



Interprofessional Community Innovations Make Big Strides in Clinical Education without a Budget!

*Academic Nursing Excellence in Innovation
Quality Improvement / Evidence-based Practice Project*

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Disclosures

Salaried Associate Professor, Department of Graduate Nursing, at Winona State University

I have no actual or potential conflict of interest in relation to this presentation

Photo authorization has been obtained for all photos and imagery

Institutional Review Board approved the study



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Objectives

1. Describe a model for community and public health interprofessional clinical education, including successes and challenges
2. Describe how the Future of Nursing 2020-2030: *Charting a Path to Achieve Health Equity* (2021) and the new AACN *Essentials* bolster a model of community and public health interprofessional clinical education
3. Describe how the absence of designated funding creates successes, challenges, and limitations to a model of community and public health interprofessional clinical education



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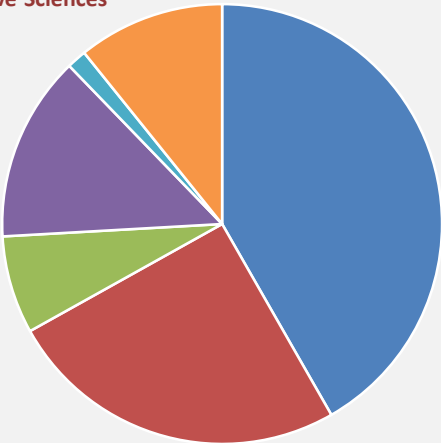
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Our Community Innovation



Students

- UGN: Undergraduate Nursing
- DGN: Graduate Nursing
- HERS: Health Exercise & Rehabilitative Sciences
- SW: Social Work
- DH: Dental Hygiene



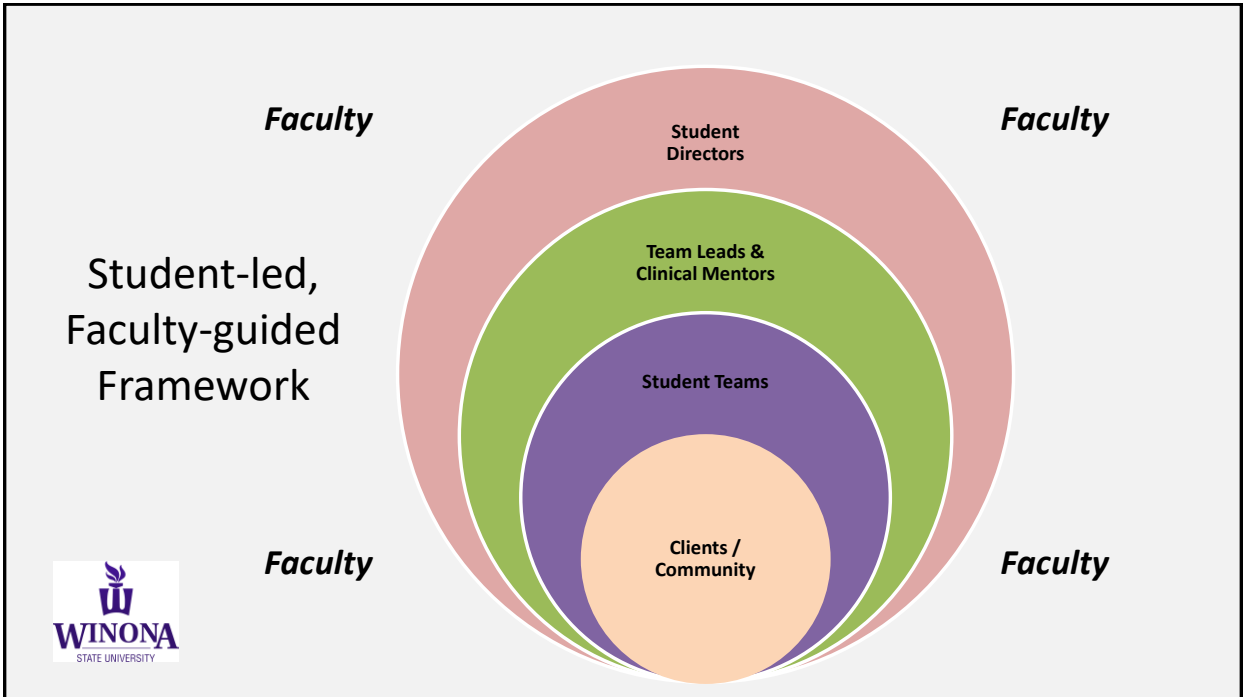
- *Other
- Program Planning
- Health Promotion
- Mass Communication
- Business / Marketing
- STARTUP WSU
- Medical student

■ UGN ■ DGN ■ HERS ■ SW ■ Other ■ DH

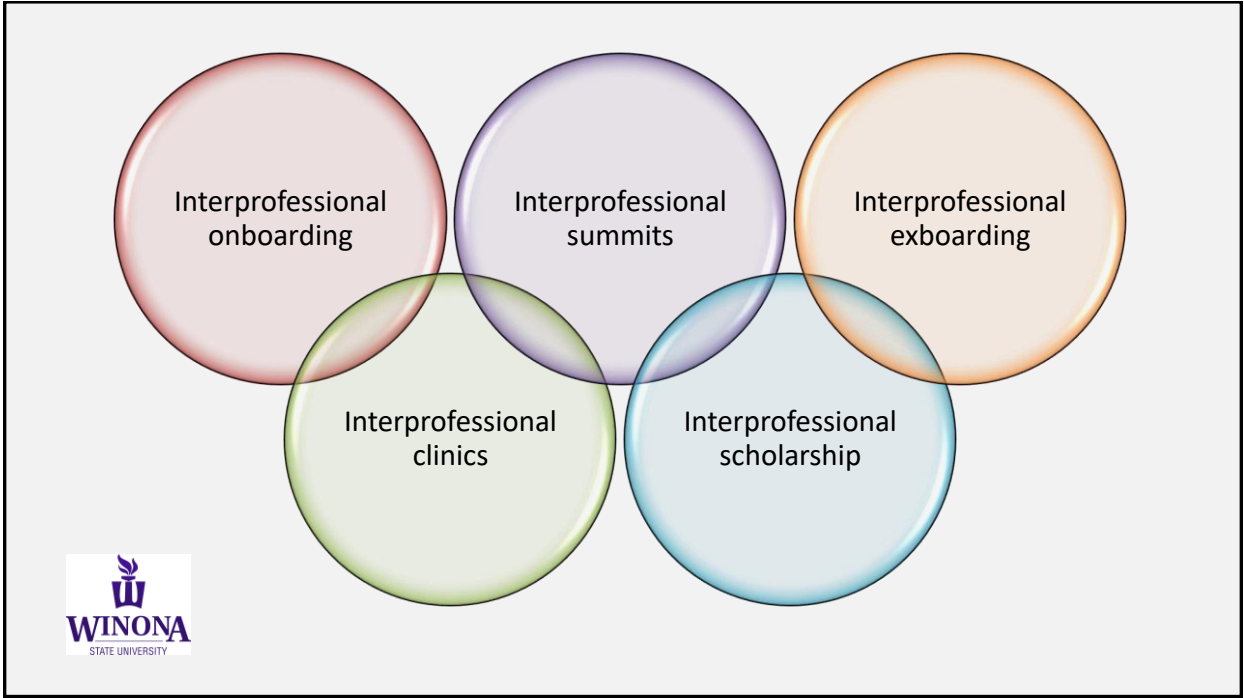




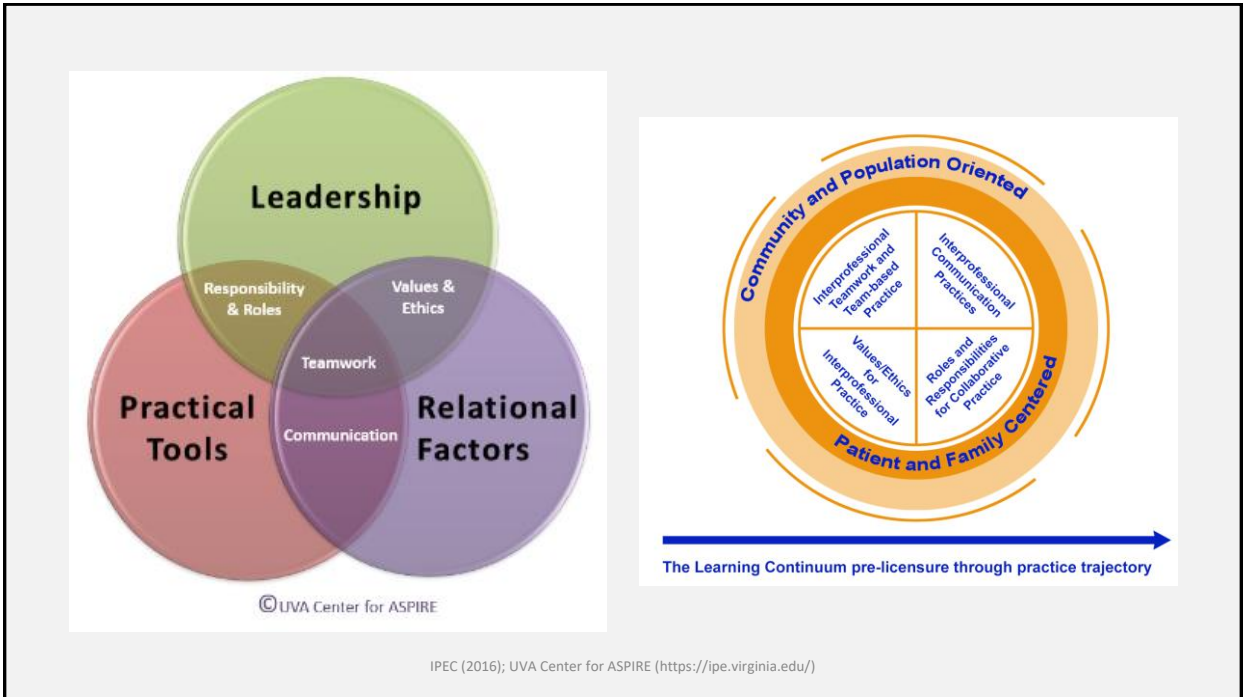
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Bridges Health Mission, Vision, Values

Mission:

Provide free health and wellness services to people in need while offering dynamic learning experiences to interprofessional students.

Vision:

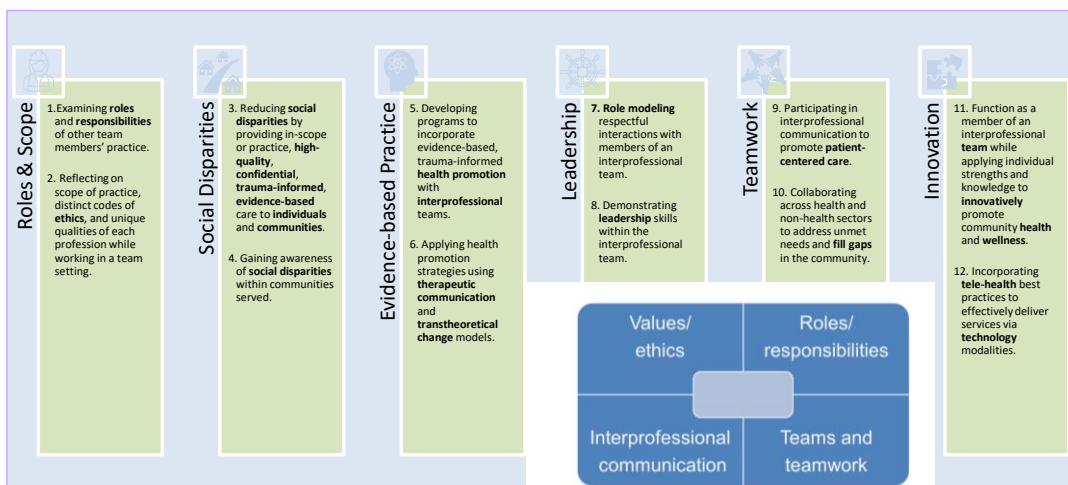
Bridges Health students and faculty will improve health outcomes and promote wellness in regional communities for years to come by delivering accessible, high-quality, collaborative care through a network of on-site, telehealth, and mobile clinics.

Values:

- Compassionate, client-centered, trauma-informed care
- Impactful, practical educational opportunities
- Interprofessional, ethical practice and creative collaboration
- Visionary academic-community partnerships
- Evidence-based innovation and quality improvement
- Operational sustainability and fiscal stewardship



Student Outcomes



SOURCE: Interprofessional Education Collaborative (IPEC) Expert Panel. Core competencies for interprofessional collaborative practice: Report of an expert panel. Washington DC: Interprofessional Education Collaborative; 2016.

The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity (2021)

Lifting Barriers to Expand the Contributions of Nursing (pg. 7)

Strengthening Nursing Education (pg. 8)

Valuing Community Nursing (pg. 10)

Fostering Nurses Roles as Leaders and Advocates (pg. 10)

Preparing Nurses to Respond to Disasters (pg. 11)

Supporting the Health and Wellbeing of Nurses (pg. 12)

National Academies of Sciences, Engineering, and Medicine 2021. The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25982>.

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AACN Essentials

D3: Population Health

D6: Interprofessional Partnerships

D7: Systems-Based Practice

D9: Professionalism

**D10: Personal, Professional, and
Leadership Development**

Clinical Judgment

Health Policy

Ethics

Communication

Compassionate Care

Diversity, Equity, Inclusion

Evidence-Based Practice

**Social Determinants of
Health**



The Essentials: Core Competencies for
Professional Nursing Education (2021)

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Uniqueness

- Non-medical school affiliation
- Interprofessional as primary focus
- Student-led, faculty-guided framework
- 360° public health emphasis
- Evidence-based practice lab
- Sufficient and diverse learning opportunities

No designated funding!



Program Cost

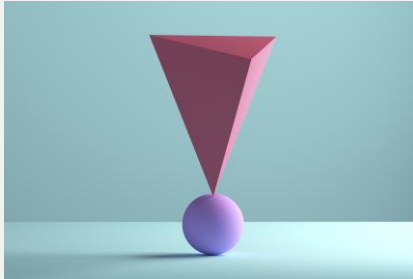


Faculty Workload + In-Kind	Recurring Expenses
5 probationary/tenure undergrad nursing	Clinic supplies and equipment
1 adjunct clinical nursing instructor	Office supplies
3 probationary/tenure graduate nursing	Training, professional fees
1 probationary/tenure athletic training	Patient education
2 probationary/tenure social work	Marketing, promotional materials
1 probationary/tenure public health	Technology, EHR
2 dental hygiene clinical instructors	Language services

Balancing

In-Kind/Grants

Human resources
Space, utilities
Local, state,
national
private/public
funding



Expenses

Supplies/equipment
Technology
Clinical workload
Coordination
workload
Faculty energy

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How Did We Get Here?



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Purpose

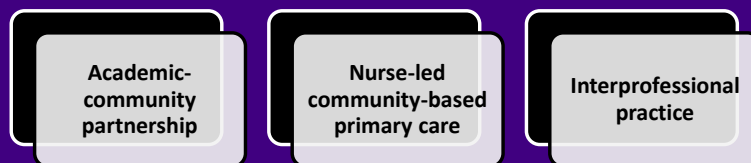
1. Complexity of needs in community
2. Health access barriers
3. Workforce-responsive clinical and field
4. Interprofessional education and practice



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Methods

Iowa Model of Evidence-Based Practice to Promote Quality Care (Titler et al., 2001)



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Population (P) Intervention (I) Comparison (C) Outcome (O) Time (T)

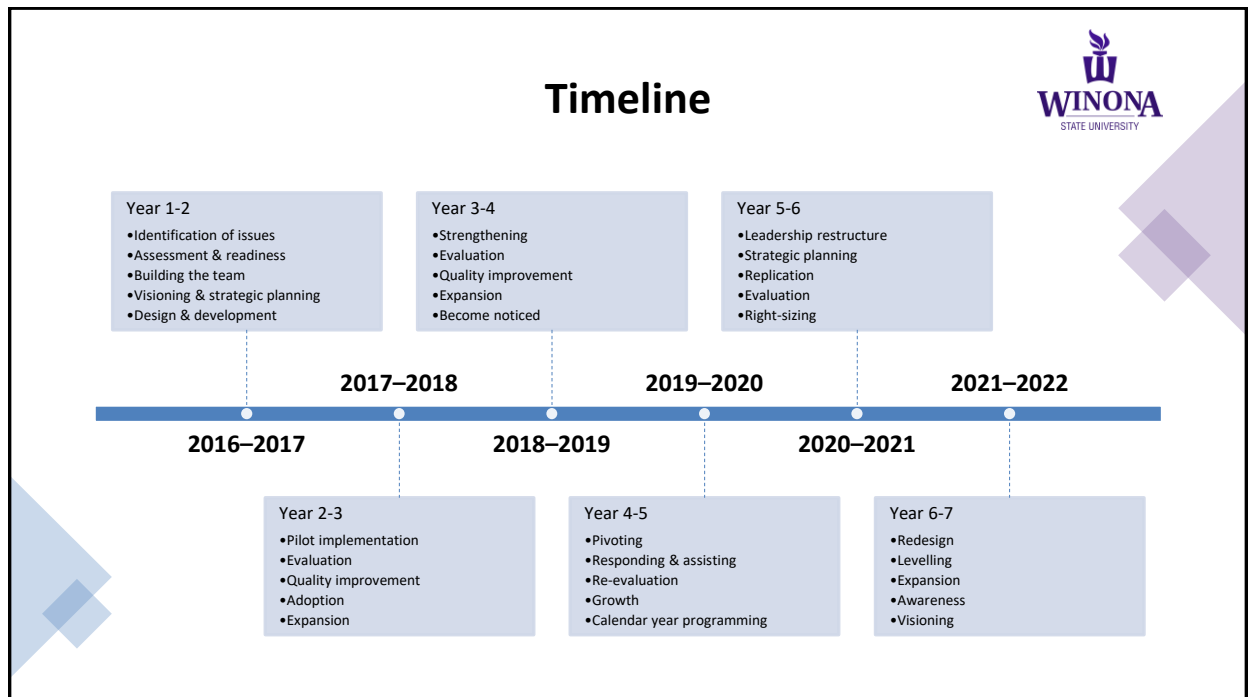
In interprofessional students from undergraduate and graduate-level health profession programs, does an interprofessional clinical education model improve knowledge in the IPEC competencies after completion of the interprofessional clinical learning program?



IPEC Core Competencies (IPEC, 2016)

Interprofessional Teamwork & Team-based Practice	Interprofessional Communication Practices	Roles & Responsibilities for Collaborative Practice	Values & Ethics for Interprofessional Practice
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“Thought leaders who are redefining how professional nurses are educated and how they practice” (Transform 2021)

Outcome	Evaluation
Student growth & competency development	ISVS-21 + IPEC Self-Assessment Foronda’s Cultural Humility PKA in Telehealth Practices Teamwork Attitudes Questionnaire Focus groups
Clinical design & environmental conduciveness	ACE-15 Focus groups Program data
Community impact	Customer service surveys Stakeholder data, program data Community needs assessment Advisory Board



Limitations

- Barriers of academic institution
- Healthcare technology
- Turnover of human resources
- Innovation & forward movement
- No budget



Implications for Practice

- Innovative energy
- Novel approaches without designated funding
- Future of Nursing 2020-2030 Report
- AACN *Essentials*
- Replications



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Conclusions

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