INTRODUCTION

The recent Core Competencies for Interprofessional Collaborative Practice identified the importance of health profession students to understand competencies preparing them for interprofessional practice as they transition to professionals.1 Many professional accrediting bodies require real-time interprofessional educational and practice activities with student prescribers in the didactic curriculum.2

In our project, an interprofessional Creighton faculty team saw a desperate need for health care assistance for people in the North Omaha community. They collaborated and implemented an interprofessional course exposing students to interprofessional education with a vulnerable population. This gave students the opportunity to learn the importance of overlapping roles and how to collaborate to meet patient needs.

OBJECTIVE

The objective was to pilot an interprofessional health promotion course through the context of community engagement. The students provided opportunities to work with a vulnerable population and through interprofessional collaboration provide quality patient care.

 COURSE DEVELOPMENT

• An interprofessional hybrid course was created by health science faculty.

• Student teams from several disciplines (pharmacy, nursing, occupational therapy, exercise science, and social work) were recruited by faculty.

• The students engaged in learning activities, discussed team skills, and developed a collaborative agreement for how the team would interact.

• In partnership with the community, four community members who were currently experiencing complex health issues were invited to participate as clients for the course.

METHODS

• The course focused on acclimating students to their discipline and others on the teams, exploring the context of vulnerability, evaluating case scenarios, and promoting interprofessional dialogue and interactions between both students and faculty.

• Teams worked with clients from the Porto Clinic at the Heart Ministry Center in North Omaha.

• Qualitative (student reflections) and quantitative (Team Skills Scale) assessments were completed to evaluate student confidence and their ability to work collaboratively as team members.

CONCEPTS OF PROFESSIONALISM

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Collaborative Practice


- Watch videos about 20 minutes
- Online discussion Board: Initial posting due by 12:00 PST on 9/14 & in response to peers by 9/17/14
- Share a short description of how you feel about caring for a vulnerable population.

Course Activities

• Prepare team presentation on client assignment
• Review case study discussion on client assignment
• Prepare team presentation on client assignment
• Review case study discussion on client assignment

Methods

• Facilitate effective team
• Utilize evidence to make a decision
• Identify contributions to patient care from other disciplines
• Apply knowledge of health promotion to vulnerable populations

RESULTS

There were statistically significant improvements for all independent Team Skills Scale (TSS) and attitudes questions after the course intervention. Mean total TSS plus attitudes scores were pre-72.5+12.0 and post-85.0+10.4, p<0.0001 (n=27)

<table>
<thead>
<tr>
<th>Team Skills Scale/Attitude Statement</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have leadership skills</td>
<td>0.05</td>
<td>0.02</td>
</tr>
<tr>
<td>Can work effectively</td>
<td>0.07</td>
<td>0.01</td>
</tr>
<tr>
<td>Can manage conflict</td>
<td>0.02</td>
<td>0.01</td>
</tr>
<tr>
<td>Can take initiative</td>
<td>0.08</td>
<td>0.01</td>
</tr>
<tr>
<td>Can communicate with patients</td>
<td>0.03</td>
<td>0.01</td>
</tr>
</tbody>
</table>

STUDENT REFLECTIONS

“I feel, most importantly, that I learned what other professions do. I will use this to know what kind of contributions others make as I am part of a health care team. I also know what expectations others have of me, and what my role is. I learned how to communicate with my team to formulate a plan for our patient.”

“Listening to others is key. Everyone needs to pull their weight to be successful. The patient is the most important member of the team.”

“I important to recognize that your profession is only one aspect of health; working as a team is much more efficient.”

“I really liked learning how to work with other people on a healthcare team. We’ve talked about it in class or observed it on IPPE visits but it was nice to see how real and beneficial it was relying on other professions to deal with what they are best at... I liked that we were able to work and meet with a real patient. Working with a vulnerable population only enhanced my experience and appreciation for what I have.”

“Patient care is incredibly interdisciplinary- all issues can be addressed in some way by each discipline; it is important to define your role and to appreciate and respect others.”

STUDENT CARE PLANS

Cura Personalis: Care for the entire person

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REFERENCES
