

Abstract Submission Guidelines

2024 NONPF 50th Annual Conference: The NP Educators Golden Jubilee

April 17-21, 2024| Baltimore, Maryland

Step 1: Contact Information

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No financial disclosures

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Step 2: Submission Details

- **Submission Topic Area** – Interprofessional Education and Collaboration (IPE&C)

Subtopic: Community/Global health, social determinant of health considerations, sharing resources

- **Presentation Format** (symposium, podium, or poster) Podium

- Is this submission appropriate for novice educators? Yes
- Intended audience: Multidisciplinary educators and healthcare professionals

- Does this abstract support DNP NP education? yes – AACN Essentials and NONPF Core Competencies Domain 6

Step 3: Abstract Submission

- **Submission Title** (limit: 100 characters with spaces) Harmonizing Healthcare: The Transformative Power of Appreciative Inquiry in Interprofessional Education and Collaboration

- **Abstract Text** (limit: 4,000 characters with spaces, about 500 words)

BACKGROUND: Appreciative inquiry is a method of collaboration amongst individuals to influence positive change and emphasize the strengths of others. Healthcare has historically revolved around a problem-solving perspective – clinicians ‘fix what is wrong’ and consult other disciplines or specialties when it is beyond their skill or knowledge, resulting in a reactive approach. The evolution of appreciative inquiry challenges this method to foster a proactive approach that makes ‘things that work’ - better! The purpose of appreciative inquiry in the context of interprofessional education and collaboration is to promote positive engagement and enhanced communication of participants for effective teamwork and learning.

METHODS: Designed and implemented by educators from diverse professions, interprofessional team training (IPTT) provides students from 12 professions (nursing, nutrition, medicine, dentistry, optometry, pharmacy, physical therapy, occupational therapy, physician assistant, laboratory sciences, social work, and public health) with an introductory experience centered on team-based care planning to improve patient health in the community setting. Interprofessional groups of approximately 10-15 students are assigned pre-event activities, including a brief review of a patient case and a task to prepare an “elevator pitch” to introduce their profession to their team. Groups are broken up into small teams to focus on a patient case designed to address multiple medical diagnoses interwoven with social determinants of health. Using a standardized patient interview and training guide, interprofessional faculty serve as team facilitators and lead the 1.5-hour experience. As they develop the care plan, teams are guided by facilitators to explore professional roles, values, and priorities, and most importantly, communicate with students from other professions through an appreciative inquiry lens. The session concludes with learners debriefing on their interprofessional approach in managing the case and each sharing one lesson learned about another profession.

RESULTS: Since 2016, the Office of Interprofessional Curriculum has delivered IPTT to 6,944 students across 20 cohorts. In summer 2020, IPTT pivoted to online delivery as a result of the COVID-19 pandemic, providing students with a continued opportunity for interprofessional education and collaboration. After successfully converting IPTT to the online format, student and facilitator evaluations revealed significant advantages to the virtual modality. Advantages include greater scheduling flexibility, accessibility to “distance” students, convenience, smaller groups, expanded professions, and nursing student engagement across learner levels. Even without being physically in the same room, learners continued to report increases in pre-post responses on the 20-item, 6-domain Interprofessional Collaborative Competency Attainment Scale. Scores improved by 0.66 ($p < 0.001$) on average across all items. The ability to conduct

IPTT ‘on-demand’ balanced initial logistical challenges such as re-training facilitators and adapting to online engagement strategies.

CONCLUSION: Applying appreciative inquiry to interprofessional education and collaboration elevates the experience for individuals from various disciplines, recognizing and building upon the strengths of other professions. Appreciate inquiry facilitates open and effective communication among diverse healthcare professionals and cultivates collaborative relationships and innovation that improves the quality of person-centered care.

- **Purpose Statement** (limit: 500 characters with spaces)

The purpose of this presentation is to discuss appreciative inquiry as a valuable tool for promoting a positive and effective interprofessional environment that aligns with AACN’s *Essentials* and NONPF’s *NP Role Core Competencies*. Integration of interprofessional team training promotes learning, communication, and innovation among individuals from diverse experiences and education to collaborate with a shared focus on enhancing patient care and outcomes through a multi-faceted lens.

- **Objectives** (limit: 300 characters with spaces)

1. Participants will explore the basics of appreciative inquiry and the impact it has on fostering a positive, strength-based approach to interprofessional teamwork and collaboration.
2. Participants will identify strategies to incorporate interprofessional team training, utilizing AI, within their own institutions.

- **Citations** (APA 7th ed, and within 5 years unless seminal work)

American Association of Colleges of Nursing. (2021). The essentials: Core competencies for professional nursing education. <https://www.aacnnursing.org/Education-Resources/AACN-Essentials>

Cockell, J., & McArthur-Blair, J. (2020). *Appreciative inquiry in higher education: A transformative force* (Second ed.). Victoria, BC, Canada: FriesenPress.

Merriel, A., Wilson, A., Decker, E., Hussein, J., Larkin, M., Barnard, K., O’Dair, M., Costello,

A., Malata, A. & Coomarasamy, A. (2022). Systematic review and narrative synthesis of the impact of appreciative inquiry in healthcare. *BMJ Open Quality*, 11(2), e001911. <https://dx.doi.org/10.1136/bmjopen-2022-001911>

Moore, C. (2019). What is appreciative inquiry? (Definition, examples & model). Retrieved from <https://positivepsychology.com/appreciative-inquiry/>

National Organization of Nurse Practitioner Faculties (NONPF). (2022). NONPF nurse practitioner role

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https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/competencies/20220825_nonpf_np_role_core.pdf

Shorten, A., Shorten, B., Bosworth, P., Camp, S., House, D., Somerall, W., & Watts, P. (2023) Interprofessional team-based education: A comparison of in-person and online learner experiences by method of delivery and health profession, *Journal of Professional Nursing*, 44, 26-32. doi.org/10.1016/j.profnurs.2022.11.004

Tsai, J.C. (2022). Quality improvement of clinical learning environment: An appreciative inquiry approach. (Doctoral Dissertation, University of Liverpool).
https://livrepository.liverpool.ac.uk/3146745/6/200996630_Sept2021_edited_version.pdf

- **Alignment of abstract with stated conference objectives** (limit: 1,000 characters with spaces)

Interprofessional partnerships and collaboration are included in the American Association of Colleges of Nursing *Essentials* and the National Organization of Nurse Practitioner Faculties *NP Role Core Competencies* as fundamental knowledge for advanced level nursing practice. Through the integration of formal interprofessional education and collaboration, ***nurse practitioner competencies pertinent to complex healthcare systems*** can be achieved. Adopting the concept of appreciative inquiry is a method to ***move from past 'reactive' approaches to healthcare problems to envision a proactive approach that allows for innovation within the interprofessional team***. Appreciative inquiry serves as a valuable tool for fostering a positive and effective interprofessional environment, where healthcare professionals can learn, communicate, collaborate, and innovate together to promote health equity, improve patient health outcomes, and advance safe, quality healthcare.

Conference Objectives:

- Envision the future of NP education based on the evolution from past to present.
- Adapt the NP learning environment to promote NP faculty and student well-being.
- Integrate competencies pertinent to complex healthcare systems into NP education.
- Promote career spanning development for NP faculty.