

**Heartland Interprofessional Education
Conference**

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*Interprofessional Education Simulation
Project Using the Collaborative Care Model
in Integrated Behavioral Health Care*

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1

Acknowledgements

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2

Background

- Evidence based education includes integration of systematic research and educators' values, expectations and teaching experiences (Jeffries, 2021)
- Active learning styles using simulation, role play, standardized patients, and virtual role place are cutting edge techniques (Freeman, 2014)
- Interprofessional education (IPE) enhances learner experiences in teamwork, communication and professional identity (McCrorry et al., 2023)



3

Background

- Previous research in IPE in nursing:
 - Hovland et al., (2018) – Nursing students developed appreciation and understanding of other disciplines roles; improved wholistic plan of care
 - Swift et al.,(2020) – Nursing and PT students found increased effectiveness as a team
 - Weston et al., (2018) - FNP students and Family Med residents increased provider confidence and team collegiality
 - Priest et al., (2008) - Mental health nursing students and clinical psychology trainees increased clarity of roles, approaches, resources, and collaboration



4

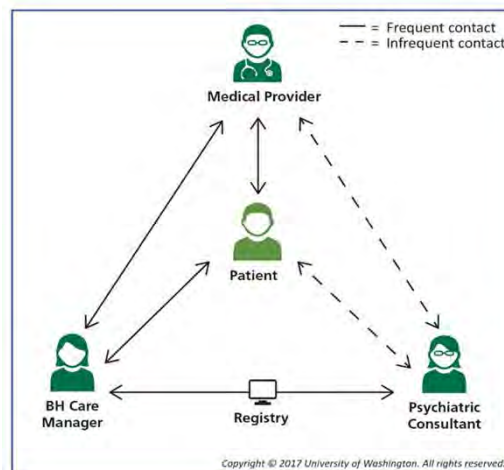
Collaborative Care Model

- University of Washington AIMS Center (2023)
(Advancing Integrated Mental Health Solutions)
 - Team based approach to support care of mental health conditions within the primary care environment
 - 5 fundamental elements:
 - Patient centered team care
 - Population based care
 - Measurement based treatment
 - Evidenced based care
 - Accountable care



5

Collaborative Care Model



6

Purpose of Project

- Develop an IPE simulation experience for advanced practice nurse and behavioral health provider students using the Collaborative Care model in primary care
 - UNMC Family Nurse Practitioners (FNP) and Psychiatric Mental Health Nurse Practitioners (PMHNP) students
 - UNK, UNO Clinical Counseling and Social Work students
 - Munroe Meyer Post Doctoral Fellows & Interns
- Determine effectiveness in training and level of satisfaction with the project



7

Methods

- Participants
 - UNMC College of Nursing FNP and PMHNP program students
 - UNK, UNO – Clinical Counseling and Social Work students
 - MMI Predoctoral Interns and Post doctoral fellows
 - Faculty – UNMC CON, UNK & UNO Clinical Counseling and Social Work; MMI Psychology faculty and Community Clinicians
- Setting
 - Virtual Project (held via zoom)
 - 90-minute session held in Spring semester years 2021, 2022 & 2023



8

Methods

- Training for Simulation Project (faculty and students)
 - Virtual synchronous power point presentation -60 min
 - Collaborative Care Model
 - Expectations for students and faculty
 - Discussion of each student and faculty member roles
 - AIMS Center
 - Modules on Collaborative Care Model
 - Video – Daniel’s Story
 - Additional Readings
 - Related to case studies
 - Example- Pediatric – Anxiety, bullying, & obesity



9

Methods

- Intervention
 - Students worked through a problem-based learning case study which focused on a primary care/behavioral health issues in the primary care setting using the Co Care model
 - 6 different case studies were developed with one in each age group (e.g., pediatric, adolescent, perinatal, young adult, middle-aged adult and geriatric)
 - Students were divided into groups of 6-7 and each student role played either a health care provider or patient (and guardian or adult caregiver)
 - FNP students – PCP/ patient/ guardian or caretaker
 - BHP students – BHP case manager
 - PMHNP students – Psychiatric consultant



10

Time Frame	Content	Mode of Instruction
5 minutes	Introduction – Review of expectations of the assignment	Power point and Q & A/oral instructions
10 minutes	Brief Overview of Collaborative Care Model	Power point and discussion
55 minutes	All members go to break out room and work through assigned case study	Role play simulation with faculty guidance; discussion
15 minutes	All members return to “main” zoom room and debrief on process and case presentations	Faculty and student discussion; feedback is invited from students and faculty
5 minutes	Satisfaction and evaluation survey	Online survey link available + emailed to student

Schedule of ISP Project

11

Methods

- Outcome Measures
 - Satisfaction Survey

1. As a student, prior to this training, I felt prepared in delivering integrated behavioral health care in my clinical setting. (Year 2 and 3 only)
2. As a student, I feel more prepared to practice in an integrated care setting using the CoCM.
3. As a faculty member, prior to the training, I felt prepared to teach or practice using the CoCM. (Year 2 and 3 only)
4. As a faculty member, I feel more prepared to teach or practice using the CoCM.
5. The Interprofessional Simulation Project (ISP) was helpful for me in learning the CoCM.
6. The amount of time required to prepare for the ISP was appropriate.
7. The small group activity was helpful in delineating my role in the CoCM.
8. Please provide feedback about your experience with the ISP project. (qualitative)

12

Results

Year	N = FNP students (Year in clinical training program)	N = PMHNP students (Year in clinical training program)	N=BHP students (Year in clinical training program)	N= Faculty Specialty and Credentials
1	34 (2 year) 36 (1 year)	8 (2 year) 14 (1 year)	22 (2 year)	7 FNP 7 PMHNP 1 BHP (Master's) 6 PhD Counselor or Psychologist 1 Community Clinician
2	32 (2 year) 36 (1 year)	13 (2 year) 5 (1 year)	14 (2 year) 4 (1 year)	8 FNP- 7 PMHNP- 0 BHP (Master's) 3 PhD Counselor or Psychologist 2 Community Clinicians
3	33 (2 year) 33 (1 year)	4 (2 year) 9 (1 year)	7 (1 yr) 6 (2 yr) 6 (3 yr)	6 FNP 7 PMHNP 3 BHP 1 PhD Psychologist 3 Community clinicians

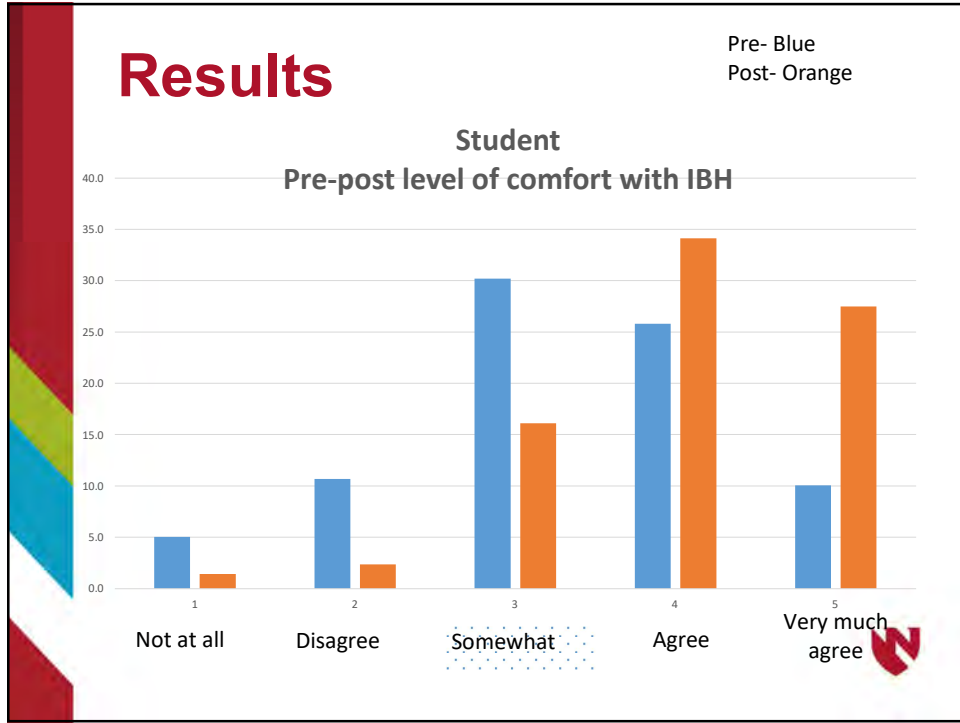
13

Results

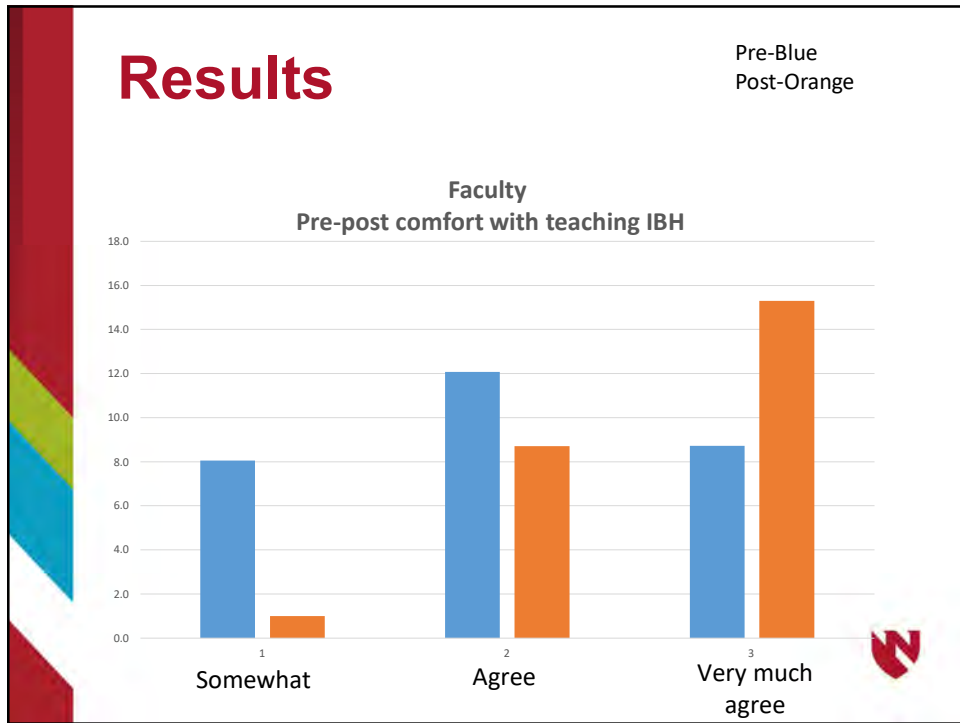
- Students N -317; 164 (51.7%) completed the satisfaction survey
- Faculty N- 59; 62 faculty responses on satisfaction survey (some completed multiple years).
- Satisfaction survey:
 - Project helpful or very helpful in learning the CoCM- 87.7%
 - Amount of time appropriate – 92.6%
 - Small group activity was reported to be “helpful” or “very helpful” in delineating the role of the CoCM - 84.5%



14



15



16

Pre-posttest in preparedness to practice or teach Collaborative Care model

Results

	Mean	N	Std. Deviation	t-test	Cohen's d
As a student, prior to this training, I felt prepared in delivering integrated behavioral health care in my clinical setting.	3.32	129	1.046	t(128)=7.65, p<.001	0.674
As a student, I feel more prepared to practice in an integrated behavioral health care setting using the CoCM.	4.05	129	0.860		
As a faculty member, prior to the training, I felt prepared to teach or practice using the CoCM.	4.03	37	0.799	t(36)=3.34, p=.002	0.549
As a faculty member, I feel more prepared to teach or practice using the CoCM.	4.49	37	0.692		

17

Results

- Qualitative Responses: (Positive)
 - “Loved getting to work with other students and collaborate with our different roles”
 - “Very positive and enlightening experience regarding communication and collaboration amongst interdisciplinary team members. Enjoyed the experience.”
 - “I had no education on this care model at all prior to this simulation, so I found all of this information and the exercise very helpful for my understanding of what is possible for our patients and what I hope to see more of in our communities across the state”.



18

Results

Qualitative Responses: (Constructive feedback)

- “I think it would be beneficial to have longer amount of time!”
- “I was unaware what questions they had answers to in terms of the HPI vs assessment and this made it somewhat difficult to navigate. There were some instances where I had to improvise as I did not have all the information they would ask for as well. I would try to streamline the information for the students who are patients, and I would have faculty narrate to a starting point and then the FNP can begin from there.”



19

Conclusions

- Unique IPE simulation project
 - APRN students in 2 specialty tracts
 - Collaboration with behavior health provider students
 - Learning about collaborative care in a primary care setting
- High satisfaction scores
- Increase knowledge of how to function in IBH
- Positive feedback from all faculty with intention for sustainability beyond grant funding



20

References

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21

Questions?



22



23