

# ILN NEWS



ILN Member, Sue Hendrix and ILN President, Susan Seibert at the ILN table in the exhibit hall

## NATIONAL LEAGUE FOR NURSING (NLN) SUMMIT REPORT

BY SUSAN SEIBERT DNP, RN, CNE- ILN PRESIDENT

I attended the 2017 NLN Education Summit in beautiful San Diego, September 13-17 and wanted to give you a summary of the hot topics and new announcements. The national faculty meeting topics included:

- Preparation of Academic Nurse Educators (see attachment)
- DNP Scholarly projects (see attachment)
- Disparity of APN pay and faculty salaries
- Workplace incivility
- The workload of nursing faculty compared to professors outside of health professions
- Report of the NLN School of Nursing Survey (see attachment)



ILN Member and NLN Board of Governors, Janet Phillips Nice with ILN President, Susan Seibert, at the Constituent League Workshop

New Announcements from the NLN:

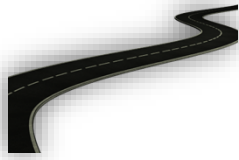
Expanded (free!) teaching resources. Now available: ACE.D (Advancing Care Excellence for Persons with Disabilities), ACE.S (Advancing Care Excellence for Seniors), ACE.V (Advancing Care Excellence for Veterans), ACE.Z (Advancing Care Excellence for Alzheimer's Patients and Caretakers). For more resources: <http://www.nln.org/professional-development-programs/teaching-resources>

A Certification for Clinical Nurse Educators is being developed. This will be a great opportunity for Staff Development Specialist, CTPs, CTAs, and Adjuncts to demonstrate their expertise.

Also a reminder that the NLN offers several toolkits and instructional resources:

- Toolkits regarding Health policy, healthful work environment, and IPE--  
<http://www.nln.org/professional-development-programs/teaching-resources/toolkits>
- Excellence in nursing education model - <http://www.nln.org/professional-development-programs/teaching-resources>
- Simulation resources, unfolding cases, and evaluation tools -  
<http://www.nln.org/professional-development-programs/simulation>

## DRIVING THE FUTURE...



**Tonya Breymier**, presented “Effective Teamwork and Collaborative Assignments in the Online Environment: Mastering the Challenges and Reaping the Benefits to Develop a Future Community of Colleagues at the National League for Nursing (NLN) 2017 Summit in San Diego, California.

**Tonya Breymier** co-authored a recent publication: Breymier, T., & Rutherford-Hemming, T. (2017). Use of high-fidelity simulation to increase knowledge and skills in caring for patients receiving blood products. *Critical Care Nursing Clinics of North America*, 29(3). <http://dx.doi.org/10.1016/j.cnc.2017.04.010>

**Stephanie Kemery** received the 2017 University of Indianapolis School of Nursing Faculty Achievement Award

**Mary Doerner** received a Doctor of Nursing Practice Degree from the University of Southern Indiana

**Dawn Worman** received a Doctor of Nursing Practice Degree from the University of Southern Indiana

**Susan Seibert** obtained certification as Certified Nurse Educator (CNE)

### WEBSITES OF INTEREST

#### NURSES ON BOARDS

20,000 NURSES ON BOARDS BY 2020. DO YOU SERVE ON A BOARD? BE COUNTED!

<https://www.nursesonboardscoalition.org/be-counted/>

#### WHAT IS HAPPENING AT THE NLN?

<http://www.nln.org/>

#### WHAT IS HAPPENING AT THE ILN?

<http://www.nln.org/membership/constituent-leagues/indiana>

### CONFERENCES AND EVENTS

Nursing Education Research Conference April 19-21, 2018. Washington DC

<http://www.nursingsociety.org/connect-engage/meetings-events/nursing-education-research-conference-2018/>

Check out the Indiana Center for Nursing (ICN) website for various conferences and events in Indiana. <https://www.ic4n.org/upcoming-events/>

Please send your accomplishments or recognize a peer who is “Driving the Future” of nursing education in Indiana to the editor Dawn Worman [dmworman@usi.edu](mailto:dmworman@usi.edu).

## INTERPROFESSIONAL EDUCATION AT THE UNIVERSITY OF INDIANAPOLIS: THE PAST AND PLANS

BRIYANA L. M. MORRELL, MSN, RN, CCRN-K

It is great! But...is it feasible?

As you likely know, interprofessional education (IPE) is highly recommended, or even required, by a variety of agencies, including the National League for Nursing, the World Health Organization (WHO, 2010), the Commission on Collegiate Nursing Education (Interprofessional Education Collaborative, 2016), the Accreditation Council for Pharmacy Education (2015), the Commission on Accreditation in Physical Therapy Education (2014), and the Accreditation Council for Occupational Therapy Education (2011). The WHO (2010) describes IPE as occurring “when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes” (p. 7). While the evidence in support of IPE is growing (WHO, 2010), sufficient time to create and incorporate additional learning activities is not. As the University of Indianapolis faculty continue work to seamlessly incorporate IPE into curricula, we share with you our history and growth.

### *The History of IPE at the University of Indianapolis*

Although, in the mid-2000s, the University of Indianapolis hired an interdisciplinary programs director, work on interprofessional healthcare education did not really begin until 2015. This year marked a transition.

- A faculty team had attended the Interprofessional Education Collaborative (IPEC) Institute in 2014 and began strategic work on interprofessional education and practice.
- IPEC Institute attendees planned an interprofessional conference as part of a broader interprofessional strategy.
- The University cut ribbon on the 160,000 square foot Health Pavilion, home to an eight-room simulation center and programs in nursing, occupational therapy, physical therapy, athletic training, kinesiology, psychology, social work, health sciences, public health, and aging studies (B. Cartledge, personal communication, October 18, 2017; Pepper Construction, 2016).
- The University entered into a formal practice partnership with Community Health Network, an organization of eight hospitals and multiple clinics primarily across central Indiana (Community Health Network, n.d.).
- As a mark of the partnership, Community Health Network and the University opened a Physical Therapy and Rehab clinic on the ground floor of the Health Pavilion and hired a practice partnership director.
- At the same time, the School of Nursing’s existing nursing-led Simulation Interest Group welcomed faculty from other professions to learn about and develop simulations. At the nudging of an athletic training faculty member, the Simulation Interest Group commenced planning their first major interprofessional simulation.

### *Emergency on Campus 2016*

After a year of planning, in August 2016, 77 nursing, occupational therapy, and athletic training students took the field. Undergraduate athletic training students rushed to the aid of a football player, down with a spinal cord injury. Students called emergency services and directed an ambulance in to the field. Riding along to the simulation hospital with the standardized patient, an athletic training student transitioned care to nursing in the emergency department. In partnership with the physician, the accelerated BSN students further assessed

the patient and transferred him to surgery. In the hospital unit two days after surgery, nursing and graduate occupational therapy students collaborated to move the patient and provide patient and family education on therapy techniques.

The faculty conducted mixed methods research related to student perceptions of interprofessional collaboration. The Jefferson Scale of Attitudes Toward Interprofessional Collaboration (JeffSATIC) provided quantitative data, showing statistically significant improvements in the Working Relationships subscale from pre- to post-simulation (Hojat et al., 2015). Thirty-two students completed both the pre- and post-simulation JeffSATIC, and 13 students participated in the focus group. Adaptations to the Interprofessional Attitudes Scale guided post-simulation focus group discussions (Norris et al., 2015). Participants described their growth in collaboration, communication, respect, and knowledge of professions as a result of a simulation. Comments and themes mirror the IPEC core competencies of values/ethics, roles/responsibilities, interprofessional communication, and teams and teamwork closely (Interprofessional Education Collaborative, 2016). Manuscripts related to study findings are nearing completion.

### *Change and Growth*

While the first simulation hinted at change in student attitudes and evidence of the IPEC core competencies, faculty identified the following areas for growth of the simulation:

- Many healthcare professions were not represented.
- Many students did not have a participatory role in the simulation, though they did observe the simulation via streaming video. The scenario did not allow some student groups to fully engage in learning with one another.
- Faculty self-funded the simulation and study.
- Many in the university and community were unaware of the simulation activity.

Thus, the faculty improved upon weaknesses with the 2017 summer simulation:

- Partnering with additional faculty from physical therapy, social work, and psychology, six professional student programs participated.
- Instead of just one patient scenario, two identical simulation scenarios were enacted. More scenarios allowed for more student participation.
- Additionally, the simulation concluded with an interprofessional case conference to determine appropriate discharge placement for the patient, allowing for more student interaction.
- Faculty received an internal grant to cover food costs, qualitative data transcription, stipends for faculty work while off contract, compensation for student participation in the surveys and/or focus group, and payment of an actor and theater faculty member to play the patient roles.
- In coordination with the University Marketing team, the simulation event received on- and off-campus coverage, including appearances on three local news stations.

Furthermore, to incorporate objectives appropriate to social work and psychology students, the patient, a basketball player's father, had a history of alcohol abuse. Much like the summer 2016 simulation, athletic training students responded to a fall, this time in the basketball stadium stands and leading to a central cord injury. Each group summoned an ambulance and had a ride-along to the simulation hospital. In the emergency department, nursing students coordinated care with the physician. Later, in the medical-surgical unit, nursing and occupational and physical therapy students collaborated to do an initial evaluation. Psychology students evaluated alcohol abuse behaviors while social work students provided appropriate community referrals, each group coordinating plans before entering the patient room. At the end, all professions, with the exception of

athletic training, collaborated in the case conference, finding disposition to an inpatient rehab to be most appropriate. As before, students not involved at the time watched the simulation unfold via video streaming. Results of the mixed method research are forthcoming. Data collection procedures were similar, but also included pre- and post-test measures with the Student Perceptions of Interprofessional Clinical Education-Revised (SPICE-R) scale.

#### *Sustainable and Embedded Progress*

Building on existing, smaller scale interprofessional simulations and learning activities that occur during the academic year, future plans include:

- An annual, designated interprofessional day, made of several simulations and learning activities.
- Interprofessional clinical days, wherein interprofessional groups conduct assessments of a patient and collaborate on care planning.
- Interprofessional classes on common topics, such as emergency management, ethics, mental health, documentation, and research.
- Growth of the interprofessional practice partnership with incorporation of Community Health Network employees in simulations, conferences, and learning activities.
- Representatives from the University of Indianapolis and Community Health Network attended the IPEC Institute again in October 2017 and are working on an overall interprofessional education and practice plan.

While IPE is best practice, it is not always clear how to implement IPE. Over the years, University of Indianapolis faculty and leaders brought awareness of IPE to campus and created an interprofessional practice partnership. The 2016 and 2017 interprofessional summer simulations were a success in engaging faculty and students in interprofessional learning and producing scholarship. These experiences set the groundwork for programs that encompass more students throughout their plan of study. Continued time and energy is needed to fully embed IPE across the curriculum in all health professions programs.

#### Acknowledgements of Faculty Contributors to the 2016 and/or 2017 Simulations

**Jennifer Carmack, MSN, RN**  
**Rebecca Cartledge, MSN, RN, CNM**  
**Kathy Hetzler, DNP, CNS, APRN, OCN**  
**Jessica Jochum, PhD, LAT, ATC**  
**Jackie Hess, PsyD, HSPP**  
**Stephanie Kemery, MSN, RN, CMSRN**

**Carolyn Kirkendall**  
**Michelle Meer, MSW**  
**Elizabeth Moore, PhD**  
**Shannon Moore, MSN, RN**  
**Alison Nichols, OTR, OTD**  
**Jane Toon, DNP, RN**  
**Craig Voll Jr., PhD, LAT, ATC, PT**  
**Steve Wiley, PhD, PT, GCS**



Students prepare for simulation

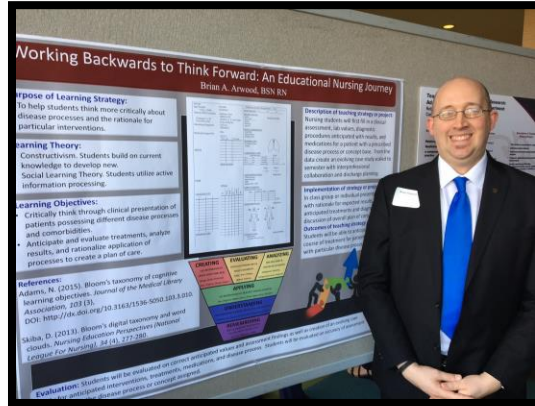


Injured player is transported off field



# ILN 2017 GRADUATE SCHOLARSHIP WINNERS

## THE MSN SCHOLARSHIP WINNER BRIAN ARWOOD



Brian Arwood

## THE DNP SCHOLARSHIP WINNERS TAMERA HALTER AND JODI ALLEN



Tamera Halter and Susan Seibert



Jodi Allen

### ILN Board of Directors

<p>Susan Seibert- President          Amanda Leffler- President Elect          Shannon Moore- Secretary          Karrie Dietzen-Treasurer          Paula Baumann          Beverly Bragg          Cindy Bowers</p>	<p>Mary Doerner          Jeni Embree          Teresa Harden          Angie Heckman          Dawn Worman</p>
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