Nurse Webinar Series

presents

Nursing Solutions: Interdisciplinary Education on Parkinson's Disease

Moderated by:

Gwyn M. Vernon, M.S.N., R.N., C.R.N.P., Co-Founder and National Director of The Edmond J. Safra Visiting Nurse Faculty Program at Parkinson's Foundation

Faculty:

Jennifer Bailey DeJong, PhD., R.N., F.N.P.-B.C., C.N.E.
Interdisciplinary Parkinson's Disease Case Studies in Student Education

Ruth Hagestuen, M.A., R.N.
Director, Allied Team Training for Parkinson’s™ (ATTP)

Recorded on:
Tuesday, October 17, 2017 1pm EST
Program Objectives

- Distinguish between cross disciplinary, multidisciplinary and interdisciplinary education.
- Develop an understanding of the relevance and connections of multiple disciplines to the complex care of the Parkinson’s patient.
- Contemplate how interdisciplinary education can foster improved care of people with Parkinson’s disease at the student and professional level.
Parkinson’s Disease is a Complex Disorder

- Chronic, progressive
- Motor and non-motor symptomatology
- Involves multiple body systems

- It is well recognized that chronic, complex disorders such as Parkinson’s disease require the skills of multiple and various health professionals over the disease trajectory…..”a philosophical shift must occur to prepare professionals who can effectively meet the health care needs of the public”…..
Interdisciplinary/Interprofessional Education

• No longer just a belief, but a mandate.

• Institute of Medicine (now the National Academies of Science, Engineering and Medicine or NASEM), American Association of Colleges of Nursing, Interprofessional Education Collaborative, Association of Medical Colleges, Association of Schools of Public Health and others recognize, support and evaluate core competencies in interprofessional training.
A few important distinctions……

• Cross disciplinary – Examines an issue germane to one discipline through the lenses of another discipline.
• Multi-disciplinary – Examines an issue from multiple perspectives, without integration of efforts.

• Inter-disciplinary/Interprofessional – Examines an issue from multiple perspectives with a systematic effort to integrate into a unified framework….the team works together to plan, implement and evaluation.
Interdisciplinary Parkinson's Disease Case Studies in Student Education

** Presented by:**
Jennifer Bailey DeJong, Ph.D., R.N., F.N.P.-B.C., C.N.E.
Objectives

- Identify literature promoting the overhaul of professional training stressing interdisciplinary teamwork.
- Discuss Concordia’s approach to creating interdisciplinary learning experiences.
- Discuss benefits to providing interdisciplinary experiences for healthcare professions students.
• “The ailing US health care system cannot improve unless and until the education of physicians, nurses, and other health care professionals changes dramatically.”

• “Schools for health professionals generally are not interdisciplinary, but practice environments are, which poses a serious DISCONNECT” (Committee Co-Chair Mary Wakefield, Director of the Center for Rural Health at UND).
IOM VISION: Reform Professionals’ Education

- **To be educated to deliver:**
  - patient-centered care as members of an interdisciplinary team that emphasizes evidence-based practice.

- **FIVE CORE COMPETENCIES:**
  - Deliver patient-centered care.
  - To work in interdisciplinary teams and practice team-based skills.
  - Training and the ability to search and evaluate scientific evidence.
  - Knowledge and ability to analyze root causes of medical errors.
  - Skills in using cutting-edge information technology.
Concordia Committee Addresses Need for Reform

- **Faculty Learning Community Grant**
  - Three initial case studies were developed:
    - Child with Allergies
    - Policy/Legislation
    - Older Muslim Male with Congestive Heart Disease
Newest Case Study Developed – Parkinson’s

• As a result of being a participant in the Edmond J. Safra Visiting Nurse Faculty Scholar program at Parkinson’s Foundation, I urged the committee to develop a case study about a 72-year-old male client living in rural North Dakota diagnosed with Parkinson’s disease.
  – Social Work
  – Nutrition
  – HealthCare Administration
  – Exercise Science
  – Nursing
Format of a Typical Interdisciplinary Event

- Disciplines identified.
- Case Study written and edited by each discipline.
- Faculty discuss discipline-specific questions to give their students.
- Meeting time arranged and room reserved.
- Students arranged in teams.
- Discussion and development of concept map of top priorities as determined by each team.
- Evaluation
• Describe Parkinson’s disease
• Symptoms
• Laboratory values
• Physical examination findings
• Assessment on Gordons
• Two nursing diagnoses with outcome criteria
• Priority concerns/Recommendations and Resources
• Educational needs
Survey Instrument

- Five Likert scaled statements
- Three open-ended questions
Results and Recommendations

Students reported a greater understanding of their role and that of others. They reported that their voice was valued.
Using interdisciplinary case studies has been an effective tool to enhance communication between the disciplines to meet the IOM recommendations at Concordia College.
Interdisciplinary Team Education on Parkinson’s Disease for Professionals

Presented by:
Ruth Hagestuen, M.A., R.N.
Director, Allied Team Training for Parkinson’s™ (ATTP)
Interprofessional Education for Practicing Clinicians

- Healthcare professionals lack understanding of Parkinson’s disease, its complexity and current evidence-based treatments and management approaches over time.
- Health professionals are not trained in team-based approaches to care which are essential to meeting the needs of people whose lives are affected by PD and related movement disorders.
Allied Team Training for Parkinson (ATTP)

Interprofessional Learning For Team-Based Care
ATTP Curriculum Domains

Best Practices in PD Care

- Parkinson's Disease
- Learning to work in Teams
- Discipline Specific
- Care Planning In Teams
- Special topics in PD Care
- Patient Centered
- Linking Back to the Workplace

Integrated Care with Teams and Networks

Care Over Time – Across Settings

The right care, information, and support at the right time... over time

Diagnosis

Communication

Treatment

Wellness

Disease Progression
Allied Team Training for Parkinson (ATTP) – Initial phases – (2002-2013)

- First training in 2003 as a 4½ day intensive
- PF sponsored 26 ATTP trainings at 22 sites
- 1,519 trainees enrolled
- 251 teams (2/3 of attendees attended as interprofessional teams with workplace colleagues)
- 1/3 enrolled as individual attendees

The initial HRSA-funded training events (2003-2005) were limited to about 35. As word-of-mouth referrals to the program increased, NPF encouraged larger training events (currently averaging about 100-110 per site). To date: 1,861 attendees; 309 teams
Non-randomized, controlled before-and-after design evaluation measuring changes in

Knowledge and skills, attitudes and behavior:

• Parkinson’s disease
• Team-based care
• Role of other disciplines
• Attitudes towards team
• Team skills
• Confidence in working with people with PD and caregivers
Published (2016)

- Mixed methods (quantitative & qualitative) outcomes study showed self-perceived improvements in
  - PD and team knowledge
  - Attitudes toward teams, particularly in seeing the value in teams
  - Team skills
  - Confidence in working with people with Parkinson’s disease and in working with caregivers
  - Self-reported practice changes at six-month follow-up
  - All were largely sustained at six-month follow-up
Care delivered by intentionally created, usually relatively small work groups… having a collective identity and shared responsibility for a patient or group of patients.

When multiple health workers from different professional backgrounds work together with patients, families, and communities to deliver the highest quality of care.
Core Competencies for Interprofessional Practice

1. Values/Ethics
2. Roles and Responsibilities
3. Interprofessional Communication
4. Teams and Teamwork

IPEC Interprofessional Education Collaborative
Network Development & Continuing Courses

• Regional networks with ongoing collaborative planning, education and program development though the continuum of care


• International ATTPs modified as appropriate to meet identified needs: Brazil; Chile
References


THE EDMOND J. SAFRA
VISITING NURSE FACULTY PROGRAM
at Parkinson’s Foundation

thank you!
ANY QUESTIONS?
Order Materials
Information about Parkinson’s symptoms, medications, resources and more.

Train as a Nurse Scholar
Apply to The Edmond J. Safra Visiting Nurse Faculty Program at Parkinson’s Foundation. Six trainings this year.

National Helpline
Available at 800.4PD.INFO or info@parkinson.org
Monday through Friday 9:00 AM – 5:00 PM ET.

Allied Team in Training™ (ATTP)
A dynamic team-based approach designed to deliver interprofessional, patient centered care at the right time throughout the continuum of care.