abilities which facilitate a coordinated, adaptive performance of one’s teammates, objective and mission.”

(TeamSTEPPS, 2015, p. 4)

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Background

A primary strategy to decrease health disparities for vulnerable populations and lower health costs is to provide culturally responsive care in interprofessional collaborative practice (IPCP) settings. Our funded initiative, *Teaching Today’s Students for Tomorrow’s America* (TTSTA), implemented a model of interprofessional education (IPE) for clinical learning. It prepares health care providers (HCPs) and students to meet the unique health needs of immigrant and refugee (I&R) populations. We also provided an IPCP environment for staff and students in nursing, social work and other health professions in the project’s Community-Centered Health Home. Our goal was to educate current staff and the next generation of health professionals on IPCP competencies (IPEC, 2011) and on culturally responsive health care for I&Rs. For each topic, the project team developed, implemented and evaluated an hour-long, web-based, asynchronous learning module. Interprofessional health care providers and students, directly affiliated with TTSTA or from clinics or courses focusing on vulnerable populations, completed the modules.

TTSTA Vision & Mission

TTSTA Vision: Health equity for Milwaukee immigrants and refugees that transcends social determinants of health. This can be accomplished by expanding the refugee Community-Centered Health Home model through interprofessional collaborative practice and interprofessional education environments across sites and systems.

TTSTA Mission: The TTSTA project offers an innovative, interprofessional, and culturally responsive approach to improving access to and quality of primary care for Milwaukee immigrants and refugee populations while educating health providers and students for collaborative practice environments.

Results Summary

- Average response to the 11 Likert-style questions was 4.52±0.22 of 5 total points
- All Module participants (n=25) strongly agreed an online format for asynchronous learning was preferred over classroom settings
- Free-response feedback noted participants liked the interactive format, links to additional resources, and content on the roles of various health professionals

Conclusion

- Participants found the IPCP module content relevant, understandable, and attractive
- Asynchronous online modules of an evidence-based, interprofessional curriculum was shown to be an acceptable method of training staff and future health care professionals to develop IPCP competencies
- The delivery method circumvented the challenges of divergent program schedules of HCPs and academic programs – one of the biggest challenges of implementing IPE

Lessons Learned

- Interactive, multimedia technologies engaged seasoned professionals and student learners.
- Content on high level concepts was easily understood through self-learning with interactive PowerPoints

Purpose

- This poster reports on the development and implementation of the TTSA Interprofessional Collaborative Practice Competencies Module and its user-end utility assessment

Design

- One-hour IPCP Competencies asynchronous clinical learning module developed by an interprofessional team of clinicians and educators in Fall 2015
- The university online learning environment supported interactive narrated PowerPoint content and web-based reflection question discussion
- Piloted Spring 2016 with utility assessment post survey

Method

- Quality improvement post-module survey, adapted from others in the literature, to evaluate module quality, usability and participant impressions
- 11-question Likert-style survey (e.g., strongly agree to strongly disagree) and an area for free-responses

Sample (N=25)

- Age: Mean = 35 years old, Median age = 30 years
- Gender: 23 (91%) of participants were female
- Project Role: 16 (64%) BSN students; 9 (36%) HCPs

Results

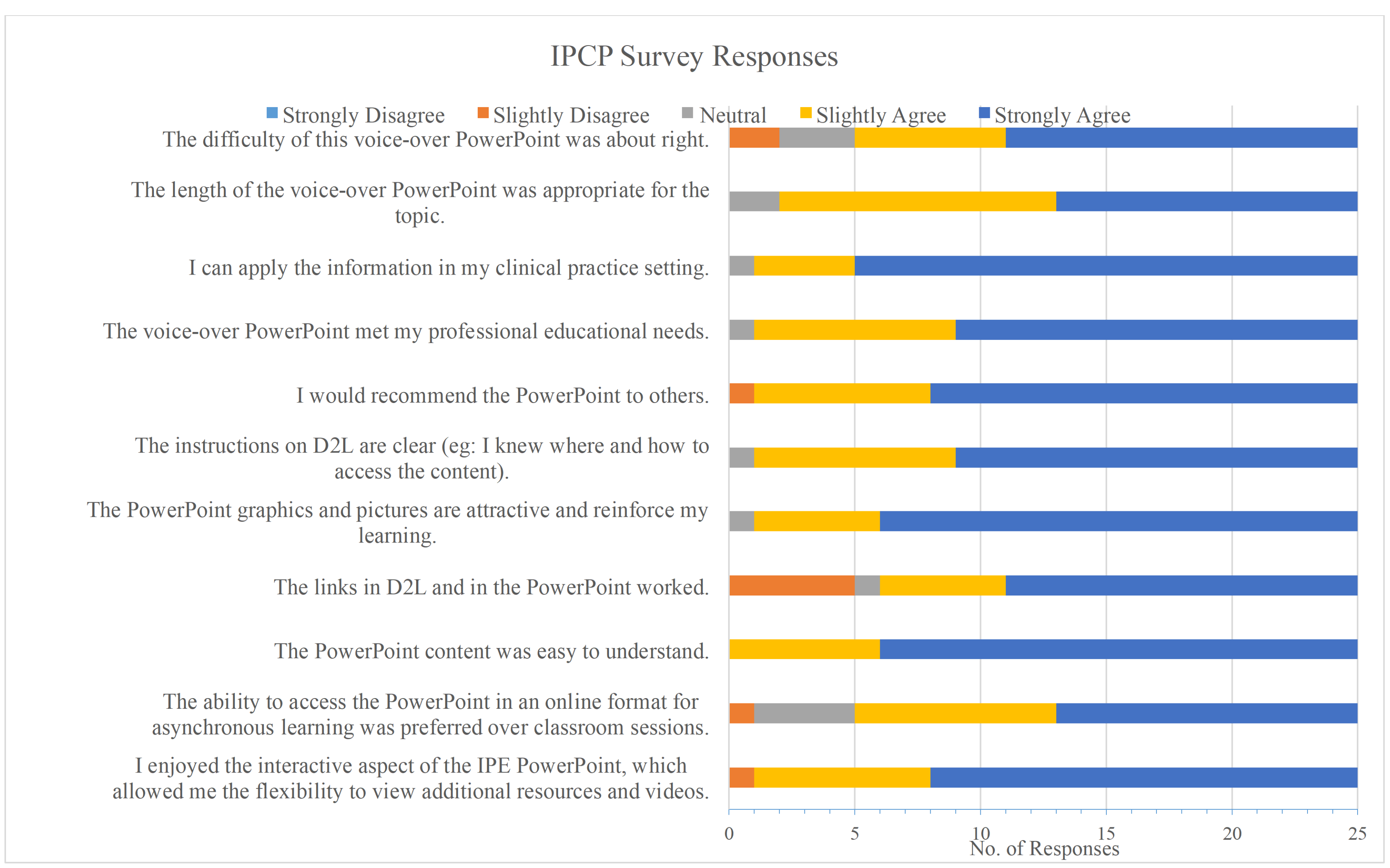


Figure 1: IPCPC Post-module survey Likert-like question results. 11 Likert-like questions statements were given with 5-point scale. 1 = Strongly Disagree, 2 = Slightly Disagree, 3 = Neutral, 4 = Slightly Agree, 5 = Strongly Agree. IPCPC = Interprofessional Collaborative Practice Competencies.

IPCP Module Components

- Conflict self-assessment tool
- Voice-Over PowerPoint
 - TeamSTEPPS® structured communication resources (AHRQ, 2014)
 - Case studies
 - Multiple links to related resources and further trainings
- Guided web-based reflection question:
 - “Describe a clinical encounter from the past week and reflect on your role and the role of other involved health professionals. Do you think it would have been of benefit for other health professionals to be involved in the clinical interaction? Which profession(s)? Why?”

Module Learning Objectives

After completing the module, participants will be able to:

1. Define IPE and interprofessional collaboration
2. Share the history of the IPE movement
3. Identify the role of IPE in U.S. healthcare reform as relates to the Triple Aim of healthcare
4. Describe the four competency domains of IPCP
5. Recognize the shared values and ethics among healthcare professions
6. Identify the different professional roles and responsibilities that may be part of an interprofessional healthcare team
7. Describe the benefits and pitfalls of team communication
8. Name the structured communication techniques of TeamSTEPPS®
9. Identify leadership qualities, techniques to increase teamwork, and methods for handling conflict

The Four IPCP Competency Domains

Competency Domain #1: Values/Ethics

Patients and communities trust in health professionals. In trust is an assumption...providers are to provide them services possible

(WHO, 2010, p. 37)

Competency Domain #2: Roles/Responsibilities

Competency Domain #3: Communication

COMMUNICATION

Competency Domain #4: Teams/Teamwork

- Teams
- Leaders
- Conflict

For More Information

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Funding & Acknowledgements

This project is supported by the Health Resources and Services Administration of the U.S. Department of Health and Human Services Nurse Education, Practice, Quality and Retention Interprofessional Collaboration Practice and Interprofessional Education Cooperative Agreement number UD7HP28542. This information or content and conclusions are those of the authors and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS, or the U.S. Government. The authors would like to acknowledge the contributions of the entire TTSTA Team and the Module participants.