



BACKGROUND

- The Institute of Medicine report, *Future of Nursing: Leading Change: Advancing Health* (2011), highlighted the significant role that team-based care will play in health care.
- The report states "As the delivery of care becomes more complex across a wide range of settings, and the need to coordinate care among multiple providers becomes more important, developing well-functioning teams becomes a crucial objective throughout the health care system (IOM, 2011).
- Interprofessional education (IPE) programs are necessary to teach recognition of the importance of each disciplines roles and responsibilities to enhance communication and collaboration.
- The resulting team coordination goal supports the improvement of patient outcomes.

PROJECT AIM

- Introduce Interprofessional relationships and identify role differences and responsibilities to increase communication and collaboration between health care disciplines. (nursing and nutrition students).
- Future PDSA cycles to include other disciplines.

PROJECT DESIGN/STRATEGY

- Senior nursing and nutrition students participated in a refresher skills blitz that identified knowledge specific to their disciplines and the importance of communication within the health care delivery team.
- A post-test assessing perceptions of the initial joint experience was completed to 1.) survey students' perception of the exercise, and 2.) test the reliability of the adapted IHCT scale for measurement.

CHANGES MADE (PDSA CYCLES)

- Scheduling of the first PDSA cycle was quickly rearranged due to unforeseen weather and some planning details were missed.
- Post-test was given after skills blitz.
- There are plans to offer a team building exercise in the first seven weeks of the Fall, 2017 semester,
- A rounding simulation exercise will be offered as a follow-up in the second seven weeks with the nursing and nutrition students participating.
- There is ongoing communication related to involving additional disciplines.

RESULTS/OUTCOMES

- The Attitudes toward Professional Health Care Teams (IHCT Assessment Tool) was completed by twenty nursing and nutrition students.
- Ten identified as nursing, 9 identified as nutrition, and one identified as other.
- The results reflected that the majority of students strongly agreed/agreed that collaboration between disciplines would affect patient care in a positive manner.
- 18 out of 20 (90%) agreed that patients receiving interprofessional care are more likely than others to be treated as a whole person.
- 19 out of 20, 95% (one reported neutral) of the students felt that health professionals working as teams are more responsive than others to the emotional and financial needs of the patients/clients.
- 19 out of 20, 95%, (one reported neutral) of the students felt that having to report observations to a team helps team members better understand the work of other health professionals.
- The IHCT assessment tool provided insightful information from the participant.
- The skills blitz was a pilot project to determine the need and interest in follow-up from the colleges of nursing and allied health.
- Narrative communication from students conveyed an interest in additional opportunities to learn from one another.

- "I would recommend much more exposure to other disciplines, because I learned a lot from just one event."
- "Have more activities that would pertain to multiple professions.:"
- "More interprofessional events."
- "Have more professions present."
- "I now understand that when a nutritional specialist orders PEG tube feedings for patients they have to look at all the same aspects of the patients that the nurse does."
- "That we all play an important roles in the health care system though they may be different roles."
- "I saw some information that I learned in MNT being applied during the event so I was able to relate to what was going on."
- "I gained a greater appreciation for the nursing profession and the amount of tasks they accomplish in a short amount of time."
- "The effort and care that ECU nursing is learning for their future patients. I respected that they were learning to care for the person, not just their symptoms."

LESSONS LEARNED

- Planning sessions have taken place for future collaborations between the College of Nursing and the College of Allied Health Sciences.
- Future collaborative opportunities will utilize the IHCT as a Pre/Post test measure.
- In addition, future collaborations will measure the demonstration of behaviors as measured by Queens University, Collaborative Practice Tool.
- The Collaborative Practice Tool will be used as a Pre/Post test to evaluate the development and demonstration of interprofessional behaviors.
- There was increased recognition and understanding by both nutrition and nursing students of each others roles and responsibilities.

NEXT STEPS

Learning to be interprofessional requires an understanding of how professional roles and responsibilities complement each other in the current environment that focuses on patient-centered and community/population care (IPEC, 2016).

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