

# Silos to Teamwork: Shaping an Interprofessional Education & Practice Culture

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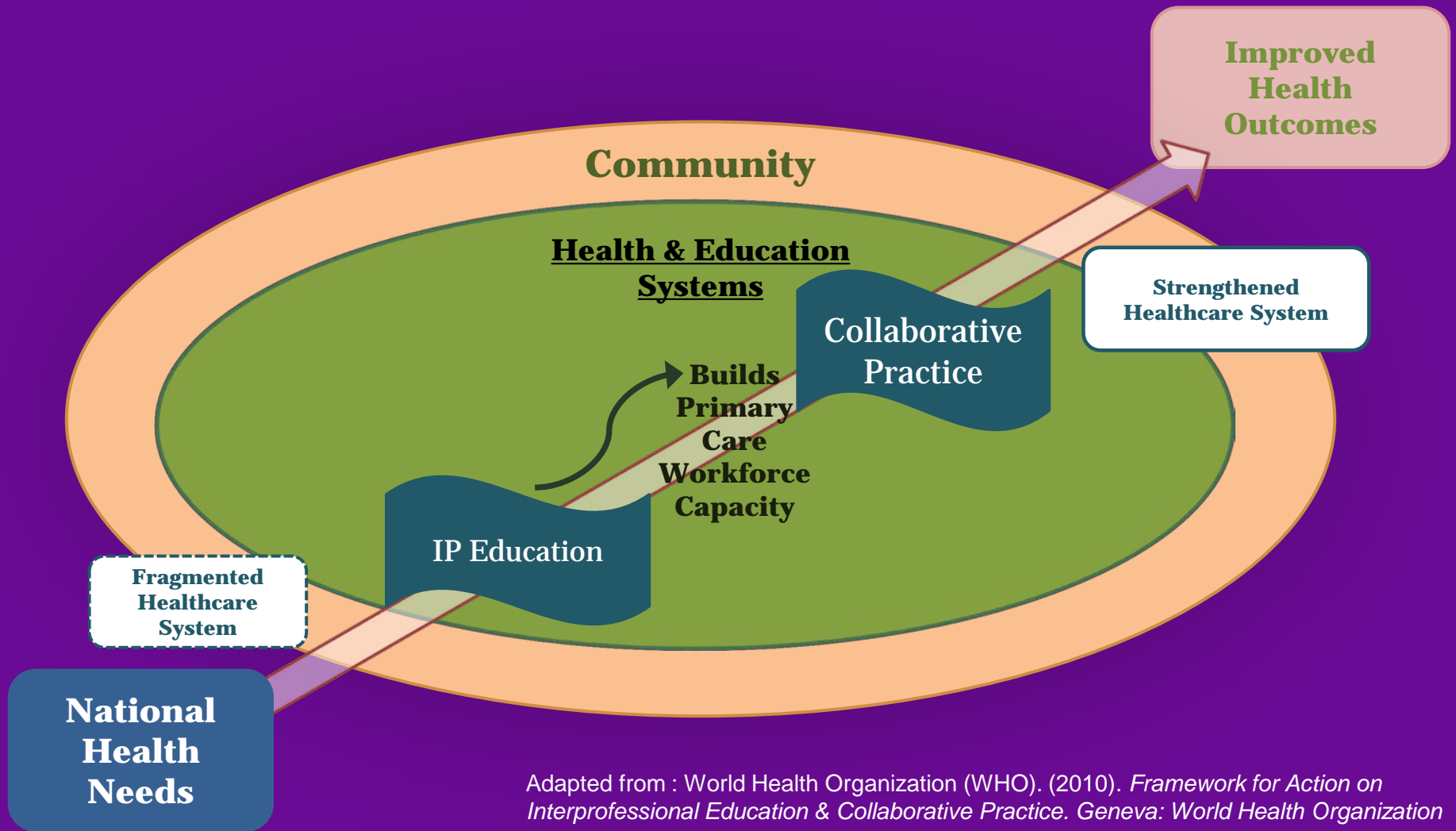
# Working in the Professional “Silo”

<http://youtu.be/QT856ZbvY4Q>



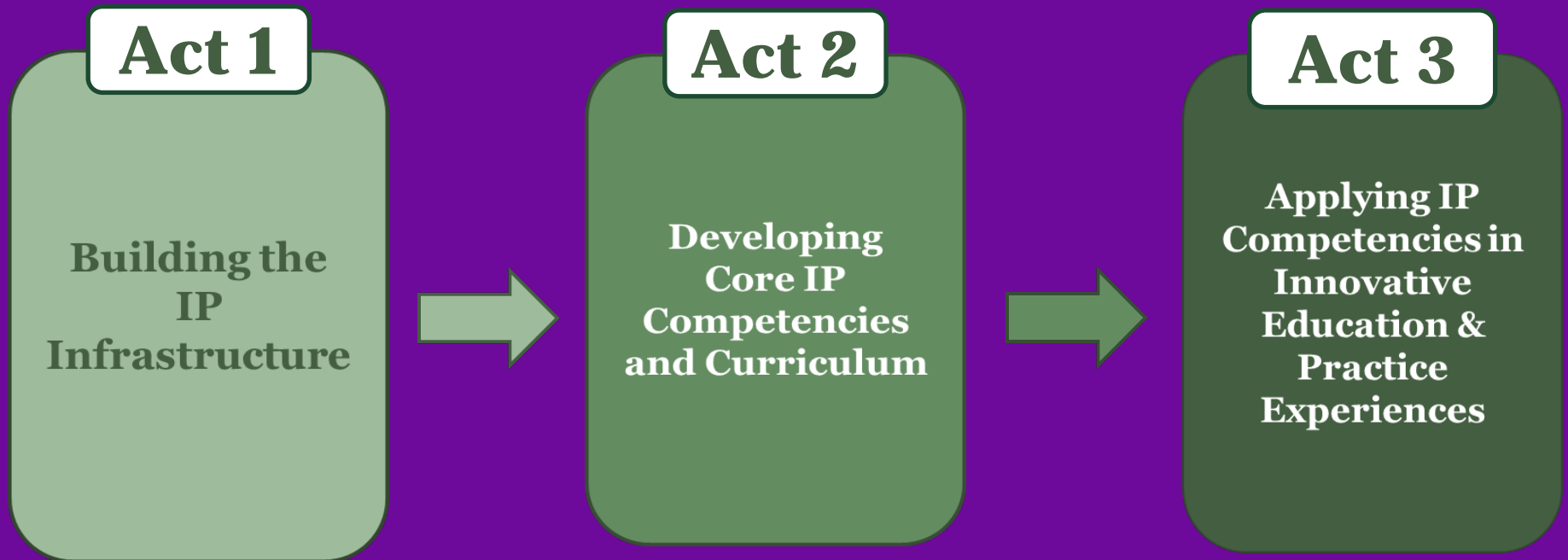
How can they work together  
if they don't learn together?

# IP Education and Collaborative Practice Model



Adapted from : World Health Organization (WHO). (2010). *Framework for Action on Interprofessional Education & Collaborative Practice*. Geneva: World Health Organization

# Steps for Shaping an IP Education & Practice Culture



# The Weave Approach



# Interprofessional Patient Centered Care

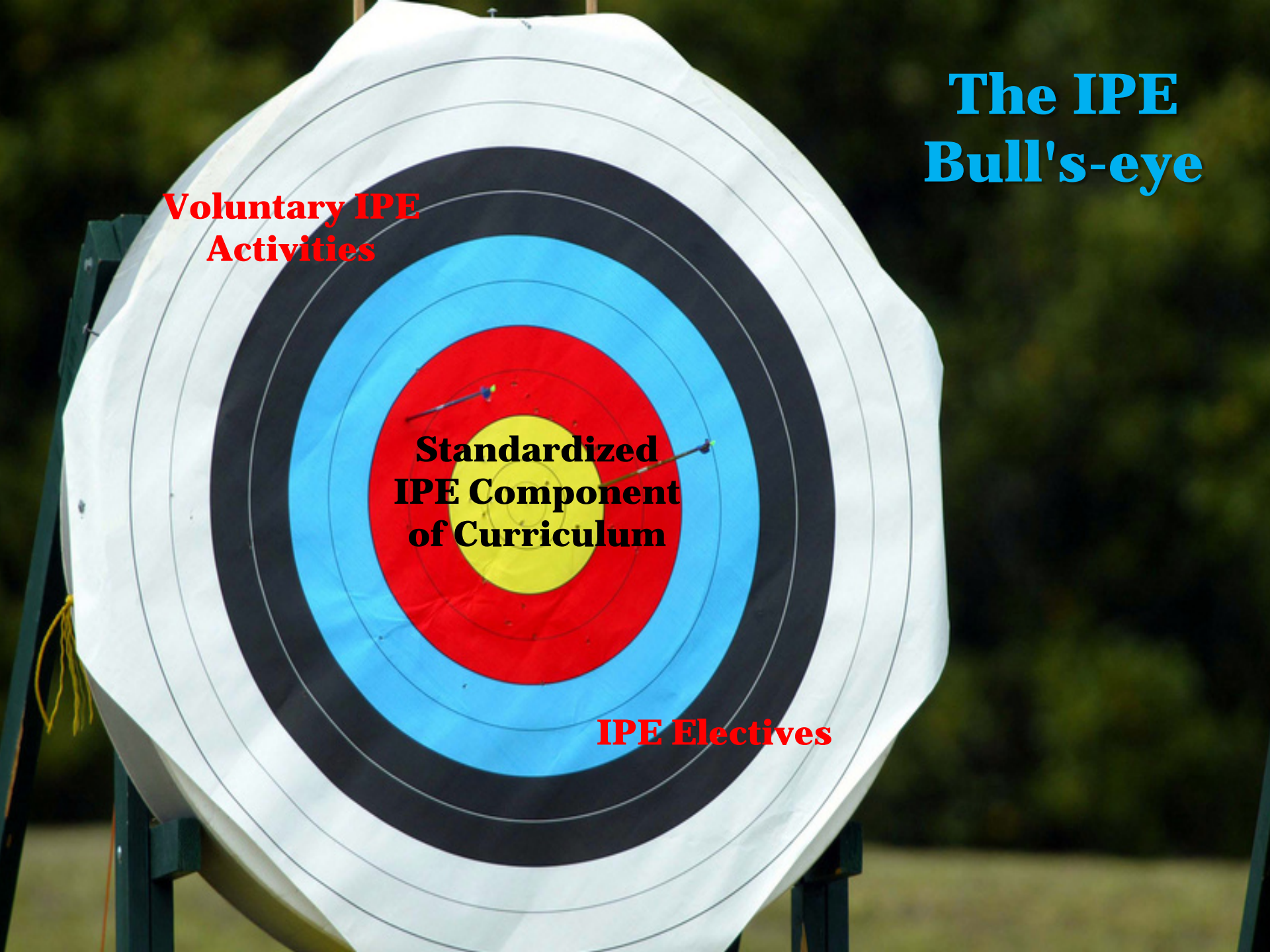


# The IPE Bull's-eye

**Voluntary IPE  
Activities**

**Standardized  
IPE Component  
of Curriculum**

**IPE Electives**





# Interprofessional Faculty Development



# Interprofessional Curriculum Integration

- Collaborative courses
  - Content/Student/Faculty
- Workshops/Mini-courses
- Service Learning
  - Local/international
- Clinical experiences
  - Unfolding case studies
  - Standardized Patients
  - Virtual Cases
  - Simulation
  - Clinical rotations



# NYU Interprofessional Behavioral Health MSW Course



Instructor: Jamesetta A. Newland, PhD,  
FNP-BC, FAANP, DPNAP, Clinical  
Associate Professor at NYUCN

- Focuses on the understanding and application of the theoretical principles/evidence base of:
  - Public and community health nursing practice
  - Culturally competent care
- Topics introduced in the context of primary care:
  - IPEC Competencies
  - Interprofessional Collaboration
  - Impact of Chronic Disease
  - Health Promotion and Disease Prevention
  - Health Belief Model/Theory of Planned Behavior
  - Health Disparities

# University of Missouri-Kansas City



- Collaborative course on patients with Multiple Chronic Conditions
- Adult-Geriatric/Family Nurse Practitioner, Dentistry, Pharmacy, Graduate Social Work students
- Focuses on:
  - Interprofessional communication
  - Motivational interviewing
  - Chronic care model
  - IPEC core competencies



# University of Washington

Team training session: “Teams Collaborating for Care: Elizabeth—a Typical or Troubled Teen?”

- Family medicine residents, adult/family/pediatric NP, graduate social work, and physician assistant students
  - Allowed time to mingle, explain roles, and debunk discrepancies about their professions
  - IP teams collaborate on an unfolding case featuring a teen patient with complex primary care and psychosocial needs
  - Team establishes priorities for treating the patient



# Medical University of South Carolina

## Presidential Scholars Program

- Monthly evening sessions for two semesters
- Students work in interprofessional teams on a student selected and designed project
- Past projects have included:
  - Human papillomavirus vaccine education for parents of elementary and middle school aged students
  - Heart attack awareness: educating rural South Carolina populations to improve survival
  - Eliminating childhood obesity in inner-city elementary school children



# NYUCN Pediatric Nurse Practitioner Oral Health Outreach

- Who participates: Pediatric Nurse Practitioner students, dental students and Pediatric Dental Residents, NYUCD and NYUCN faculty
- Objective for DDS: Learn effective behavioral management of pediatric dental patients from PNPs
- Objective for Nursing: Learn to perform an oral exam and apply fluoride varnish from dental students



# UCONN Urban Service Track



University of Connecticut  
Center for Public Health and Health Policy  
Connecticut Area Health Education Center Network

Urban Service Track

School of Medicine   School of Pharmacy   School of Dental Medicine   School of Nursing   School of Social Work   Quinnipiac University Physician Assistant

Interprofessional Training and Mentoring of Health Professions Students  
Committed to Providing Care for Underserved Urban Populations

The graphic features a blue header with the university's name and center information. Below this is a stylized city skyline illustration. The main title 'Urban Service Track' is prominently displayed in white on a dark background. Below the title, six colored circles represent the participating schools: Medicine (green), Pharmacy (blue), Dental Medicine (orange), Nursing (pink), Social Work (yellow), and Quinnipiac University Physician Assistant (purple). At the bottom, a white text box describes the program's focus on interprofessional training and mentoring for underserved urban populations.

- Goal: to build a pipeline of well-qualified health care professionals committed to caring for Connecticut's urban underserved populations & who are equipped to work in interprofessional teams
- Mastery of the competencies accomplished through participation in
  - Community outreach field activities focused in clinical care, education, and advocacy
  - Community-based research activities
  - Advocacy
  - Quarterly learning retreats



# NYUCN - Teaching Oral-Systemic Health (TOSH) Program

- Goal: to promote an interprofessional, team-based approach to oral-systemic health promotion and disease prevention in primary care settings
- Interprofessional oral-systemic education experience at NYSIM
  - 330 Dental, Medical, NP, and NM students; 59 Faculty
  - Oral-systemic case study, standardized patients, case discussion, and team building
  - ICCAS Pre/Post Survey to evaluate
- NP rotation in Dental Clinic 1A



# University of Mary

Bismarck, North Dakota



Billie Madler, DNP, FNP

- Clinical experiences
  - Four 8hr interprofessional:
    - Ophthalmology, Cardiology, Dentistry, and Elective
- Goals:
  - Identify roles and responsibilities of healthcare team
  - Recognize need for interprofessional collaboration as part of the overall health care plan
- Pre and Post survey-ICCAS



# TOSH Pediatric Oral Health Interprofessional Clerkship

<b>Patient 1</b>	<b>Patient 2</b>	<b>Patient 3</b>
<b>NP reviews chart</b>	<b>MD reviews chart</b>	<b>DDS reviews chart</b>
<b>NP takes history</b>	<b>MD takes history</b>	<b>DDS takes history</b>
<b>DDS does HEENOT exam and FV</b>	<b>NP does HEENOT exam and FV</b>	<b>MD does HEENOT exam and FV</b>
<b>All collaborate on plan</b>	<b>All collaborate on plan</b>	<b>All collaborate on plan</b>
<b>MD gives education prevention, anticipatory guidance, handouts, referral and follow-up</b>	<b>DDS gives education prevention, anticipatory guidance, handouts, referral and follow-up</b>	<b>NP gives education prevention, anticipatory guidance, handouts, referral and follow-up</b>



# University of Louisville Schools of Nursing and Dentistry

- Designed to address Kentucky's critical gap in access to oral health care
- IPE seminars, web-based clinical learning experiences featuring the Smiles for Life curriculum, and team-based clinical simulation advanced assessment experiences using standardized patients
- A dental school-based Nurse Practitioner primary care consultant promotes interprofessional team-based care



# NYU D4 Honors Rotation



# Thomas Jefferson University

- Interprofessional teams, including nurses, physicians, a respiratory therapist, residents, medical students, NP students, and faculty, participate in one hour simulated neonatal/pediatric resuscitation every 6 weeks
- Use of JTOG (Jefferson Tool of Observation Guide) in all NP courses
- NP and medical student joint clinical rotations
  - Debriefing seminar
  - Completion of the JTOG tool based on some interprofessional team they participate with or observe





# University of Colorado College of Nursing



- HRSA funded interprofessional program at Sheridan Health Services, a nurse-managed health center
- High-quality, team-based medical, dental, and behavioral health care for vulnerable populations
- Nurse-led care teams consisting of an APRN, a physician, a behavioral health professional, a pharmacist and a doctor of nursing practice (DNP) student
- Medical students, pharmacy students, dental students, BSN and NP students also participate



# Rutgers College of Nursing

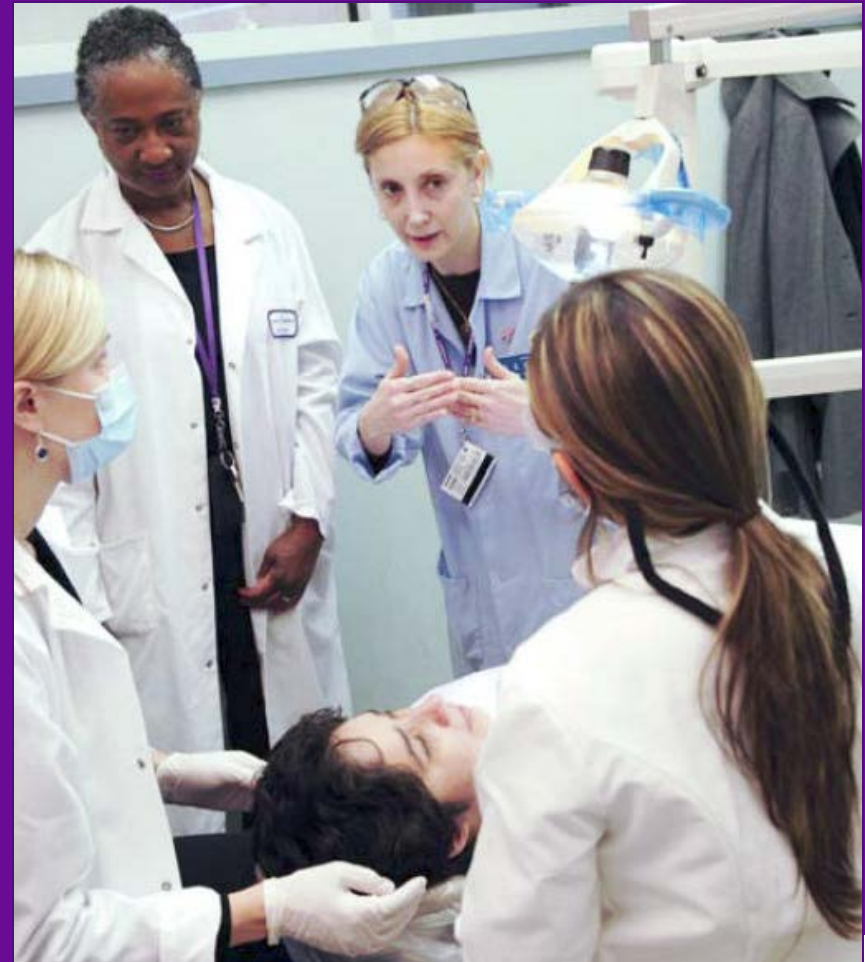


- Interprofessional collaborative practice: FOCUS Wellness Center
- HRSA grant to implement a nurse-managed interprofessional collaborative model of care
- Provides primary care services, behavioral health services, health education classes, and community wellness activities to the residents of Newark
- Collaboration with School of Pharmacy, the School of Social Work, and the International Institute of Peace



# Tips for Building an IPE Program

- Create an interprofessional advisory council
- Establish formal communication mechanisms
- Involve external communities of interest
- Designate IPE champions
- Measure outcomes



# Tips to Facilitate IPE Experiences

- Be professionally neutral
- Establish collaborative learning climate
- Motivate, encourage, and support the IPE process
- Listen actively
- Encourage diplomacy
- Encourage diversity
- Be flexible
- Understand and respond to group dynamics
- Provide direction and focus
- Encourage interaction and collaboration
- Address conflicts
- Observe, reflect, and summarize



# Evaluating IPE

- Surveys
  - Attitudes
  - Behavior
  - Knowledge, Skills, Ability
  - Organizational Practice
  - Patient Satisfaction
  - Provider Satisfaction
  - Faculty Satisfaction
- Smiles for Life Utilization
- Graduate Follow-Up

National Center for



Interprofessional  
Practice and  
Education

# Working Together as a Team

<http://youtu.be/qh4ms4xgHko>

# Knowledge, Trust, Respect, Collaboration

