Developing a Roadmap for IPE in Community-Based Mental Health Sites:
Learning the landscape, signposts, detours, and Reaching The Destination

- Dr. Peterson and Dr. Kaas have no conflicts of interest to disclose.
- Dr. Peterson and Dr. Kaas have nothing to disclose regarding off-label use or the potential of off-label use of drugs/products.

Learning Objectives

- **Objective 1**: Describe the HRSA ANE grant processes for developing agency-tailored, authentic interprofessional clinical education experiential curriculum for PMH DNP, PharmD, and Occupational Therapy students.
- **Objective 2**: Discuss challenges and opportunities associated with incorporating interprofessional learning opportunities at two community-based mental health care agencies.
- **Objective 3**: Identify a possible roadmap of learning activities/strategies that prepare clinical staff and faculty to work together to enhance IP learning opportunities in mental health sites.

The Mandate

Create a "collaborative practice-ready workforce" in education and practice.

Working collaboratively implies a partnership between healthcare providers from multiple disciplines and the patients/families in a coordinated approach to shared decision-making about patients' care.

World Health Organization (WHO 2010)
Definitions

• **Interprofessional education**: “When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes” (WHO, 2010)
• **Interprofessional collaborative practice**: “When multiple health workers from different professional backgrounds work together with patients, families, caregivers (sic), and communities to deliver the highest quality of care” (WHO, 2010)
• **Interprofessional teamwork**: The levels of cooperation, coordination, and collaboration characterizing the relationships between professions in delivering patient-centered care
• **Interprofessional competencies in health care**: Integrated enactment of knowledge, skills, and values/attitudes that define working together across the professions, with other health care workers, and with patients, along with families and communities, as appropriate to improve health outcomes in specific care contexts
  – **Interprofessional Education Collaborative (IPEC)** Core Competencies for Interprofessional Collaborative Practice.

Interprofessional Education and Collaborative Practice (IPECP) occurs when two or more professions...

...to enable effective collaboration and improve health outcomes

IPECP Competencies Domains

- Interprofessional Communication
- Roles & Responsibilities
- Teams & Teamwork
- Values/Ethics for IP Practice

HRSA: Advanced Nursing Education Program for Addressing Health Care Needs of People With Multiple Chronic Conditions Within IPE Model

**Enhancing Interprofessional Integrative Psychiatric/Mental Health Nurse Practitioner Education to Address Health Care of Persons with Psychiatric Disorders and Other Chronic Conditions (PI: Merrie Kaas, $1.3M/3 years)**

IDEA

First funded IPE project focusing on psychiatric-mental health nursing education

Grant Goals

• enhance the Psychiatric Mental Health NP DNP courses with evidence-based integrative approaches for persons with multiple chronic mental and physical health conditions
• create interprofessional educational learning experiences for PMH NP, PharmD., and Occupational Therapy students, faculty and staff at clinical sites
• design, implement, and evaluate agency-tailored, authentic IP clinical education experiences for PMH NP, PharmD., and OT students in partnership with two community-based mental health care agencies

Grant Partners

• Faculty from U of MN School of Nursing, OT, and Pharmacy.
• Faculty from Interprofessional Education Resource Center (IERC)
• Evaluation Team: Upfront Consulting
• National Center for IPE/CP housed at U of MN
• Hoeppner Designs for media modules
• Academic Health Center at U of MN Interprofessional Education Resource Center
• Project Manager
• Clinical partners at Wilder Child and Family Guidance Center and Touchstone Mental Health

Barbara L. Peterson, PhD, PMHCNS-BC, RN; Merrie J. Kaas, PhD, PMHCNS-BC, FAAN, RN
Clinical Partners

Wilder Child Guidance Center

Touchstone Mental Health – Rising Cedar

"aid and assist the poor, sick and needy people... without discrimination for any such persons by reason of their nationality, sex, color, or religious scruples or prejudices."

Touchstone Mental Health – Rising Cedar

"inspire hope, healing and well-being"

U of M National Center and 1Health

> 1Health: All learners will complete at least one experiential IPE learning rotation: >Exemplary Interprofessional Learning Environment (EILE).
> Rotation: Interprofessional rotation with other students at clinical site to practice/demonstrate understanding of IPCP/participate in IPE activities.
> Pre-work: Online/hybrid video & reading to gain understanding of models of IPE, Triple Aim, QI, and IPCP.
> Post-work: Debrief/assess to integrate and reflect on impact of IPCP and health outcomes.

Promote and develop students and clinical partners ready for IPECP

Pre-work

- Curricular changes incorporated into coursework
- Multi-media modules based on IPECP and IMH
- Simulation for skill development and to explore collaborative approaches & IMH
- Salons to promote informal conversation among IP students


Year 1

- First cohort of students in didactic and clinical
- Develop IP simulations
- Operationalizing IPE and IMH in clinical sites
- Collect data
- Disseminate beginning findings

Year 2

- Second cohort of students
- Refine curricula
- Refine student IPE and IMH outcome criteria
- Collect final data
- Disseminate findings
- Sustain processes and outcomes

Year 3

Roadblocks

Identify the three biggest challenges in “…strengthening the inter-professional education program in your department/at your site.”

Wilder Child Guidance, n=29

Roadblocks

Identify the three biggest challenges in “…strengthening the inter-professional education program in your department/at your site.”

Touchstone Mental Health, n = 12
We've had staff changes, turnover that confuses our roles definitely changed the team. (Teamwork)

Lack of shared language creating miscommunication (Communication)

Lack of understanding student objectives and expectations (Communication)

Each clinical background has different philosophies. (Values)

We need to be able to communicate for the team. (Roles)

Students arrive!

• Navigate student clinical learning needs
• Distinguish between uni-professional goals from IPE learning goals
• Understand clinical staff learning needs

• Supervision needs and requirements
• Clinical site on-boarding requirements
• IMH/IPE modules
• IPE discussions
• Coordinating student schedules

It's not just the Destination: It's the Journey

• Increase staff knowledge about IPE and IPC
• Identify language variance and develop shared language
• Increase staff knowledge
• Identify champions and torch bearers of IPE

IPE/IPECP Culture

• IPE for all students in the clinical site
• Shared language of IPE
• Leadership commitment to IPE

Reaching the IPECP Destination

The Patient is at the center + Knowledgeable Staff = Culture of IPECP

Shared Language

IPE Champions

Leadership Support

Questions

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References
