INTERDISCIPLINARY CASE STUDIES AT CONCORDIA COLLEGE, MOORHEAD

Jennifer L. DeJong, PhD, FNP, RN, CNE
Jack E. Rydell, DNP, MS, RN, CNE
“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 DISCONNET” (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
CHILD WITH ALLERGY
- Students identified 3 legislative bills of interest
- Faculty selected 5 key legislative bills of common interest
- Individual review of bills
- Group discussion of bills
MUSLIM MALE WITH CHF
SURVEY INSTRUMENT

- Five Likert scaled statements

- Three open-ended questions
RESULTS
LESSONS LEARNED/RECOMMENDATIONS
PEARL/TAKE-HOME POINT

“We owe it to our patients to change the way we are educated in order to improve quality and safety.”

Using interdisciplinary case studies has been an effective tool to enhance communication between the disciplines to meet the IOM recommendations.
RESOURCES

