NYU3T: Teaching, Technology, Teamwork

A Model for Interprofessional Education Scalability and Sustainability

Maja Djukic, PhD, RN[a,*], Terry Fulmer, PhD, RN[b], Jennifer G. Adams, MD[c,d], Sabrina Lee, BA[e], Marc M. Triola, MD[f]

KEYWORDS

• Interprofessional education • Simulation • Virtual patients • E-learning
• Medical students • Nursing students

KEY POINTS

- New York University Teaching, Technology, Teamwork (NYU3T) is an innovative online and simulation-based interprofessional curriculum that allows for the scalability that is necessary for interprofessional education (IPE) progress.
- Integration of the curriculum content ensures sustainability, which is vital to the work and helps create NYU3T champions in both schools.
- More than 300 students have participated and the innovation of NYU3T will shape the future of IPE.

INTRODUCTION

The need for interprofessional education (IPE), "when students from two or more professions learn about, from, and with each other to enable effective collaboration

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[a] College of Nursing, New York University, 726 Broadway, 10th Floor, New York, NY 10003, USA; [b] Bouvé College of Health Sciences, Northeastern University, 215 Behrakis Health Science Center, 360 Huntington Avenue, Boston, MA 02115, USA; [c] Patient Longitudinal Ambulatory Clinical Experience, School of Medicine, New York University, 550 First Avenue, Bellevue Hospital Center Floor 8 Room 680, Bellevue C&D Building, New York, NY 10016, USA; [d] Primary Care Residency Program, Department Medicine, Division of Internal Medicine, New York University, 550 First Avenue, New York, NY 10016, USA; [e] Division of Educational Informatics, School of Medicine, New York University, 545 First Avenue, Floor 6 Room 6P-B, Greenberg Hall, New York, NY 10016, USA; [f] Section of Medical Informatics, Division of Educational Informatics, School of Medicine, New York University, Floor 6 Room 6P, Greenberg Hall, New York, NY 10016, USA
* Corresponding author.
E-mail address: md1359@nyu.edu

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and improve health outcomes"[1] has been widely acknowledged for close to 4 decades.[2] There is growing support in the literature for IPE as a vital link to improved collaboration in practice[3–6] and in patient outcomes.[6,7] However, there has been little progress in systematic curricular inclusion of IPE[8] and "particularly models involving nursing and medical students - have been rare."[9(p313)] The current momentum related to the national[10–12] and global[13] health care quality and safety mandate, along with new funding,[14] endorsement of IPE by major professional education organizations,[2] and technologic advances in health professions education,[15–18] represent key systemic drivers for important change and action. These positive changes in the social, professional, and educational systems have positioned IPE well for implementation in prelicensure health professions programs.

A consensus exists on the several core IPE competencies necessary for collaborative practice: team member roles and responsibilities; teams and teamwork; communication; and ethics for interprofessional practice (IP).[2,19–21] However, the evidence regarding the most efficient and effective IPE teaching, learning, implementation, and evaluation strategies needs further development.[22–27] Also, numerous barriers to implementation preclude the scalable and sustainable IPE efforts[28,29] that are needed to educate a critical mass of health care practitioners competent in teamwork and collaboration. At the school level, obstacles include the lack of top leadership support and faculty resources, as well as inadequate curriculum planning.[29] In addition, difficulty in aligning nursing and medical students' clinical and didactic schedules, lack of physical proximity of respective schools, and appropriate space further complicate the matter.[28] Overcoming these barriers requires the development of innovative IPE models that rely on new technologies, teaching strategies, and resource sharing to augment schools' capacities to deliver IPE to health professions learners.

This article describes the New York University (NYU) NYU3T: Teaching, Technology, Teamwork model, which uses novel technologies to drive implementation of evidence-based teamwork and collaboration curricula. It outlines the program's curricular components, implementation strategy, evaluation methods, and lessons learned from the first year of delivery. New knowledge from this effort will help guide future large-scale IPE initiatives.

BACKGROUND AND SIGNIFICANCE

In response to mandates for a quality and safety curriculum and IP learning,[2,11,30] the NYU School of Medicine and NYU College of Nursing have committed to the development of a comprehensive IPE implementation strategy. At the start, the Deans of both NYU schools recognized the importance of this project and were committed to its success. Further, this IPE effort was the result of a broader paradigm of collaboration between our medical and nursing schools in the context of a medical school curriculum reform effort entitled C21, representing the curriculum for the twenty-first century. The C21 curriculum seamlessly integrates the basic and clinical sciences throughout the 4 years of medical education using a patient-centered, longitudinal, and IP approach. It promotes teaching and learning that leverages the benefits of computer-assisted instruction and simulation, as well as increased collaborative teaching and learning among scientists, physicians, nurses, and other health professionals.

In addition to the new medical school curriculum framework, several structural resources have ensured successful NYU3T planning. One such resource is a major simulation facility in New York City: New York Simulation Center for the Health Sciences (NYSIM), established by the NYU Langone Medical Center and the City University of New York. The center facilitates the education of medical, nursing, allied

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