

THE BENEFITS OF USING AN INTERPROFESSIONAL EDUCATION MODEL IN AN UNDERGRADUATE MENTAL HEALTH COURSE

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Interprofessionalism to Enhance Collaborative Care
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FACULTY/PRESENTER DISCLOSURE

Faculty: Nicole Snow and Robert Meadus

Relationships with commercial interests: None

DISCLOSURE OF COMMERCIAL SUPPORT

There has been no commercial financial support for this initiative.

Potential for conflict(s) of interest: None

WHY INCORPORATE INTERPROFESSIONAL EDUCATION (IPE) INTO NURSING CURRICULA?

Canadian Interprofessional Health Collaborative

A National Interprofessional Competency Framework (February 2010, p. 6)

- The overall goal of interprofessional education and collaborative practice is to provide health system users with improved health outcomes.
- Interprofessional collaboration occurs when learners/practitioners, patients/clients/families and communities develop and maintain interprofessional working relationships that enable optimal health outcomes.

BACKGROUND

- **Centre for Collaborative Health Professional Education, Memorial University (CCHPE)**
 - Faculty of Medicine, Memorial University of Newfoundland
- **Goal**
 - Develop an interprofessional education curriculum with activities that span the health professional education curriculum

MENTAL HEALTH IPE PROJECT

Professional Schools involved:

- Nursing (Nursing Concepts for Mental Health - 3rd year)
- Medicine (Integrated Study of Disease II - 2nd year)
- Social Work (Social Work Knowledge and Skills for Practice with Families - 4th year)
- Pharmacy (Pharmacy Skills - 5th year)
- Psychology (Practicum in Ethics and Relationship Skills - PhD students)

MENTAL HEALTH IPE PROJECT

Team Members

- Olga Health, Psychology
- Anna Marie Alteen, Nursing
- Raymond Neckoway, Social Work
- Florence Budden, Nursing
- Taryn Hearn, Medicine
- Leslie Phillips, Pharmacy
- Nicole Snow, Nursing
- Robert Meadus, Nursing
- Michelle Neary, Counselling Centre
- Elizabeth Ohle, Standardized Patient Program
- Brenda Kirby, IPE Project Manager, Centre for Collaborative Health Professional Education

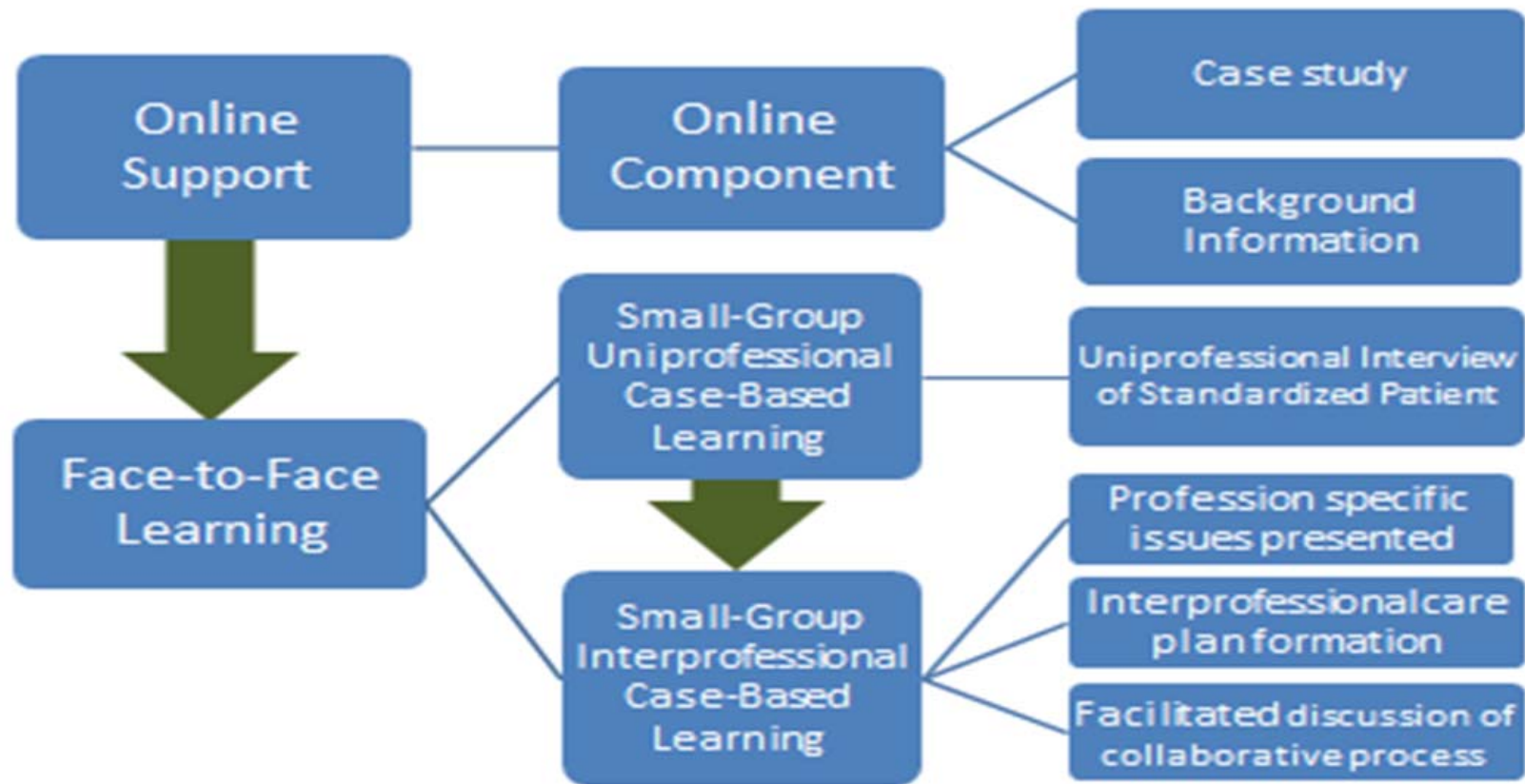
OBJECTIVES:

COLLABORATIVE MENTAL HEALTH PRACTICE IPE MODULE

- Identify the role of each professional on a interprofessional team providing care for individuals with depression.
- Recognize the value of teamwork and the roles of all health professionals in providing collaborative mental health care.
- Demonstrate collaboration in the development of an interprofessional care plan for mental health care.

COLLABORATIVE MENTAL HEALTH PRACTICE IPE – BLENDED LEARNING MODEL

Mental Health Module Curriculum Model, 2012/13

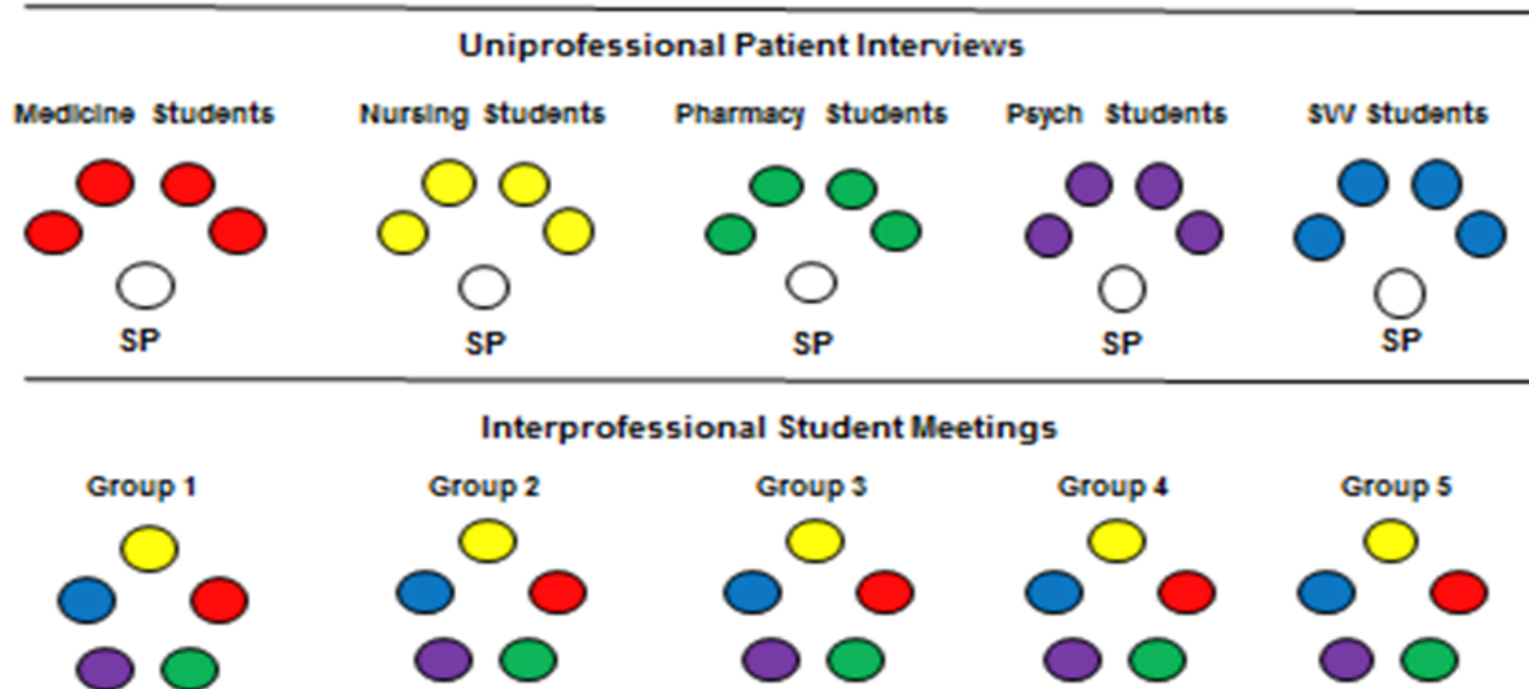


COLLABORATIVE MENTAL HEALTH PRACTICE IPE

– BLENDED LEARNING MODEL

Collaborative Mental Health Model

1. Small, uniprofessional student groups interview standardized patient from professional perspective.
2. Students meet in interprofessional groups, share their findings/recommendations from patient interviews, and develop a collaborative patient plan of care.



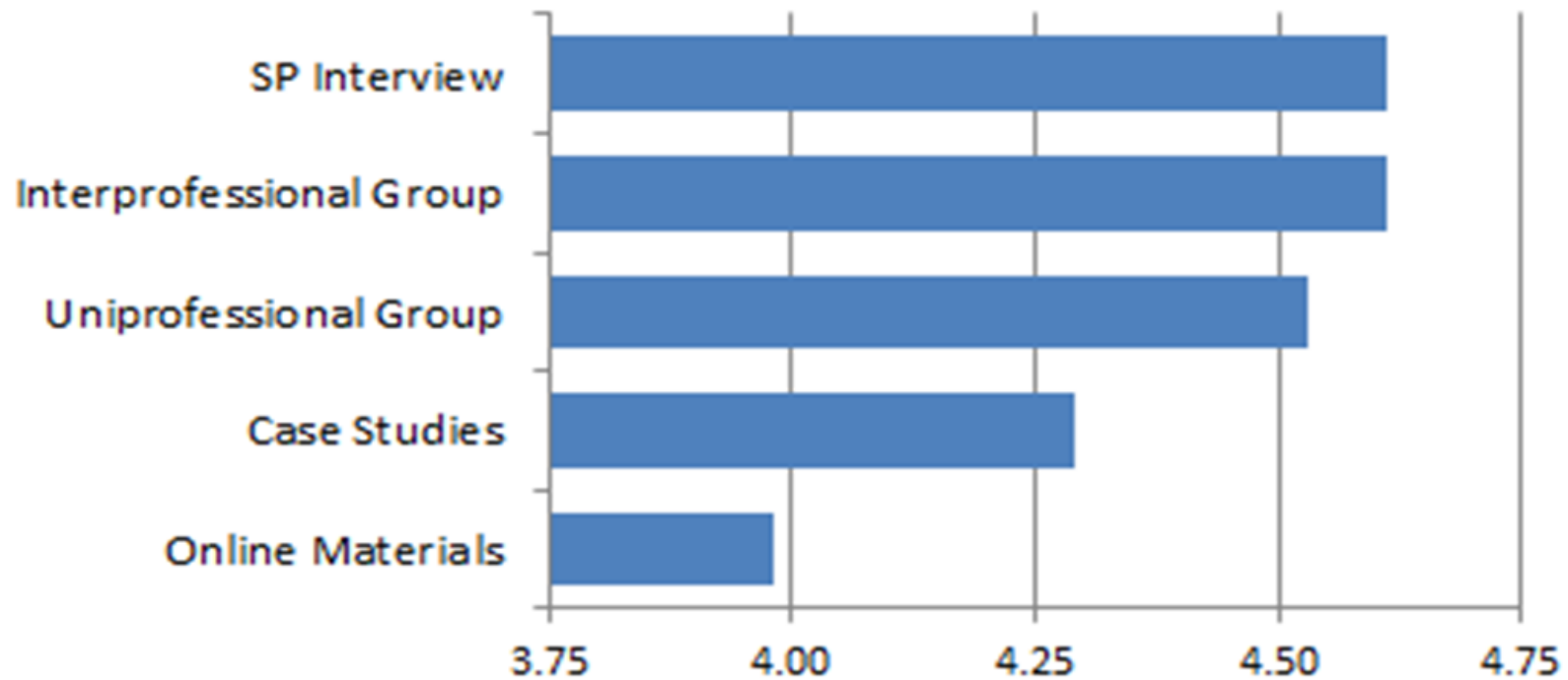
EVALUATION OF MODULE (2012)

- **N=271 (281 participated in module)**
 - Nursing (115-Centre for Nursing Studies), Pharmacy (38), Social Work (60), Psychology (6), Medicine (62)
 - 97.3% agreed/strongly agreed that the learning experience had enhanced their understanding of interprofessional teamwork in mental health
 - 92.2% agreed/strongly agreed that the learning experience had enhanced with understanding of mental health subject area

Curriculum Delivery

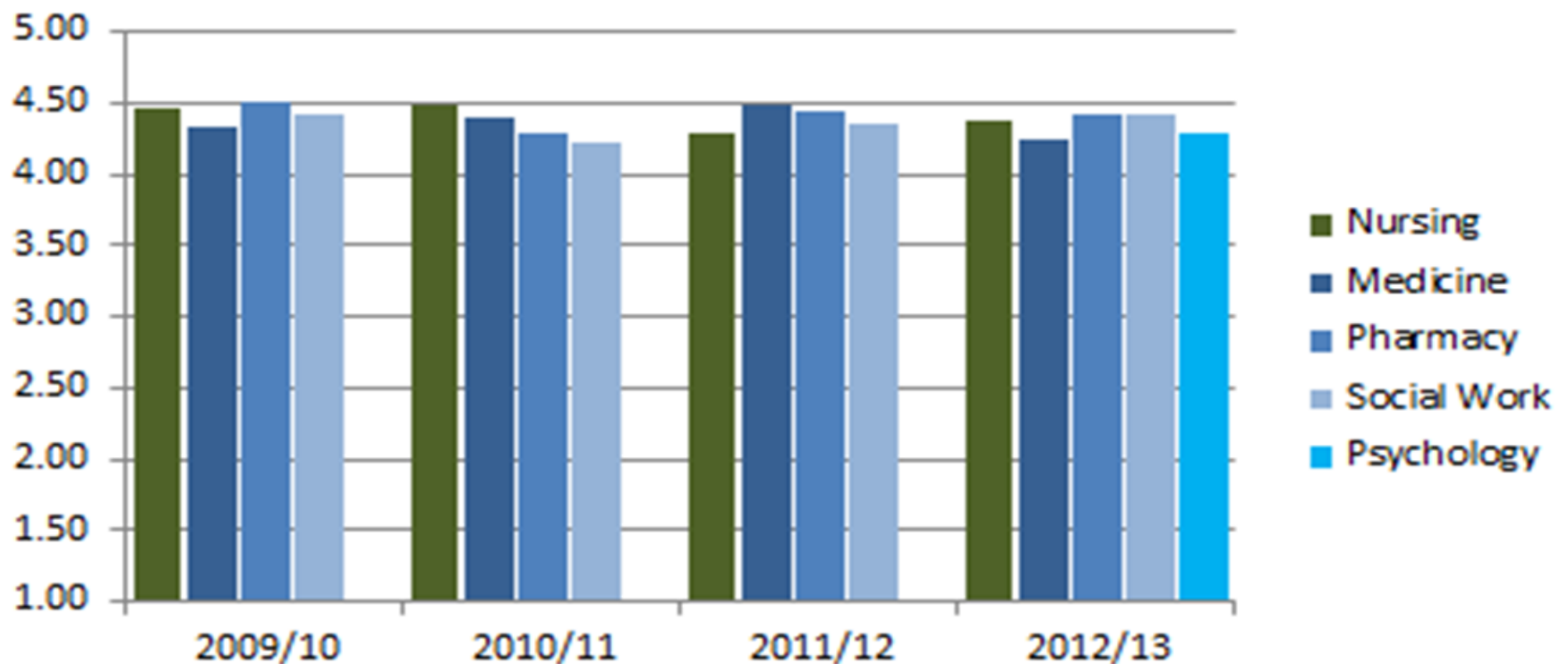
Student feedback showed a preference for interaction.

Student Reaction to Curriculum Delivery Methods



Overall Reaction by Year and Profession

Overall mean reaction scores did not change based on year or profession.



OPEN ENDED RESPONSES

- **What students liked:**
 - Collaborative Approach/Interprofessional Interaction
 - Standardized Patient Interview
 - Uniprofessional Discussion
 - **What student would change:**
 - Nothing
 - More time
 - Inclusion of other disciplines
 - **What students learned about Interprofessional Collaboration:**
 - Importance of Interprofessional Collaboration/Teamwork for optimal patient care
 - Knowledge of each profession's roles/Overlap in Roles
 - Importance of different perspectives/knowledge from each profession.
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OPEN ENDED RESPONSES

- **How the module changed the way students think about interprofessional care:**
 - Increased understanding of interprofessional collaboration, its use and benefits
 - Importance/Roles of each profession
- **How students would enhance patient/caregiver participation in the collaborative process:**
 - Include patient/family members in interprofessional meetings
 - Interprofessional communication and collaboration
 - Tailor care plan to individual patient/Allow for patient input.

SUMMARY: CHALLENGES

- **Measuring long term impact and skill growth**
- **Scheduling**
 - Common daytime slot in already packed schedules
 - Finding physical space
- **Including students at a distance**
 - Western Regional School of Nursing is in Corner Brook on west coast of province.
- **Large and unequal numbers of students**
- **Faculty compensation**
- **Training of small group facilitators**
 - Need a good understanding of facilitator role
 - Need to be aware of professional perspectives
- **Use of Standardized Patient Program (SPP)**
 - Costs involved
 - Consistent experiences and training needed

SUMMARY: SUCCESSES

- **Overwhelming positive experience**
 - Students, faculty, and staff:
 - “Collaboration is a way of getting to better understand patient.”
 - “I learned the importance of working as a team in order to deal with different aspects of care.
 - “Absolutely vital. Helped me to more clearly see the roles of each profession.”
- **Use of Standardized Patient Program (SPP)**
 - Satisfaction with module has increased.
 - More “real life”

CONCLUSION

Inclusion of IPE learning opportunities in health professional education provide students with skills to engage in effective collaborative practice

IPE is a sometimes logistically challenging but very worthwhile endeavour that is preparing nursing students to meet the needs of the workforce and the population

This research adds to the limited knowledge on IPE learning within a mental health context

THANK YOU

QUESTIONS?

