



**Inspiring Future Leadership with
Inter-professional Training for
Advanced Practice Psychiatric
Nursing Students at a
School/Community Health Center**

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Disclosure

The speaker has no conflict of interests to disclose.

Objectives

As a result of participating in this session, the participant will be able to:

1. Understand the interprofessional competencies for education and practice.
2. Analyze the leadership role faculty and psychiatric nursing students can play with interprofessional education and practice.
3. Synthesize use of interprofessional case conferences to inspire psychiatric nursing students to lead collaborative teams and transform healthcare.

Outline of Presentation

- I. Interprofessional education and practice competencies.
- II. Interprofessional model used for interdisciplinary training at a school community health center.
- III. Analyze success and challenges of case conferences.
- IV. Case Presentation
- V. Evaluate leadership role of the faculty
- VI. Inspiring advanced practice psychiatric nurses to be leaders in interprofessional education and practice.



UC MEdTAPP
Healthcare Access Initiative



- This program is partially funded by the MEdTAPP Healthcare Access (HCA) Initiative* and utilizes federal financial participation funds through the Ohio Department of Medicaid.
- The MEdTAPP HCA Initiative partners with Ohio's colleges and universities to support the development and retention of additional healthcare providers to better serve the Ohio Medicaid population using emerging, interdisciplinary, and evidence-based care models.
- Views stated in this presentation are those of the researchers only and are not attributed to the study sponsors, the Ohio Department of Medicaid or to the Federal Medicaid Program.

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Interprofessional education and practice competencies

- Integrate expertise to understand and address health concern (McNeil, Mitchell, & Parker, 2014)
- Professionals with diverse skills working together synergistically (Flood, McKinstry, Friary, & Purdy, 2014)
- Exemplars
 - REACH
 - VA

Interprofessional model

- A goal of MEDTAPP grant:
- Plan and implement interprofessional education opportunities and best integrated care practices into curriculum and training modules.

Inteprofessional Model

- IPEC Report used as guide ©2011 American Association of Colleges of Nursing, American Association of Colleges of Osteopathic Medicine, American Association of Colleges of Pharmacy, American Dental Education Association, Association of American Medical Colleges, and Association of Schools of Public Health
 - 1.Collaborate with individuals in the case conference as well as in the work setting to achieve a climate of mutual respect and shared values and ethics.
 2. Identify each profession's/staff's unique and complementary roles/responsibilities in the health center and in planning patient care.

IPEC Report used as guide (cont)

3. Use the knowledge of one's own role/responsibilities and those of other professions to appropriately determine each team members' responsibilities within the health center and when implementing the plan of care for patients or health interventions for populations.
4. Discuss how the center's team can effectively communicate with patients, families, communities, and each other in a responsive and responsible manner that supports a team approach to functioning of the health center, the maintenance of patient's health and the treatment of physical and behavioral health disease.

Community

- History
- Needs Assessment
- Planning grant
- Implementation grant



Riverview

- Clinical practice at Riverview East Academy Health Center
- Mental health care and primary care are co-located in same area in school
- Multiple community organizations involved
- Vision: Riverview will become a model clinical site to integrate primary and behavioral health and practice interprofessional competencies

CASE CONFERENCES

- Established guidelines
 - General Information
 - Process for Preparing for Case Conference
 - Select Domain
 - Present case and discuss
 - Closure

Challenges in establishing case conferences

- Organizational structure and culture shift to Integrated Interdisciplinary Care
- Space
- Lack of structure in the care process
- Extra time and personnel to establish structure
- Lack of consistency with learners schedule
- Technology



Specific Communication Competency

- Communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease.
- CC2. Organize and communicate information with patients, families, and healthcare team members in a form that is understandable, avoiding discipline-specific terminology when possible.
 - CC4. Listen actively, and encourage ideas and opinions of other team members.
 - CC8. Communicate consistently the importance of teamwork in patient centered and community-focused care.

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Case

Rhonda, an 18 year old Caucasian female, living with mother and brother, recently moved to Midwest from California, junior in highschool

Assessment Sources: Rhonda, mother, Children's outpatient agency, RVE Health Care Center physician, nurse practitioner, school nurse and paraprofessional, dentist PMHNP intern



Questions to Guide Discussion

- 1. Does everyone in the room understand all of the terminology used in presenting the case? (CC2)
- 2. As a team, is there an integrated health plan of care that can be implemented by all? What kind of issues are important to keep in mind as you communicate? (CC8)
- 3. Your patient is involved with several providers. What are the best ways/methods to communicate the patients condition and needs to all involved? (CC2)

Successes

- Process to bring different partners together
- Common vision
- Involve all partners to have ownership
- Better understanding of Patient
- Better coordination of Care
- Satisfaction of learners
- Increased competency

Leadership role of the faculty

Good at herding cats



Leadership role of the faculty

- Buy in from institutional leadership/faculty champions
- Role model for students/learners
- Create linkage between practice and education
- Clear about objectives
- Create structure
- Be competency driven
- Build in time for reflection and evaluation

Ideas for inspiring advanced practice psychiatric nurses to be leaders in interprofessional education and practice.

- Participate in live interprofessional training, not just simulations
- Create fun, learning atmosphere
- Facilitate experiences so that they witness quadruple aim

John Quincy Adams, 6th President of the United States, defined leadership as: “If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

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Post Question

1. Which of the following interprofessional core competencies is illustrated when a psychiatric nurse asks the resident from behavioral and developmental pediatrics to explain what the abbreviation SI meant to her when she was discussing a case. She shared it meant sensory integration.
- a. Interprofessional Communication
 - b. Values and Ethics
 - c. Teams
 - d. Roles and Responsibilities

Post Question

2. Which of the following strategies are essential for a psychiatric nurse leader in an interprofessional setting to adopt?
- a. Understand interprofessional core competencies
 - b. Understand the culture of the system
 - c. Encourage all members to be valuable members of the team
 - d. Establish common goals for better patient outcomes
 - e. All of the above

Post Question

3. What designates interprofessional case conferences as an effective tool to inspire future psychiatric nurse leaders?
- a. Students are not intimidated when they know it is just an educational exercise
 - b. Students have an opportunity to reflect on their own weaknesses in developing the core competencies
 - c. Students can practice in a safe setting with role models who demonstrate leadership and the core competencies
 - d. Students learn nurses are from a different planet and alien strategies are needed

Post Question

4. Psychiatric nurses can lead the US Healthcare System in having professionals from different disciplines work toward a common goal of being patient centered, having better health and having more effective outcomes.
- a. True
 - b. False

Questions and Answers