

Inner City Child and Community Care

And Intersectoral, Interprofessional Education for Community Health
Nursing Students

Dorothy Cumming, RN, MSN

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Full Disclosure

I limit my foray into the IPE literature, only refer to existence of criteria used to measure IPE, and raise some issues re IPE terminology.

Much literature is available in print and online and YouTube offers plenty of video presentations to give you more details about IPE.

In this 15 minute presentation I will focus on my experience of turning what could have been a typical CHN practicum project into what I believe was an IPE experience.

They both had a dream ...



Jane's Dream

- ❑ Teach eleven and twelve year old children how to safely prepare a nutritious breakfast
- ❑ Enthuse children to prepare and eat a nutritious breakfast every day
- ❑ Develop leadership in the Breakfast Buddies
- ❑ Increase the children's chances of gaining employment in the food industry



Jane's Patience

- ❑ In 2015 funding was available for two summer students to work on a food security project
- ❑ A BCIT nursing student who knew the Breakfast Program, knew the grade 6 & 7 students, and had a personal history of working in a restaurant accepted one of those two summer positions. A nutrition student accepted the other summer position.
- ❑ The grade 6/7 teachers unanimously supported and agreed to partner in this project, giving classroom time, curriculum time, for the workshops.



The Team



Vancouver
School Board

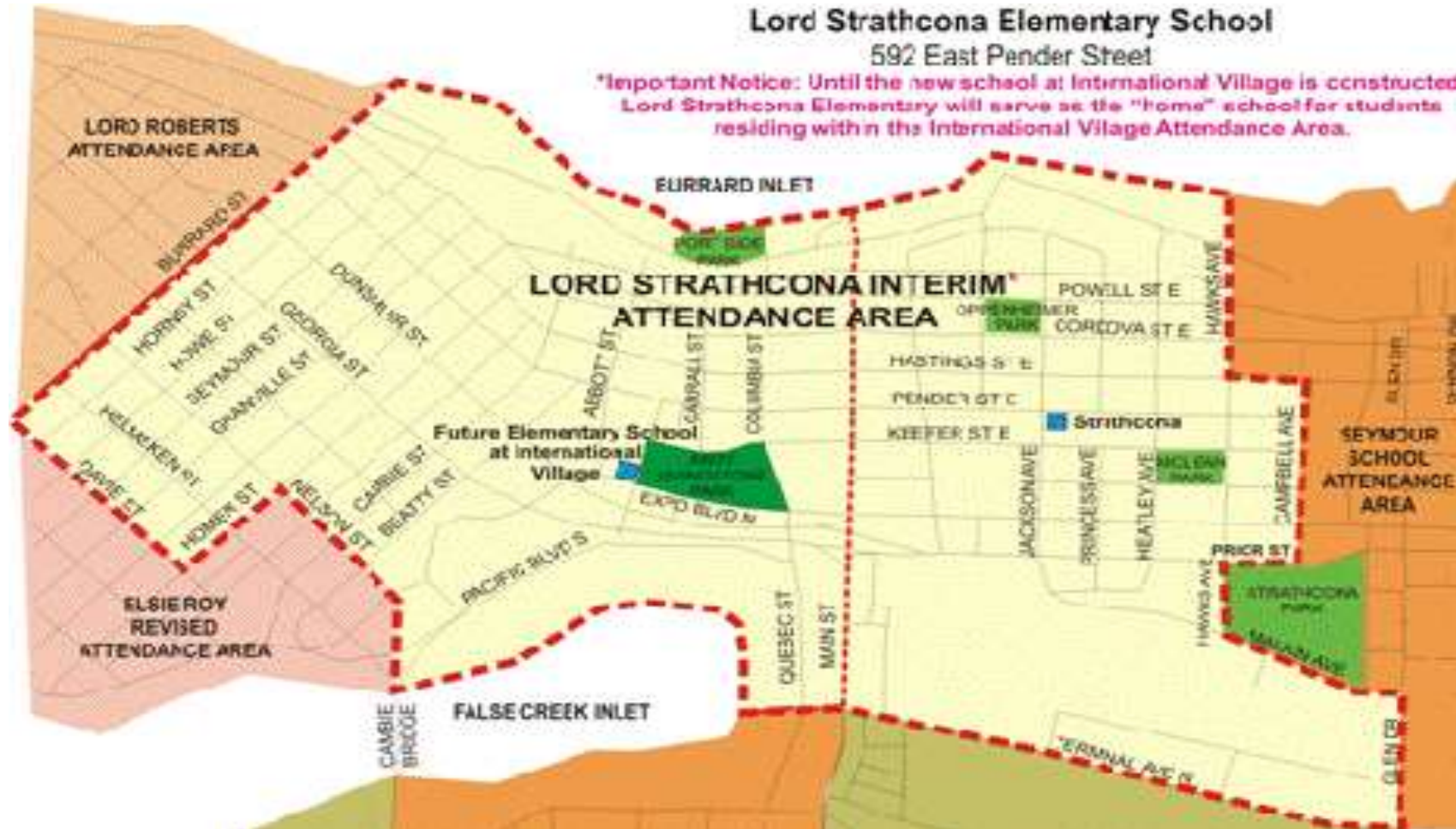


Our Journey

...toward an intersectoral, interprofessional collaboration



The Geographic Community DTES, Strathcona and Chinatown



The IPE Overlay

Expected CHN practice

... Connect with others to establish, build and nurture professional relationships ... to address health-related issues ...

Use intersectoral collaboration, partnerships ...

(CHNC Standard 4)

IPE Def'n and Processes

Two or more professions **learn about, from and with each other** to enable effective collaboration and improve health outcomes. (WHO, 2010)

With conscious intention, they learn about the separate and shared knowledge and skills of different team members

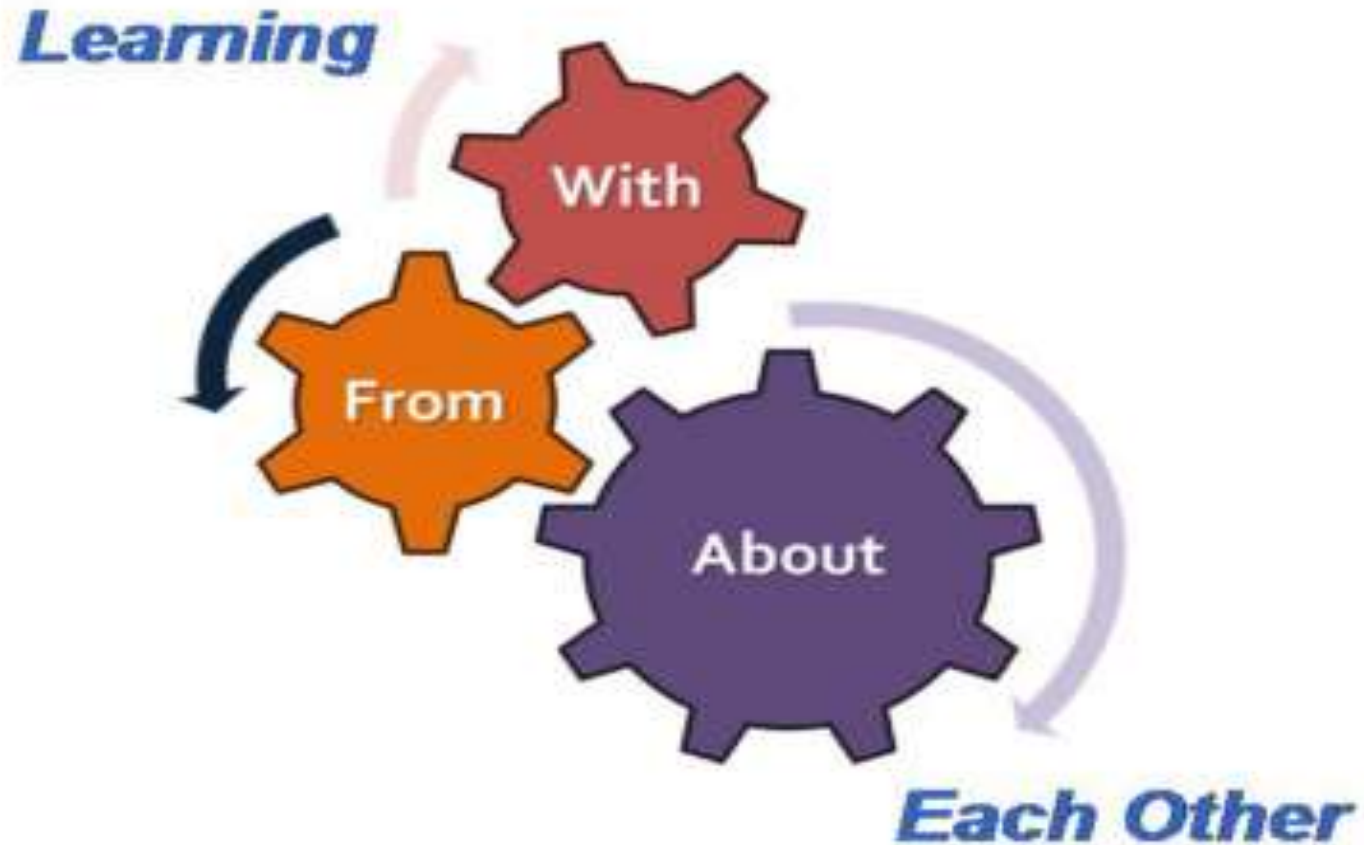
The IPE Overlay

Community Health Nursing Practice faculty is inclined to believe **“we do interprofessional education and collaboration all the time!”**

Hmm, I wonder if we actually do?!



Interprofessional Education



The Process of IPL (as inspired by the CAIPE definition of IPE): 'With', 'From' and 'About' gears intermesh in the process of interprofessional learning.

Acknowledgements: Dr Lisa Nissen and Dr Monica Moran. <http://www.aippen.net/what-is-ipe-ipl-ipp>

Expected Outcome of IPE

Effective Interprofessional Collaboration

A process of communication and decision making that enables the separate and shared knowledge and skills of different care providers to **synergistically influence** the care provided through changed attitudes and behaviours, all the while emphasizing client-centered goals and values.

(Health Canada)

The Twist

Interprofessional Education (IPE)?

No students from other professions.

Interprofessional Practice (IPP)?

The teachers, food security staff, nurse educator and environmental health officer were certainly using interprofessional practice.

Interprofessional Learning (IPL)?

The students were learning about interprofessional practice during their pre-practice education

I suggest all participants experienced interprofessional learning.

IPE or IPL? If it matters then know that our Australian colleagues believe ...

Interprofessional Learning (IPL) is the overarching term encompassing interprofessional education, or IPE, and interprofessional practice, or IPP.

IPE can also include teaching and learning opportunities in IPL for qualified health professionals and as such comprises all such learning in academic and work based settings, before and after qualification.

Clinical Instructor Role to Promote and Facilitate IPE/IPL

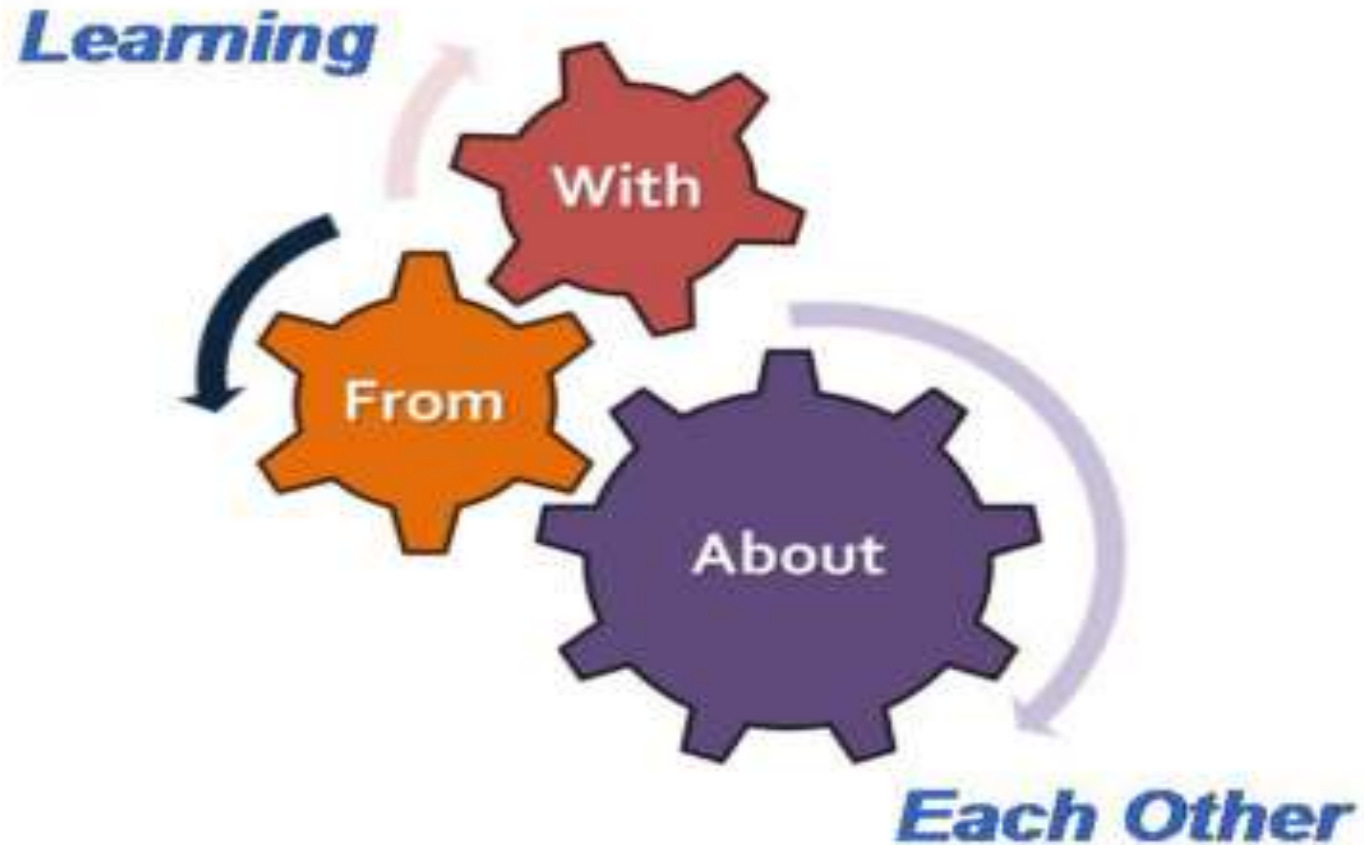
What I did and what I learned from practice in practice

Clinical Instructor Role as Promoter of IPE/IPL

Just like when someone presents for immunizations - Seize the moment!



Interprofessional Education



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Clinical Instructor Role as IPE Promoter and Facilitator in a Community Health Practice Project

1. Request the project use an IPE approach
2. Offer to take the IPE facilitator role
3. Provide education on IPE approach – informal discussion and handouts
4. Facilitate the IPE approach
5. Coach, prompt and role model active participation in IPE
6. Use reflection exercises to support IPE

Core Component Across All Competencies: the Role of ...

Respect

Trust

Communication

Student Reflections

“I would say that there is immense value in the interprofessional intersectoral education. It was very helpful and inspiring to see different people come at a problem from their own unique perspective. Definitely improved the process.”

Words of Wisdom/Value of Working with Other Sectors: You learn a lot about yourself when learning about others – take what you learn and grow from it.

Completing the Project

The EHO delivered workshop

Includes tour of the kitchen guided by the Breakfast Buddies

Are you inspired to move from partnership to full IPE processes in community health projects?

Do you have some handle on the clinical instructor's role in an IPE project?

Can you imagine how IPE may be a vehicle for change, a vehicle to expect CHNs to work to full scope of practice for health of communities?