

Integrating Interprofessional Education in the Curricula: Opportunities and Challenges of Four Northern Ontario Undergraduate University Nursing Programs

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Conflict Disclosure Information:

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I have no financial or personal relationships to disclose



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Learning Objectives

- Discuss the background and literature surrounding interprofessional education integration in nursing curricula.
- Describe a proposed research study on how four Northern University Nursing programs are integrating interprofessional education into curricula, including faculty and administrator experiences.



Outline

Background

Research Study Question

Theoretical and Conceptual Frameworks

Literature Review

Methods

Quality Control

Ethics

Data Dissemination

Implications

Suggestions for Future Study

Background

Interprofessional Education (IPE):

“occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care” (Centre for Advancement of Interprofessional Education, 2002).

Prepares health care professionals to practice in an interprofessional care setting which is said to improve patient outcomes (Interprofessional Care Steering Committee, 2007).

Background

Building on Values: The Future of Health Care in Canada (Romanow, 2002).

Interprofessional Education for Collaborative Patient-Centred Practice (IECPCP) Strategy (Gilbert, 2010).

Canadian Interprofessional Health Collaborative (CIHC) developed in 2006 (CIHC, 2010).

Interprofessional Care: A blueprint for action in Ontario was released by Health Force Ontario (Interprofessional Care Steering Committee, 2007).

Background

Issues with IPE:

- difficult to integrate IPE curriculum into university and college programs due to the lack of accreditation standards for IPE (Interprofessional Care Steering Committee, 2007).
- lack of best practices in integrating IPE into the curricula of health sciences programs (Abu-Rish et al, 2012).



Background

New interprofessional instructional and institutional strategies must be the focus of professional health education programs in order to have professionals better prepared for collaborative practice (Frenk, J. et al, 2010; World Health Organization, 2008).

IPE should be implemented in undergraduate programs to prepare health science professionals for inter-collaborative practice pre-licensure, emphasizing that studies are required to look at the relevancy of IPE to the communities being served, cost effectiveness and sustainability (World Health Organization, 2013).



Background

2011- Accreditation of Interprofessional Health Education (AIPHE)- project funded by Health Canada made up of the accreditation organizations for the following professions: medicine, nursing, occupational therapists, social workers, pharmacists, and physiotherapists .

Principles, practices and competencies for integrating IPE into each of their accreditation standards were created (AIPHE, 2011).



Background

Canadian Association of Schools of Nursing, (CASN), ensures that specific educational standards are met in undergraduate programs of nursing.

Provided all undergraduate nursing programs with updated key elements for accreditation standards, one of them being:

“learners develop functional working relationships, including intra/interprofessional and intersectoral collaboration” (CASN, 2012).



Research Study

To determine how Northern Ontario undergraduate university nursing programs are integrating IPE in their curricula, including the opportunities and challenges experienced by nursing faculty and program administrators.

Theoretical and Conceptual Frameworks

Social Constructionist Paradigm:

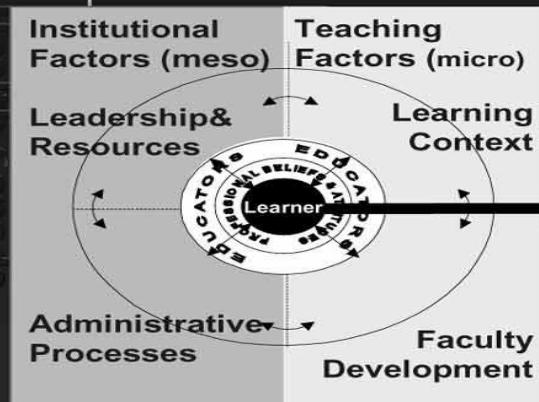
Social constructionism allows for the construction of multiple and variable meanings related to the same phenomenon (Crotty, 2013; Dyson & Brown, 2006).

The ways IPE is being addressed within nursing programs will be variable, and will be described based on the perceptions and contextual factors affecting each participant and program.

Theoretical and Conceptual Frameworks

Interprofessional Education Process & Outcomes

Health Canada



Health Professional Learner Competencies

KNOWLEDGE

•Roles

SKILLS/BEHAVIORS

*communication * reflection

ATTITUDES

*mutual respect * open to
trust *willing to collaborate

(D'Amour, Oandasan 2004)



Literature Review

Research studies in the past ten years.

Organised under three main themes:

1. IPE in the classroom and practice settings,
2. specific IPE strategies, and
3. opportunities and challenges encountered integrating IPE into the curriculum.

Literature Review

Summary:

- efficacy of the IPE intervention itself, such as changes in how professions are viewed as team members and improvements in communication and working as a team (Ateah et al., 2011; Balogun et al., 2015; Bilodeau et al., 2010; Chan et al., 2009; Cooper et al., 2009; Jacobsen, et al., 2009; Lidskog, et al., 2007; Lindqvist, et al., 2005; Meffe et al, 2012; Salvatori, et al., 2007; Selle, et al., 2008; Sick, et al., 2014; Somerfeldt, et al., 2011).
- one-time interventions or voluntary extracurricular activities which did not include all of the students in the specified nursing program (Ateah et al., 2011; Cooper et al., 2009; Lindqvist, et al., 2005; Meffe, et al., 2012; Salvatori, et al., 2007; Selle, et al., 2008).

Literature Review

- integration of IPE exclusively in practice settings (Ekmekci et al., 2013; Jacobsen et al., 2009; Lidskog, et al., 2007; Somerfeldt, et al., 2011; Sick, et al., 2014)
- integration of IPE exclusively in classroom learning (Balogun et al., 2015; Chan et al., 2009; Cooper et al., 2009; Lindqvist et al.),
- IPE in both classroom and practice settings (Ateah et al., 2011; Salvatori, Berry, & Eva, 2007; Meffe, Claire, & Espin, 2012).

Literature Review

- strategies for interprofessional learning were identified as patient care simulation activities (Baker et al., 2008; Ekmecki et al., 2013; Joyal et al., 2015; Paul et al., 2014) and the use of modelling and other supportive learning strategies (Ruiz et al., 2013; Selle et al., 2008).
- opportunities and challenges of IPE outlined the need for faculty development, faculty champions, administrative support and resources (Barker et al., 2005; Bilodeau, 2010; Cahn, 2014; Graybeal et al., 2010; Ruiz et al., 2013;)



Methods- Study Design:

Multiple Case Study

- answering ‘How’ question
- requires multiple sources of data collection: interviews, documentation and website
- able to see what is happening within and between cases (in this instance, programs), in an in-depth manner (Baxter & Jack, 2008; Creswell, 2013)



Methods-Study Design:

- multiple case study design is useful in looking at how a program or school may be incorporating innovation in their curriculum (Yin, 2014).
- multiple case study approach is used to demonstrate different perspectives on an issue (Creswell, 2013). In this case, experiences of IPE.



Methods-Study Design:

Advantages of Multiple Case Study

- allows the researcher to analyze various sources of data within and across settings making the results more reliable

Disadvantages

- amount of time and data required can become onerous and costly
- issue of different program and university contexts which may result in less transferability of results

Methods-Setting and Rationale:

- undergraduate university nursing programs across Canada have begun working to meet IPE requirements in their programs
- some Ontario undergraduate nursing programs have funding for IPE
- limited data on what is occurring with the integration of IPE in Northern Ontario university undergraduate nursing programs, especially in the area of faculty and administrator experiences of IPE within the curriculum (Salvatori, Berry, & Eva, 2007).

Methods-Setting and Rationale

Northern Ontario:

- includes 10 territorial districts from the southern boundary of Parry Sound to Hudson Bay and James Bay and the Manitoba and Quebec Borders (Ministry of Infrastructure Ministry of Northern Development, Mines and Forestry, 2011).
- unique opportunities and challenges for Northern Ontario undergraduate university nursing programs which require exploration.

Northern Ontario University Nursing Programs:

Sudbury (n=2),
North Bay, (n=1) and
Thunder Bay (n=1):





Methods-Sample and Inclusion and Exclusion Criteria:

- in case study research, the case is the unit of analysis and can encompass an individual, program, process or difference between organizations (Baxter and Jack, 2008)
- case/unit of analysis will be the integration of IPE curriculum in and across four Northern Ontario University undergraduate nursing programs

Methods-Sample and Inclusion and Exclusion Criteria:

Establishing boundaries in a case study is similar to developing inclusion and exclusion criteria in a quantitative study (Baxter and Jack, 2008)

Boundaries/Inclusion Criteria:

- Northern Ontario four-year undergraduate collaborative nursing programs where students must apply to the university for admission

Boundaries/Exclusion Criteria

- Northern Ontario undergraduate collaborative nursing programs where students apply to the college for admission
- Compressed undergraduate nursing programs

Methods-Sample and Inclusion and Exclusion Criteria:

Undergraduate nursing program Directors, as well as faculty members will be involved in the study

- both faculty member and administrator knowledge and support for IPE are known to be integral to its success (Reeves et al., 2012).
- letter of invitation will be sent via email to Program Directors and faculty members with a one month response period requested from participants. Translated for LU French program.

Methods-Instruments/Measures:

- individual interview, focus group questions, website review and document collection
- Interprofessional Education Assessment and Planning Instrument for Academic Institutions as a guide (Association for Prevention Teaching and Research, 2009)
- first section of the instrument which assesses IPE across the curriculum will be the section to guide data collection



Methods-Instruments/Measures:

Five domains on which the overall data collection and interview questions are based:

- educational venues (courses, laboratories, and clinical experiences),
- educational evaluation,
- programmatic participation,
- institutional support
- faculty incentive

(Association for Prevention Teaching and Research, 2009)



Methods-Instruments/Measures:

- 13 semi-structured interview questions developed
- 10 questions derived from instrument addressing the domains
- 3 questions based on the second research question of the study, addressing challenges and opportunities
- Most questions have an additional component where relevant documentation will be requested for review

Methods-Instruments/Measures:

- for both the individual and focus group interviews; pilot-tested, and translated for LU French program by an external company
- Directors will be interviewed separately to detail admin issues in IPE for approximately 1-1.5 hours (n=4-6),
- Faculty in each of the 4 years of each corresponding program interviewed in focus groups for approximately 1.5 hours (n=8 at each program, total n= 32)



Methods-Instruments/Measures:

Focus groups at the two Laurentian University undergraduate programs

- a bilingual facilitator obtained through an external company, to prevent any perceived bias in the data collection, (since the researcher was previously the School of Nursing Director and has been assigned lead roles in coordination and curriculum in the undergraduate program for the next academic year)



Methods-Instruments/Measures:

Overall approach of semi-structured interview:

- allows the construction of experiences of IPE in undergraduate nursing programs to be thoroughly articulated by the study participants
- questions have been constructed in a manner which will attempt to determine the extent of the integration of IPE in the programs as well as to discuss the outcomes/evaluation of any IPE initiatives undertaken



Methods-Data Collection:

Two to three days will be spent at each institution performing the interviews and collecting other data (university and program documents and websites):

- digitally recorded individual and focus group interviews
- transcribed verbatim; French focus group to be translated by an external company
- collection of documents- preferably electronic
- review of website

Methods- Data Analysis

Thematic analysis of individual and focus groups interviews, documents and websites (Braun & Clarke, 2006).

Coding:

- primarily a priori coding based on the three themes found in literature review and relate to the research questions
- grounded codes arising during the analysis will also be included to more accurately reflect the participants' experiences (Creswell, 2013; Gibbs & Taylor, 2010).



Methods-Data Analysis:

- coding will be done manually in order to immerse the researcher in the data for accuracy and validation
- categorical aggregation will then be used to establish ideally 5-7 themes or patterns, (no more than 10) (Creswell, 2013).

Qualitative software to assist with thematic analysis such as ATLAS.ti, will be used due to the volume of data collected.

Methods-Data Analysis:

Direct interpretation of single instances will also occur which ensures that unique IPE experiences are included in the analysis (Creswell, 2013).

Cross-case synthesis (used in analysis of multiple case studies) will be performed allowing for comparison of themes across cases (Yin, 2014).

Descriptions of each case, themes, single instances, cross-case analysis will be presented using narrative, tables and possibly figures (Creswell, 2013; Yin, 2014).

Quality Control

- triangulation involved in collecting a variety of data sources as well as comparison of data serve to accomplish validity/credibility. (Baxter & Jack, 2008).
- respondent validation (member checking) during data collection phase by returning verbatim transcripts of individual and focus group interviews to participants for review
- samples of data will be checked with thesis supervisor

Quality Control-Reflexivity:

Personal social structures are reflected in how we approach our research- from data collection to analysis, and to how we write the final report (Creswell, 2013)

- important as researcher to share my background and experiences in the research process by stating these explicitly with participants and in the written report

An interest in IPE...want to research it!

Quality Control-Reflexivity:

Overall, there will be:

- greater emphasis on how the participants in the research study verbalize their experiences, using a constructionist approach
- reflexive journal which will be completed during the data collection and analysis phases of the study and will be discussed with my thesis supervisor at regular intervals

Data Dissemination

- analysed results of each individual case will be provided to programs in reciprocity for their participation and a one page summary.
- final report and cross-case synthesis will be sent to each program Director.

Implications

- enable each undergraduate nursing program to evaluate IPE within their curriculum, to refine what is currently being done, and to use report for purposes of accreditation or other reports
- IPE opportunities identified in the report may be pursued
- results may be used to provide evidence for resources required to ensure that IPE is occurring in the curricula and that there is continued support by administrators and resources to sustain it.

Suggestions for Future Study

- three collaborative partner sites of the Laurentian University English undergraduate nursing program in Sault Ste. Marie, Timmins and Sudbury (Cambrian College) would be the next logical sites to involve in replicating this multiple case research study in order to gather more information on what is occurring in these Northern programs.
- further studies are required to explore specific successful IPE program strategies which may be uncovered in the programs, or other themes that may arise with respect to IPE that are at this time, unknown.

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