

Educational Innovation: Scalable Models of Interprofessional Collaborative Practice (IPCP) Affecting Patient Outcomes

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Abstract:

The goal of this educational innovation is to develop an Interprofessional Collaborative Practice (IPCP) model that will use interprofessional student teams as patient navigators to facilitate safe and effective transition across the continuum of care. The innovation will be developed at both an Academic Health Center (AHC) and Regional Referral Center (RRC) within the Indiana University Health (IUH) system. The goals of this project are to advance the Institute for Healthcare Improvement's (IHI) Triple Aim (improving the patient experience, improving the health of the population, and reducing cost of health care), and to prepare health professions students for practice in a complex health care environment. The project will test IPCP models for scalability and implementation at IUH system-wide, with the potential of applicability to other organizations, particularly peer Nexus sites. The project builds on previous work by the candidate, her mentor, and her peers at Indiana University.

The students targeted for the project are third and fourth year pre-licensure nursing students in the Bachelor of Science in Nursing (BSN) program, and first and second year medical students in the School of Medicine, as these populations are available on all IUSON and IUSM state-wide campuses. A solid foundation already exists at Indiana University Bloomington for the formation and guidance of these interprofessional teams through simulation experiences, and direct practice in the Volunteers in Medicine (VIM) clinic where students provide health coaching services to underserved patients.

Several vectors exist within the IUH system that are congruent with the goals of the student navigator teams, and will be explored for the IPCP model development.

Key indicators of success and expected contributions will be the:

1. Development of a scalable model for IPCP, using student navigator teams, with the potential for several vectors that are flexible with regard to patient transitions in the health care environment.
2. Contribution and dissemination of processes and measures of educational and health outcomes to the health professional education community, including measures on the student and patient experience.