



Transforming Perceptions

OF INTERPROFESSIONAL EDUCATION
IN UNDERGRADUATE BACCALAUREATE
NURSING STUDENTS
IN A HEALTH SCIENCES CENTER

LSU Health
NEW ORLEANS
School of Nursing

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SPEAKER AND AUTHORS



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BACKGROUND

- Varied methods of implementation across nursing programs over various methods of delivery
- Program recommendations on developing IPE experiences throughout the length of the program (HPAC, 2019)
- Consecutive years of continuous clinical IPE helps students deepen their understanding of learning content (Shida & Otsuka, 2022)

PURPOSE

The study determined the change in traditional undergraduate nursing students' perceptions of IPE over a two-year period and across student cohorts with curriculum and learning environment refinement.

METHODS

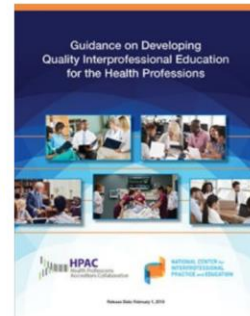
Students completed the Student Perceptions of Interprofessional Clinical Education-Revised Instrument, Version 2 (SPICE-R2) after both Team Up Years 1 and 2

QUALITY IPE EXPERIENCES

Health Professions Accreditation Collaborative (HPAC)

Quality IPE includes experiences

- throughout the **length** of the program
- offering **didactic**, clinical and **extracurricular** experiences
- targeting Interprofessional Education Collaborative (IPEC) **competencies**.



2019

CENTER FOR INTERPROFESSIONAL EDUCATION AND COLLABORATIVE PRACTICE (CIPECP)

TEAM UP™

COMPASSION, COMMUNICATION, COLLABORATION



TEAM UP™

COMPASSION, COMMUNICATION, COLLABORATION



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Year required longitudinal IPE curriculum classroom and community-based 2017-present, in-person and Zoom

6

Schools
Allied Health Professions, Dentistry, Graduate Studies, Medicine, Nursing, Public Health

19

Programs, approximately 1,500 students

60

Teams (10-15 students/team) meet for 6 total sessions, 3 during the fall and 3 during the spring semester. Students remain on the same team for the two-year period

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YEAR 1

- form an understanding of other health professions.
- recognize the benefits of an interprofessional health team.
- develop an interprofessional collaborative team.

- Health Partner Project

YEAR 2

- enhance knowledge of other health professions' roles and responsibilities.
- strengthen and improve behaviors to enhance interprofessional collaborative team performance.
- incorporate characteristics of highly effective teams.

- Annual Wellness Visit

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HEALTH PARTNER PROJECT

HEALTH PARTNER



Educators



Patients/Clients

1st YEAR STUDENTS



Early learners



Providers

community-based health education project

learn more about health, health goals and healthcare lived experiences

students interprofessionally develop a list of interview questions and interprofessionally interview the Health Partner

3 visits during the Spring semester. Students subdivide team into 3 subgroups

develop a resource list

presentation and Health Partners are invited to attend

TEAM UP™

COMPASSION, COMMUNICATION, COLLABORATION

YEAR 2 FALL SEMESTER

YEAR 2 SPRING SEMESTER



Introduction to project



Identify a Health Partner



Inteprofessionally create interview questions



Visit Health Partner 3 times.....



Presentation

INTERPROFESSIONAL ANNUAL WELLNESS VISIT

classroom-based team project

focus on primary and secondary care

students interprofessionally develop an annual wellness visit

consider team members, cost and process

develop an education health box

community organization sponsors. judges

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TEAM UP™

COMPASSION, COMMUNICATION, COLLABORATION

YEAR 2 FALL SEMESTER

YEAR 2 SPRING SEMESTER



Introduction to project



Research professional role related to assigned topic



Inteprofessionally develop objective exam and education portion of visit



Consider cost, visit flow, benefits and challenges for patient/client and health professions/providers



Presentation

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SPICE-R2

INSTRUCTIONS: Please be candid as you indicate the extent of your disagreement/agreement with each of the following statements related to interprofessional teams and the team approach to care.		Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. [T]	Working with students from different disciplines enhances my education	1	2	3	4	5
2. [R]	My role within an interprofessional team is clearly defined	1	2	3	4	5
3. [O]	Patient/client satisfaction is improved when care is delivered by an interprofessional team	1	2	3	4	5
4. [T]	Participating in educational experiences with students from different disciplines enhances my ability to work on an interprofessional team	1	2	3	4	5
5. [R]	I have an understanding of the courses taken by, and training requirements of, other health professionals	1	2	3	4	5
6. [O]	Healthcare costs are reduced when patients/clients are treated by an interprofessional team	1	2	3	4	5
7. [T]	Health professional students from different disciplines should be educated to establish collaborative relationships with one another	1	2	3	4	5
8. [R]	I understand the roles of other health professionals within an interprofessional team	1	2	3	4	5
9. [O]	Patient/client-centeredness increases when care is delivered by an interprofessional team	1	2	3	4	5
10. [T]	During their education, health professional students should be involved in teamwork with students from different disciplines in order to understand their respective roles	1	2	3	4	5

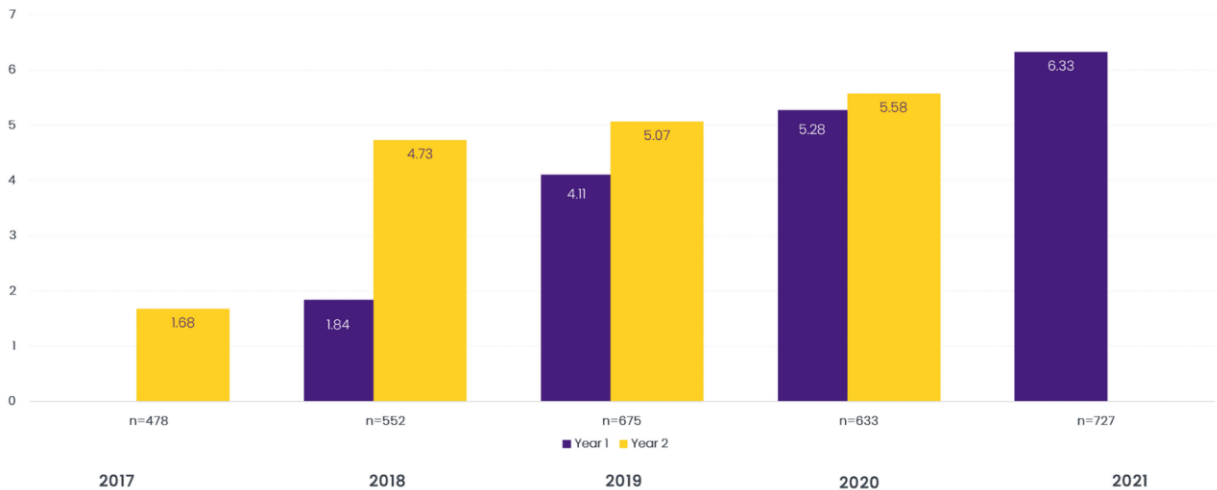
Factors:
 T = Interprofessional Teamwork and Team-based Practice
 R = Roles/responsibilities for Collaborative Practice
 O = Patient Outcomes from Collaborative Practice



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SPICE-R2 Total Score Change – 1 & 2 Years

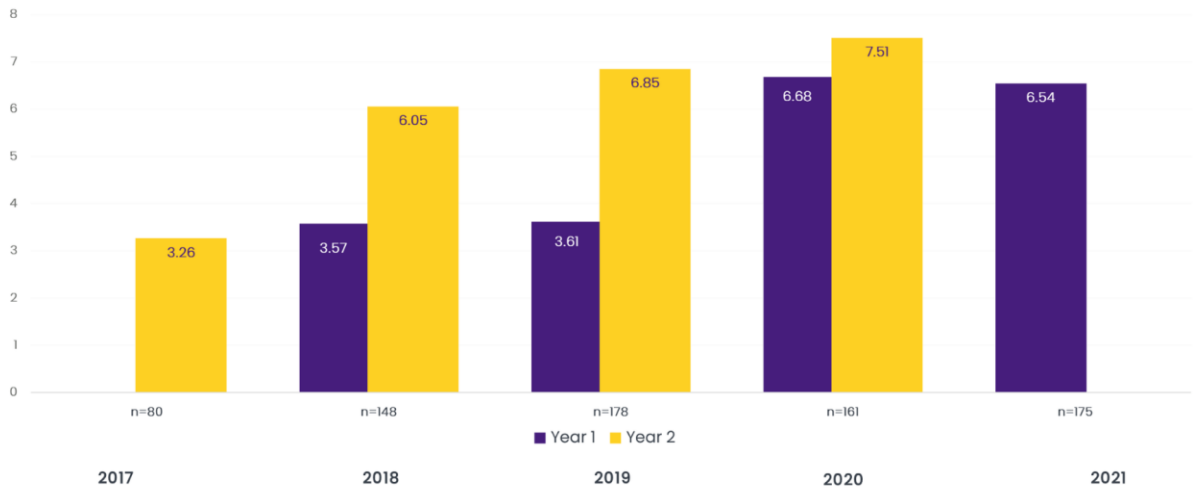
All Students (Range 10-50)



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SON: SPICE-R2 Total Score Change – Year 1 & 2

All Students (Range 10-50)



15

SON: SPICE-R2 Total Score – Year 1 & 2

All Students (Range 10-50)

Year 1

Year 2



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REFLECTION



Over the past semesters, the team interactions have helped contribute to my interprofessional growth by helping me to understand the roles of others in health care. I will now be able to better treat and care for my patients, knowing the other resources that can be available to both the patient and I. I have developed the skill of productive communication through Team Up. Between health partner meetings, my teammates and I were able to practice our SBAR skills in order to inform each other of the current status of the health partner. Addressing health outcomes through an interprofessional collaborative approach is beneficial because of the fact that it helps to establish continuity of care, and allows all members of the health care team to be on the same page.

LIMITATIONS

- Limited generalizability-Single Institution with results of single participating school
- Qualitative perceptions only one opportunity to assess IPE development
- Opportunities to Learn More: Evaluate reflections, presentations, etc.

CONCLUSIONS/IMPLICATIONS

- Theory of Planned Behavior-decision to change related to a change in attitudes and beliefs
- Perceptions along cannot predict behaviors
- Use of SPICE-R2 outcomes provides insight of longitudinal IPE experiences and national guidelines
- Use of Team Up student committee provides insight into perceptions of IPE experience

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