Negotiating Challenges in Community-based Interprofessional Education Programs

Margaret Brommelsiek, PhD
Jane Peterson PhD, FNP-C, FAANP

University of Missouri-Kansas City School of Nursing & Health Studies
Objectives:

- Discuss methods for negotiating challenges in community IPE/IPCP programs
- Discuss how humanities-informed curricula can assist with teaching the Interprofessional Education Core Competencies
The Project:

- Cohorts of 10-15 graduate students in nursing, pharmacy, dentistry, clinical psychology and social work attended an 8 week IPE immersion experiences with clinical practicum

- A humanities-informed curriculum was utilized to improve interprofessional education and patient interactions along with increased content on military culture and the unique health and behavioral issues of veterans

- Challenges include scheduling, apathy of faculty and students and incompatible clinical practice experiences
Community-based IPE:

Community-based IPE and IPCP curricula

Community of Practice and Plan-Do-Study-Act

Cohorts of 10-15 graduate health professions student

Enhanced student confidence, empathy and communication with patients and team

Process = Results

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Preliminary Results:

- Students gained confidence as members of IPCP teams
- Students are more reflective and able to anticipate and cope with adverse and challenging situations through managing stress and negative emotions
- The humanities-informed content increased students’ ability to be more empathic and to communicate better with patients and team members
Student Responses:

“I feel confident in what I learned about collaborating with other professions to improve healthcare outcomes for the patient.”

“One can never be fully competent but the willingness to learn and understand will allow growth in areas of cultural competence.”

“I do not have to have a military background to connect to patients at the VA – I can use my knowledge and skills to connect to patients.”

“Simply saying hi helps to calm the patient.”
Recommendations:

• There are always circumstances that require IPE faculty to discuss and negotiate solutions and overcome challenges

• Open communication among all parties is crucial to program success

• Faculty and students who can adapt and respond to change and who can embrace flexibility is essential to developing an effective and productive health professions team
Questions?

The projects described were supported by Grant numbers D09HP25962 and 09HP26956 from the Health Resources and Services Administration (HRSA), an operating division of the U.S. Department of Health and Human Services.