

IPE INITIATIVES IN CANADIAN UNDERGRADUATE NURSING PROGRAMS

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CABVI

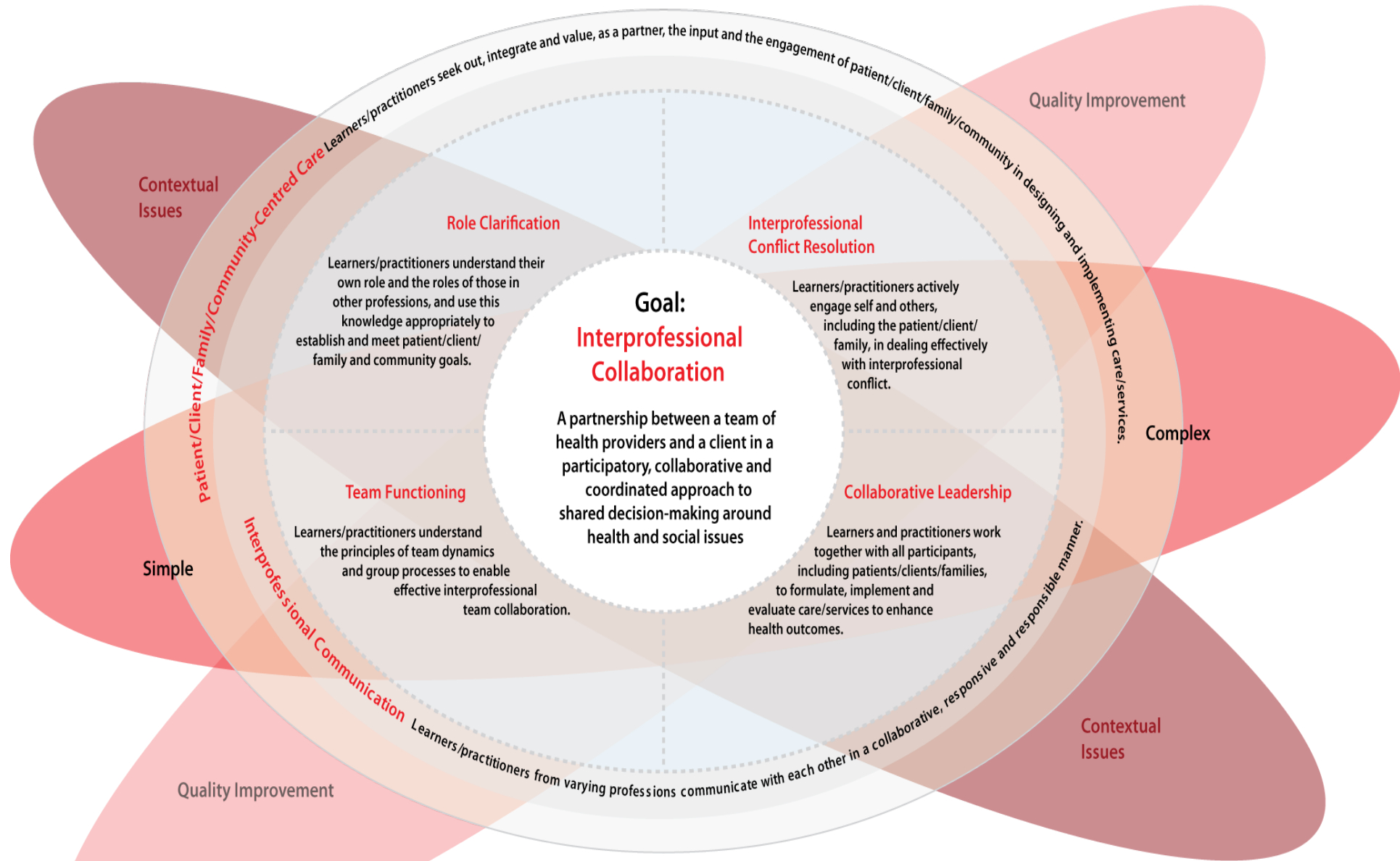
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Introduction

- Interprofessional education is defined as students from 2 or more professions/disciplines learning with, from and about each other (Canadian Interprofessional Health Collaborative, 2010).
- IPE is deemed essential to the development of a practice-ready workforce (WHO, 2010).
- More evidence is needed about the short and long-term benefits of IPE (Reeves et al, 2013)

National Interprofessional Competency Framework



Dalhousie's IPE Curriculum Requirements

- ❑ Since Sept. 2011, Students in entry to practice programs in the Faculties of Dentistry, Health and Medicine are required to participate in interprofessional health education activities.
- ❑ This includes activities in the classroom, simulation lab, and practice settings. first year events, mini-courses, simulations, team challenges
- ❑ Current IPE activities:
 - ❑ <https://www.dal.ca/faculty/interprofessional-education/programs---initiatives/IPE-activities.html>

<https://www.dal.ca/faculty/interprofessional-education/programs---initiatives/curriculum-requirements.html>

Interprofessional Education in the School of Nursing at Dalhousie

- Nursing students are required to complete at least two different, meaningful and relevant interprofessional collaborative learning experiences for each program year. At least one of these experiences needs to be in a practice setting.
- Each student is required to prepare and maintain a portfolio that maps their own IPE experiences.

Research Purpose

□ Long-term:

- ▣ To contribute to knowledge about how to better incorporate IPE into education programs to improve outcomes for graduates and employers and thus strengthen our healthcare system

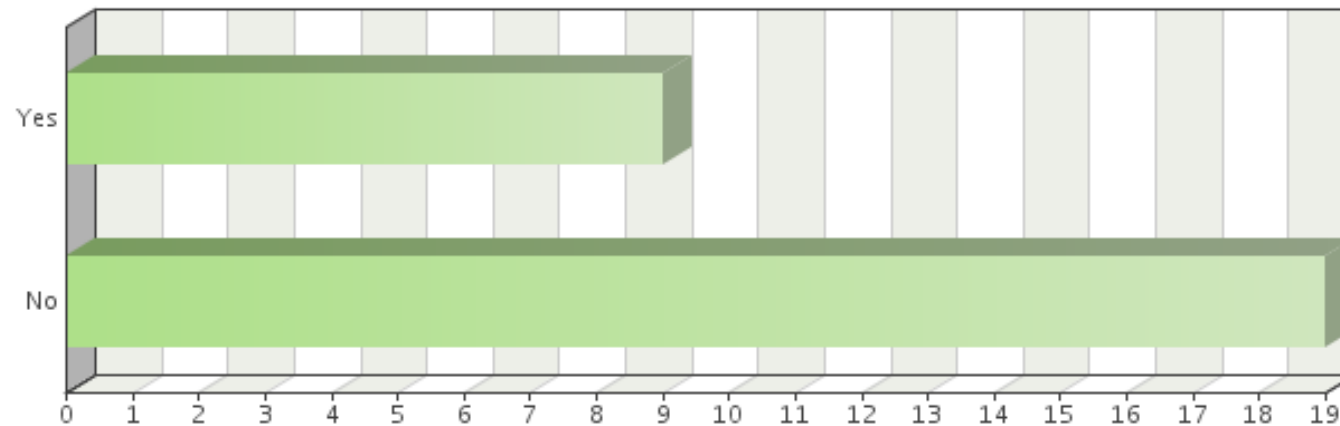
□ Current Study:

- ▣ To learn how IPE is incorporated in undergraduate Nursing programs in Canada

Methods

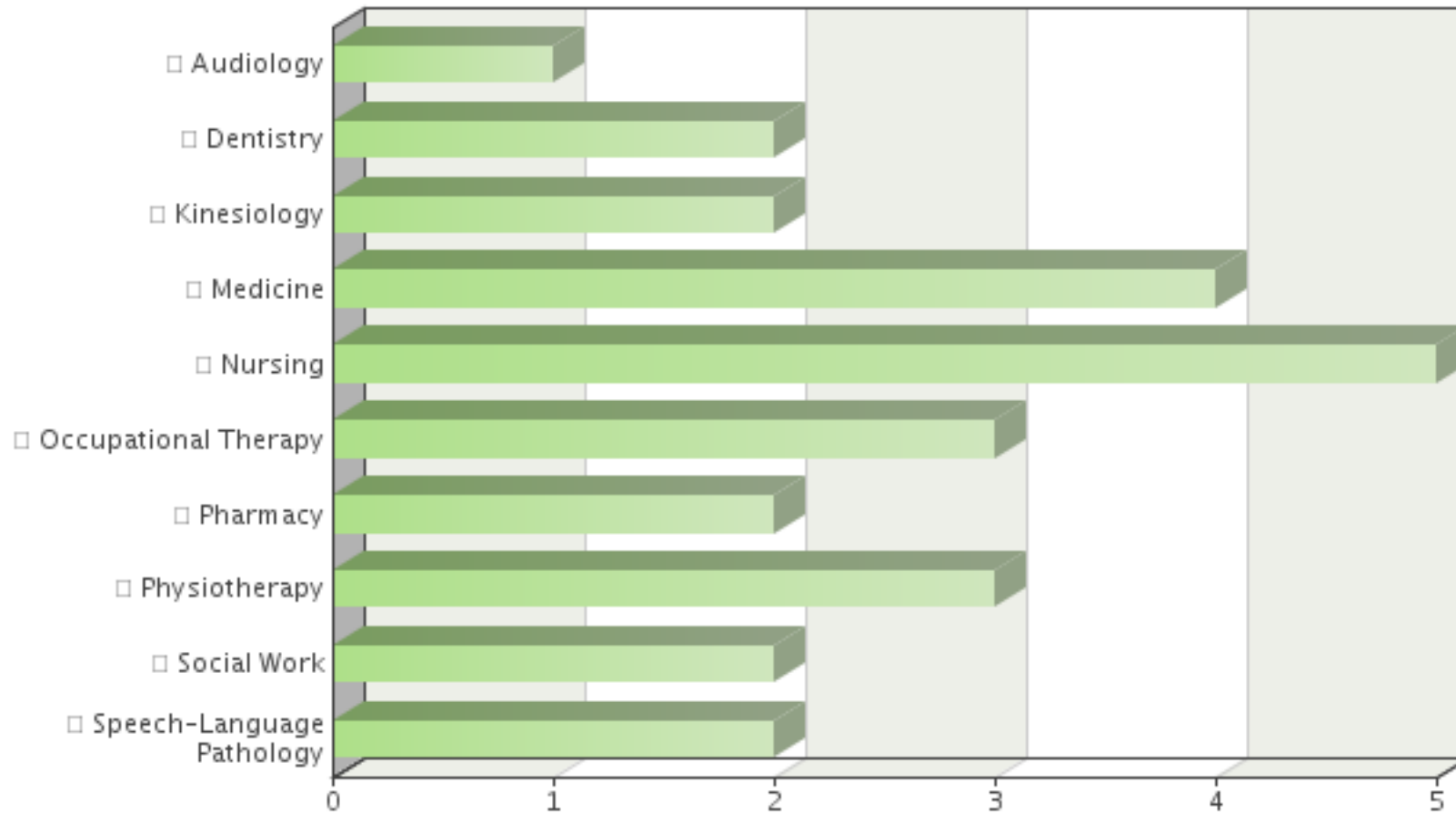
- On-line survey
 - Inclusion criteria:
 - all Canadian Association of Schools of Nursing accredited Bachelor of Nursing programs
 - Key informants
 - e.g. Director, Associate Director, IPE Coordinator
 - Open and closed-ended questions
 - Conducted in the fall of 2016
 - Received 28 complete surveys, 50% of eligible programs
- Telephone Interview
 - 5 completed, 2 scheduled

Results



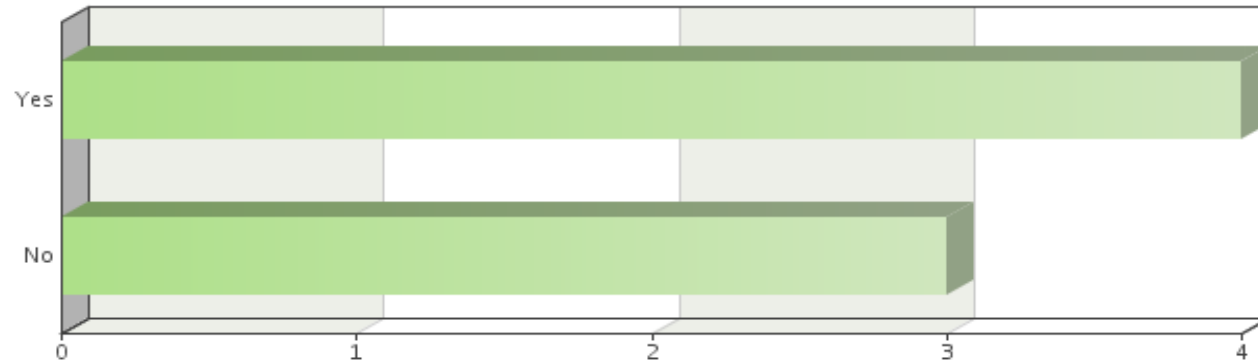
- 1/3 (n=9) had a structured IPE program.
- An additional 5 participants wrote that they are either developing an IPE program, or are planning to in the future.
- 3 programs stated there are informal opportunities for students to participate in IPE

Results



The IPE programs involved students in a variety of health professions.

Results



Just over half monitored or evaluated student progress throughout the IPE program.

Evaluative Tools Utilized

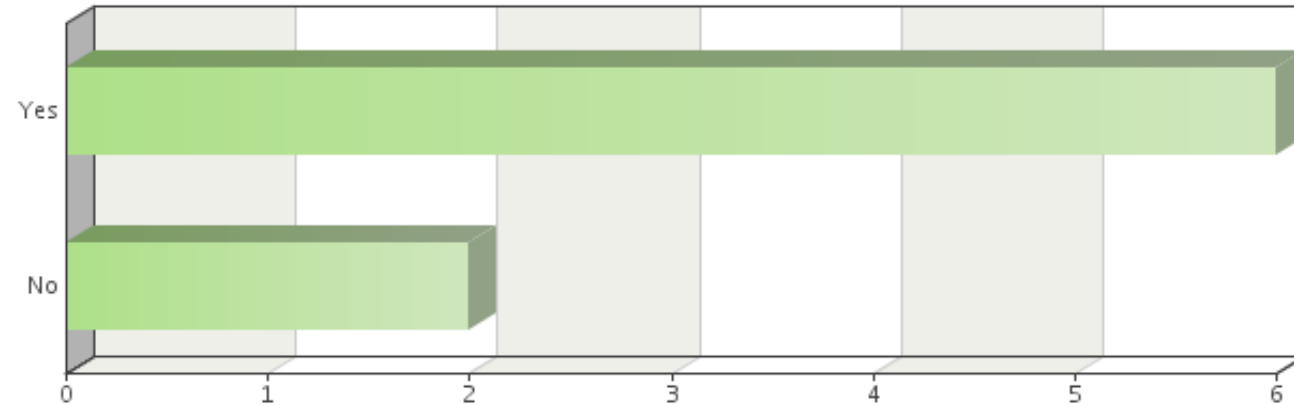
Validated

- ICCAS: Interprofessional Collaborative Competency Survey
- IPAS: Inter Professional Attitudes Survey

Other

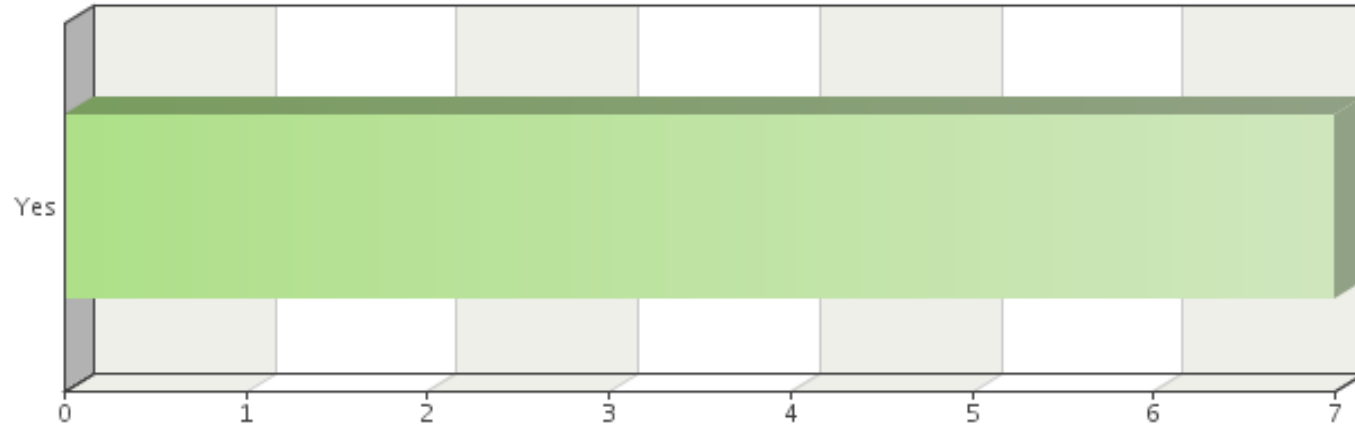
- Program evaluation
- Pre/post tests mentioned

Results



Most had specific outcome criteria that students are required to meet.

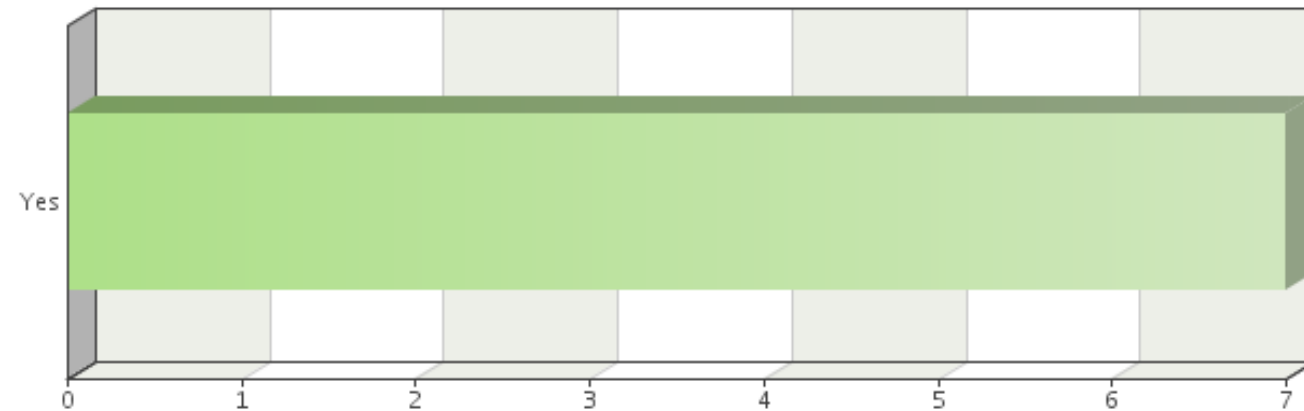
Results



Evaluative data has been used to improve IPE programs, such as:

- Providing more experiential opportunities.
- Increasing small group exercises.
- Incorporating IPE into common courses.
- Adding on-line modules and more flexible learning opportunities.
- Adding an evaluative component.

Results



No programs currently measure IPE outcomes after students graduate!

Implementation

Barriers

- ❑ Resources: Financial & Human
- ❑ Faculty buy-in
- ❑ Overloaded curriculum
- ❑ Program approval at all levels
- ❑ Lack of common time
- ❑ Coordination with multiple faculties & deans
- ❑ IPE Champion leaves program
- ❑ Geographic barriers to accessing other students

Facilitators

- ❑ Accreditation standards
- ❑ IPE champions
- ❑ Research
- ❑ Student interest
- ❑ Mandatory program

Key Findings

- Only 1/3 of respondents had a structured IPE program. Further work is needed to properly prepare nursing students for practice in the interprofessional setting
- Ongoing evaluation with validated tools is needed to properly assess IPE curriculum
- Evaluation of application of knowledge in the practice setting is needed

Implications for Research

- Assessment of the impact of IPE on the practice setting
- Further assessment of changes in student knowledge base and beliefs regarding the importance of IPE to future practice

Discussion

- How is IPE incorporated in higher education at your institution?
- How can our results inform IPE initiatives in your discipline or at your institution?
- There is a great need to evaluate the impact of IPE programs in higher education on outcomes after graduation. What suggestions do you have to design and implement this?

References

- Canadian Interprofessional Health Collaborative (2010). *A National Interprofessional Competency Framework*. Vancouver: University of British Columbia. http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf
- Reeves, S., Perrier, L., Goldman, J., Freeth, D., & Zwarenstein, M. (2013). Interprofessional education: effects on professional practice and healthcare outcomes (update). *Cochrane Database of Systematic Reviews*, 3, CD002213. doi: 10.1002/14651858.CD002213.pub3.
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