

## **Nebraska Methodist College**

In alignment with the AACN's position statement related to interprofessional education, Nebraska Methodist College's doctoral core curriculum engages students from different disciplines in coursework. The Doctor of Nursing Practice (DNP) Program curriculum has select courses that include DNP students, as well as, Doctorate of Education (Ed.D) in Education and Leadership in Healthcare and Master's of Business Administration (MBA) in Healthcare students. These interprofessional courses include Health Care Policy; Health Systems, Informatics & Leadership; Population Based Health Care; and Health Care Finance. Interprofessional courses were initiated in August 2016. This shared educational experience enriches the education and practice of each discipline. This programmatic innovation meets the award criteria.

### **Overview**

Nebraska Methodist College is a private health professions institution that is over 125 years old. Nebraska Methodist College meets the AACN criteria for a private school without an Academic Health. Nebraska Methodist College enrolled the first DNP class in Fall 2014. The DNP program is an online program with an opportunity for asynchronous and occasional synchronous learning. As of Fall 2018, the DNP program will include three BSN-DNP tracks: Family Nurse Practitioner, Adult Gerontology Clinical Nurse Specialist, and Adult Gerontology Primary Care Nurse Practitioner; and two MSN-DNP tracks: Public Health Policy and APRN-DNP. There are approximately 75 students enrolled across all five tracks.

### **Award Criteria**

#### **Involvement of Faculty Teams**

The initial discussion for interprofessional education began in 2015 with the planning of a MBA in Healthcare program. The Dean of Health Professionals and faculty in the MBA program worked with DNP faculty to create interprofessional courses in Health Care Policy; Health Care Finance; and Health Systems, Informatics & Leadership starting in Fall 2016. Further expansion of interprofessional education began in 2016 with the planning of the Ed.D program focused on Education and Leadership in Healthcare. This program launched in Fall 2017 creating an opportunity for interprofessional courses to also include Population Based Healthcare and the capstone/scholarly project. The interprofessional faculty partnership has facilitated an increase in the number of faculty who are educationally and experientially qualified to teach the interprofessional courses.

## **Consistent with AACN's Mission & Vision**

AACN published a white paper in 1995 outlining the significance of professional socialization through shared educational and practice experience. The Essentials of Master's Education (2011) and Doctoral Education (2006) includes interprofessional collaboration to improve patient outcomes and population health as a necessary component of graduate education. Nurses in advanced practice and advanced roles are members and leaders of interprofessional teams. Enhancing communication, collaboration and consultation skills through interprofessional education creates an opportunity to better manage and coordinate care.

## **Advancement of Professional Nursing Education**

Nurses in advanced practice and advanced roles are members and leaders of interprofessional teams. Enhancing communication, collaboration and consultation skills through interprofessional education creates an opportunity to better manage and coordinate care. Interprofessional education facilitates nursing and other professionals in health care an opportunity to be partners in learning. This enhances the prospect for interprofessional collaboration to continue into practice after graduation.

## **Serves as a Catalyst for Change**

Interprofessional education provides increased dialogue and synergy that occurs when stakeholders from multiple professions work together to address patient care and population health issues. Providing students with an opportunity to work in interprofessional teams as a part of their educational experience creates the foundation for interprofessional collaboration upon graduation.

## **Evidence of Sustainability**

This innovation allows for increased faculty productivity through decreased course duplication across different disciplines. Student satisfaction scores are consistently high in courses that are interprofessional. Faculty express satisfaction regarding the interprofessional collaboration and learning for students and faculty alike. Nebraska Methodist College is committed to sustaining this model of education as a means of role modeling and mentoring graduates to the educational value and patient impact of interprofessional collaboration.

## **Potential Replication and Dissemination**

This model of interprofesional education could be readily replicated in any graduate nursing program. Interprofessional education enhances student outcomes and faculty partnerships. Journal query letters are being sent to determine interest in a manuscript that details the development, implementation and outcomes of Nebraska Methodist interprofessional education model for graduate programs.

In summary, Nebraska Methodist College is honored to be considered for the Innovations Award in relation to the depth of our interprofessional education commitment. Thank you for consideration.