



MONMOUTH
UNIVERSITY

MARJORIE K. UNTERBERG
SCHOOL of NURSING
and HEALTH STUDIES

Educational Concept of Interprofessional Collaborative Practice in Healthcare Delivery

Sherry A. Greenberg, PhD, RN, GNP-BC, FGSA, FNAP, FAANP, FAAN

Professor and Hess Endowed Chair in Nursing Education

Friday March 15, 2024



MONMOUTH
UNIVERSITY



MONMOUTH
UNIVERSITY

MARJORIE K. UNTERBERG
SCHOOL of NURSING
and HEALTH STUDIES

Interprofessional Team Members

- Denise Crowley, OTD, OTR/L, BCG
- Frank Damiani, MD
- Annemarie Dowling-Castronovo, PhD, RN, GNP-BC, ACHPN, FNAP
- Gabrielle Hackenberg, OTD, MS, OTR/L
- Christa Hogan, MSW, LCSW
- Patrick R. Walden, PhD, CCC-SLP



MONMOUTH
UNIVERSITY



MONMOUTH
UNIVERSITY

MARJORIE K. UNTERBERG
SCHOOL of NURSING
and HEALTH STUDIES

Disclosures

- The presenters/team have no disclosures.



MONMOUTH
UNIVERSITY



Learning Objectives

After attending this presentation, participants will be able to:

- Identify innovative educational strategies to prepare the future workforce to provide interprofessional care across healthcare settings
- Describe how to incorporate teaching and learning strategies to address justice, equity, diversity, inclusion in provision of person-centered care to diverse populations including older adults
- Apply principles of the Fundamentals of Care Framework in interprofessional education





MONMOUTH
UNIVERSITY

MARJORIE K. UNTERBERG
SCHOOL of NURSING
and HEALTH STUDIES

Background

- This presentation offers essential strategies to prepare educators to design innovative interprofessional education experiences needed to prepare the future workforce to provide interprofessional, equitable care across settings



MONMOUTH
UNIVERSITY



MONMOUTH
UNIVERSITY

MARJORIE K. UNTERBERG
SCHOOL of NURSING
and HEALTH STUDIES

Goals of the IPE Collaborative

- Develop understanding of diverse healthcare stakeholders and impact on the interprofessional approach of person-centered care including education, ancillary services, operations, public health, and policy
- Develop pilot learning sessions for undergraduate/graduate nursing students and graduate physician assistant, occupational therapy, speech-language pathology, and social work students emphasizing IPEC competencies



MONMOUTH
UNIVERSITY



Methodology

- Interactive case studies
- Presentations
 - Faculty-led
 - Guest-led
- Pilot learning sessions



All emphasize:

- values/ethics
- roles/responsibilities of team members assessing, managing, planning, providing person-centered care
- effective communication to develop an interdisciplinary team
- teams/teamwork to benefit student and patient outcomes





IPE Event: Clinician Role in Long-Term Care

- Interprofessional event on 2/15/23 with PA and OT students
- Guest speaker Dr. Andre Gomez, Executive Vice President, Spring Hills Home Care, Bedrock Management Services & Population Health Services
- New community partner and stakeholder focused on long-term care
- Emphasized technology to enhance communication and overall care coordination
- Included interprofessional case study learning activity developed by faculty team (85 year old, Right CVA)
- Students developed a treatment plan from their discipline's perspective and then debriefed as a team
- Informal debriefing conducted as part of pilot experience that included clinical content, understanding of varied professional roles, and collaborative efforts





MONMOUTH
UNIVERSITY

MARJORIE K. UNTERBERG
SCHOOL of NURSING
and HEALTH STUDIES

IPE Event: Clinician Role in Long-Term Care



MONMOUTH
UNIVERSITY



Results and Lessons Learned

- Faculty noted multiple components to experience, the need for adaptability and detailed coordination of the experience, and benefits of engagement with a new community partner focused on long-term care and the regulations likely new to the students
- Plan to expand this and other learning experiences with more disciplines accounting for different scheduling and supervision needs
- Consider how to strengthen and vary learning experiences and ensure a seamless organization of on-site visits with follow up sessions and collaborative experiences





MONMOUTH
UNIVERSITY

MARJORIE K. UNTERBERG
SCHOOL of NURSING
and HEALTH STUDIES

Fundamentals of Care Framework

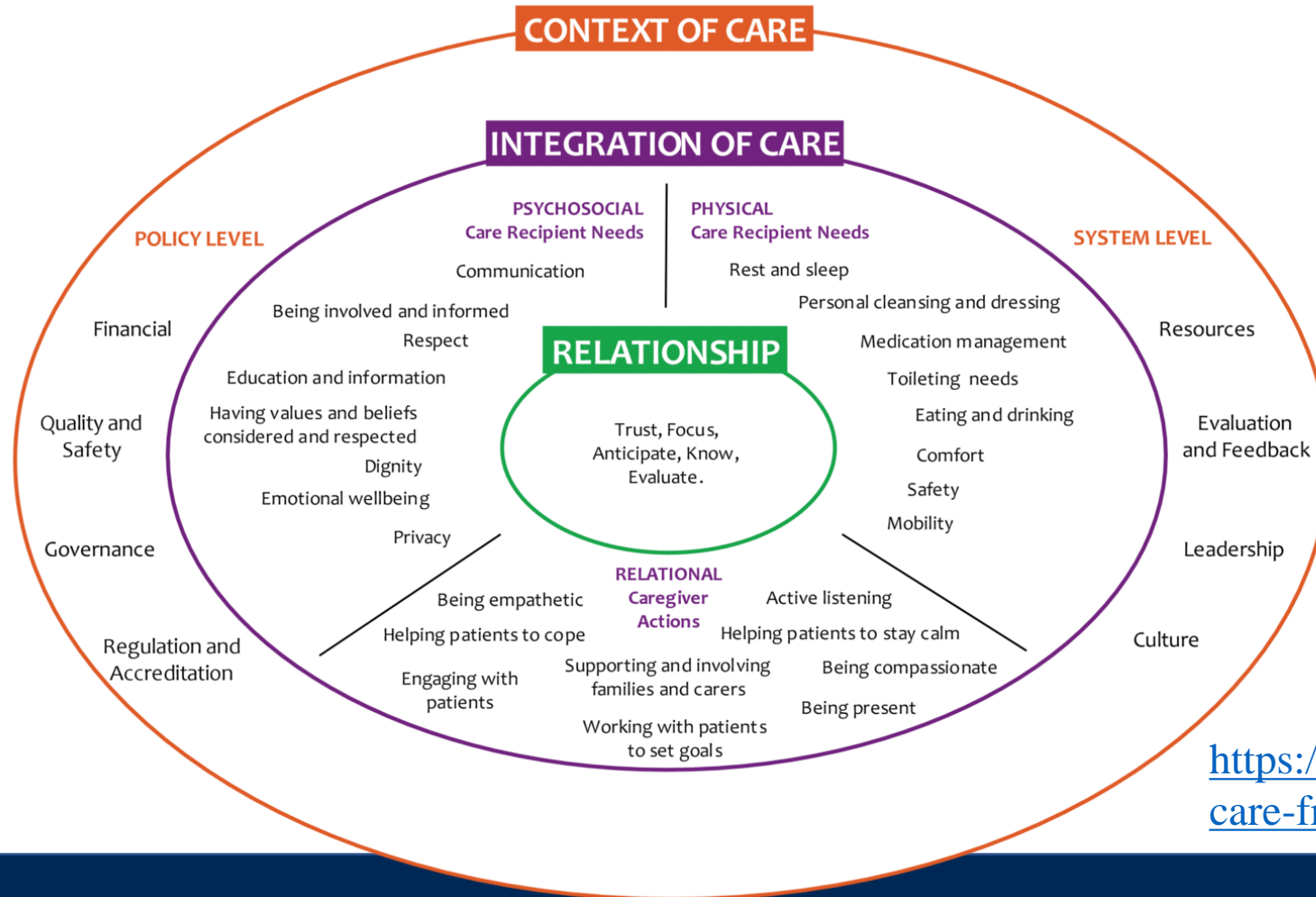
- Developed by International Learning Collaborative (ILC)
- A framework useful to promote development of trusting relationships, integrate essential needs to ensure physical and psychosocial wellbeing, and highlight a context of care supportive of care integration
- <https://ilccare.org/the-fundamentals-of-care-framework>



MONMOUTH
UNIVERSITY



Fundamentals of Care Framework



<https://ilccare.org/the-fundamentals-of-care-framework>

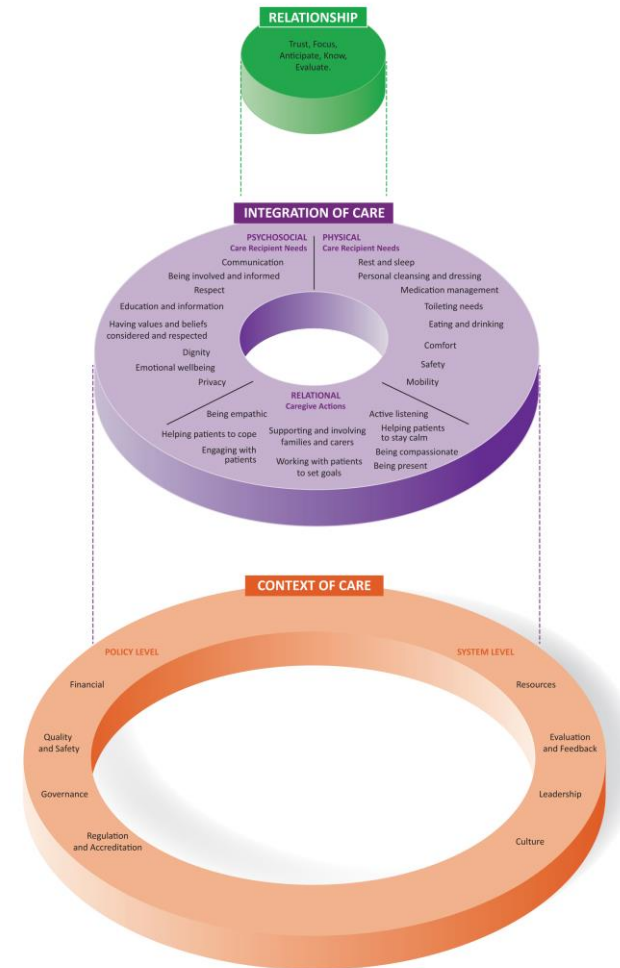




Fundamentals of Care Framework (Cont.)

Illustrates three dimensions for the delivery of high-quality care:

- Trusting therapeutic relationship between the care provider and care recipient
- Meeting physical, psychological, and relational needs
- Context of care supportive of relationship development and care integration





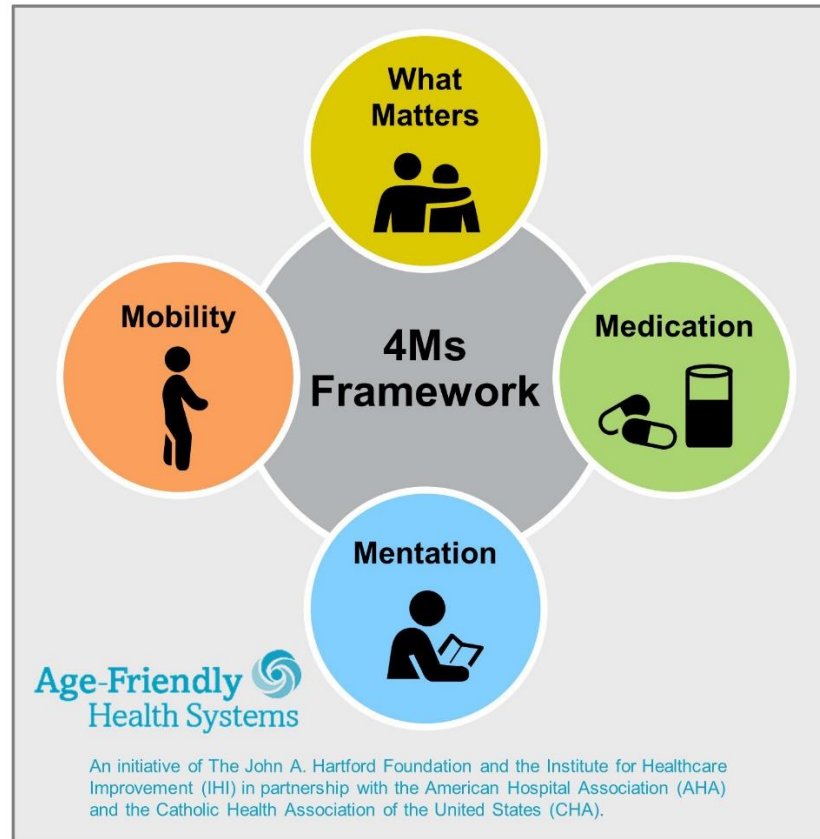
Fundamentals of Care Framework (Cont.)

- More formal integration of the Fundamentals of Care Framework within curricula will better address national standards calling for the thoughtful preparation of the next generation of healthcare professionals across disciplines.
- Varied interprofessional experiences and learning opportunities are needed across settings of care to highlight the current, complex nature of healthcare including content related to interprofessional collaborative practice, education, ancillary services, operations, public health, and policy.
- Need to educate health professionals about the role of the registered nurse in fundamentals of care





4Ms of an Age-Friendly Health System



For related work, this graphic may be used in its entirety without requesting permission.
Graphic files and guidance at ihi.org/AgeFriendly

What Matters

Know and align care with each older adult's specific health outcome goals and care preferences including, but not limited to, end-of-life care, and across settings of care.

Medication

If medication is necessary, use Age-Friendly medication that does not interfere with What Matters to the older adult, Mobility, or Mentation across settings of care.

Mentation

Prevent, identify, treat, and manage dementia, depression, and delirium across settings of care.

Mobility

Ensure that older adults move safely every day in order to maintain function and do What Matters.

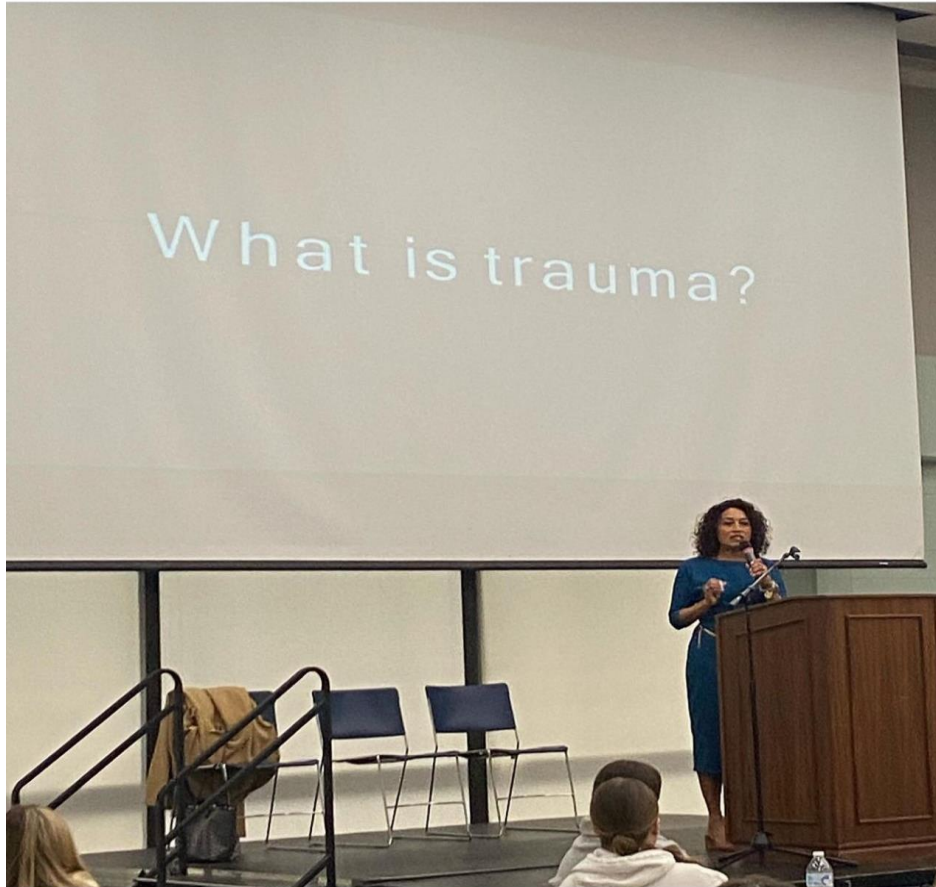




MONMOUTH
UNIVERSITY

MARJORIE K. UNTERBERG
SCHOOL of NURSING
and HEALTH STUDIES

IPE Session: Trauma-Informed Care



MONMOUTH
UNIVERSITY

Trauma & Trauma-Informed Care for Health Professionals: Raising Awareness for Better Care

- Interprofessional event on 3/31/23
- 99 students from OT, Professional Counseling, Nursing, and SW participated—undergraduate, graduate programs
- First: Guest speaker presentation, Dr. Tara Chalakani, CEO Preferred Behavioral Health Group; psychiatric nurse and psychotherapist
- Second: Case studies
 - Assigned groups with students from each program: end-of-life (68 year old ALS); orthopedics (22 year old spinal cord injury); mental health (17 year old social anxiety)
 - Varied ages, issues, ethnic and cultural backgrounds
 - Focused on the role, plans of the interprofessional team members
- Third: Debrief with all present





Faculty Reflections

- Active learning format of the presentation was helpful in encouraging student participation
- Case study content was well selected but students only learned about the case study assigned to their table; Need to incorporate time to learn about the other focus areas
- With uneven number of participants from each discipline some groups did not get the opportunity to work with students from every program
- In future events, would like to try more hands on activity following presentation (i.e. role play, stations, etc.)





IPE Event: Fall Prevention: From Awareness to Action

- IPE event 10/2/23; Faculty-led; guest-led
- Introduction to balance and falls
- STEADI Algorithm
- Go4Life
- Age-Friendly 4Ms Framework: What Matters, Medication, Mentation, Mobility
- Students worked in interprofessional groups to practice skills including use of evidence-based tools together as a team







MONMOUTH
UNIVERSITY

MARJORIE K. UNTERBERG
SCHOOL of NURSING
and HEALTH STUDIES

85 Interprofessional Students: Nursing, OT, PA



MONMOUTH
UNIVERSITY



MONMOUTH
UNIVERSITY

MARJORIE K. UNTERBERG
SCHOOL of NURSING
and HEALTH STUDIES

Involve the Community...CarFit

Monmouth University
Occupational Health students
assessing my car at a CarFit event



MONMOUTH
UNIVERSITY



Conclusions/Implications

- Novel approaches to interprofessional education and collaboration remain needed to address the IPEC competencies across curricula
- Educators should continue to pilot and test different teaching and learning strategies and measure outcomes related to the interprofessional education and practice competencies
- Learning experiences across a variety of clinical settings with varied populations is crucial to meet the needs of a growing aging and diverse population





MONMOUTH
UNIVERSITY

MARJORIE K. UNTERBERG
SCHOOL of NURSING
and HEALTH STUDIES

Thank you!

- Questions?



MONMOUTH
UNIVERSITY