Interprofessional Education (IPE)

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Introduction

Welcome to our Interprofessional Education (IPE) pilot project. This experience will provide students the opportunity to enhance Interprofessional Collaboration (IPC) while completing their clinical experiences within the Peter Ballantyne Cree Nation community of Pelican Narrows, Saskatchewan.

IPC is essential in the delivery of safe and effective patient care, with the best patient outcomes happening when a team of health care providers come together. The team may include physicians, nurse practitioners, nurses, dietitians, pharmacists, therapists, community health workers, receptionist, lab/X-ray personnel and others, with the unique features of the group based on the needs of the patient.

IPE supports the creation of these teams and enables providers to gain a better understanding of their own role within the team as well as the roles and scopes of practice of other team members.

Learning Objectives:

1. Examine various nursing roles within the interprofessional team
2. Reflect on your contribution to the interprofessional team
3. Examine and demonstrate principles of interprofessional collaboration in team-based care
4. Demonstrate effective communication and conflict resolution skills in the interprofessional team
Nurses Roles

First, it’s important to understand your own nursing role as well as the nursing roles of your colleagues. Your “student team” includes a BN student, an RN – Advanced Authorized Practice (AAP) student and a nurse practitioner student.

Take a few minutes reflect about your answers to the following questions and then work with your “student team” to create a short video where you share your thoughts about these questions:

- How do you define your unique registered nurse role?
- What type of education is required for your role?
- How do competencies and standards of practice shape that role?
- How are these roles similar? How do they differ?

How do these roles fit and function within an interprofessional collaborative team?

Next, review “How self-aware are you?” by Liane Davey to identify how you personally contribute to a team. This short reflective exercise can be found at:


After you’ve reviewed the video, reflect on the following questions:

- How can being “self-aware” contribute to the effectiveness of your team?
- How can I develop my own self-awareness when providing patient care?
Interprofessional Collaboration

Now let’s start to learn about interprofessional collaboration!

The Canadian Interprofessional Health Collaborative (CIHC) (2010) identifies six competencies of interprofessional collaborative practice:

1. interprofessional communication
2. patient/client/family /community-centred care
3. role clarification
4. team functioning
5. collaborative leadership
6. interprofessional conflict resolution
7. These competencies form the framework for building effective collaborative teams.

Required Reading

Learn more about this framework by reading the following article:


Learning Activity – Interprofessional Collaboration Competencies

In this activity, you will learn more about the role of other professionals in the Pelican Narrows clinic to build your understanding of the interprofessional collaboration competencies. Choose a member of the health care team and research their role in interprofessional collaborative practice. You can search literature from the library, the regulatory body (college or association), education programs, etc.

These questions can be used as a guide for your research or you can develop your own:

1. What are the educational requirements for the discipline?
2. Is interprofessional education emphasized in their education?
3. Do they require a license to practice? If so, what is the licensing body?
4. Describe their professional scope of practice.
5. Do you have a specific code of ethics or a value system that guides practice?
6. What type of settings do they practice in and does the role differ in those areas?
7. What are the main roles and responsibilities for the patient, family and community?
8. What are some challenges faced with interprofessional collaboration?
9. How does the role in patient care compare with the nursing role?
10. Does the role overlap with other members of the team?

In collaboration with your student team, facilitate a short meeting with the Pelican Narrows team. The following questions are a guide to help you assess the Pelican Narrows interprofessional team. You are encouraged to work with your student team to develop additional questions based on what you’ve learned from the CIHC reading:

- What communication strategies do team members use? How does communication respect each member’s ethical values?
- How does the team make plans and decisions? Discussion, voting, consensus?
- Describe the team leadership and participation roles? Are these roles equitable and respect team ethics?
- Does the team function collaboratively to plan solutions to deal with patient health care issues?
- How does the team involve patients in care planning?
- Does this team meet the principles of an effective collaborative team? Why or why not?
- What are your conflict resolution strategies?
Collaborative Leadership

Leadership is the process by which one person attempts to influence others to attain some mutually agreed upon goal. In your nursing career and clinical practicum experiences, you may have come across a wide range of leadership styles and behaviors.

Required Reading


Suggested Reading

Please note that you may need to order the following two items through your interlibrary loan service if your local library does not subscribe to the Access Medicine database or have a copy of the textbook.

There are six commonly identified styles of leadership: autocratic, laissez-faire, democratic, consensus, transformational and collaborative. Reflect on these leadership styles and identify a practice example that demonstrates that style by reflecting on the following questions.

- What type of leadership works best in interprofessional teams and why?
- What is the usual decision-making pattern that each type of leadership would use?
- Which of these style(s) do you use?
- What is your preferred leadership style?
- Consider completing the Leadership Style Test at: www.queendom.com to help you decide.

Learning Activity - Local Leader Interview

Change is constant and complex in our communities and our health care system. Leadership efforts to transform health care can focus on identifying a need, implementing a new service (perhaps to meet that need), changing healthcare provider behaviours or changing patient behaviours. Community leaders are important members of the “team”, even if they are not healthcare providers, so should be engaged and involved in decisions about how services are offered in a community.

In this activity, your “student team” will work together to interview a local leader from Pelican Narrows about their vision of health care in their community and how team-based collaboration can support health care. The following questions can get you started but be sure to make your questions appropriate for the leader that you will interview:

- How do you define health for yourself? For your community?
- Are there specific needs for healthcare for your community members?
- How do your community’s cultural beliefs and practices impact / influence the services that community members need and want?
- How do you define collaboration and collaborative leadership?
- How can collaborative leadership help to support delivery of healthcare services to community members?
Self-Reflection

Your course instructors will provide you with specific details about the final reflection assignment for your experience.

Self-Reflection using the “What – So What – Now What” Framework

Self-reflection supports the internalization of the learning process and is a strategy that you will use during this course. Critical reflection is the process by which you identify the assumptions governing your actions, locate the historical and cultural origins of the assumptions, question the meaning of the assumptions, and develop alternative ways of acting (Fook, 2007). The “What, So What, Now What” approach is one way to organize, synthesize and articulate your self-reflection in your Clinical report postings, E-portfolio entries and Development Plan. One approach to applying this framework is reviewed below.

What?

1. Awareness: Describe the learning event, issue or situation. Describe prior knowledge, feelings, or attitudes with new knowledge, feelings or attitudes. What happened?

2. Description: Analyze or re-evaluate the learning event, issue, or situation in relation to prior knowledge, feelings, or attitudes. What is your reaction to the learning event, issue or situation?

3. Critical Analysis: Verify/confirm the learning event, issue, or situation in relation to prior knowledge, feelings, or attitudes. What is the value of the learning event, issue, or situation that has occurred?

So What?

4. Synthesis: After 1, 2, and 3 above what is your new understanding of the learning event, issue, or situation?

Now What?

5. Judgment & Evaluation: Indicates how the new learning event, issue, or situation will affect future behavior. Determines the clarification of an issue, the development of a skill, or the resolution of a problem. How will you approach the same or similar event, issue, or situation in the future?