COMMUNITY BASED INTERPROFESSIONAL HYPERTENSION PREVENTION AND EDUCATION PROGRAM

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Creighton University
OBJECTIVE

- To develop and pilot an interprofessional health promotion course through the context of community engagement.
METHODS

- An interprofessional hybrid course

- 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.

- In partnership with the community, two community members currently experiencing complex health issues were invited to participate as clients for the course.
FACULTY AND STUDENTS

- Exercise Science (Undergraduates)
- Nursing (DNP students)
- Occupational Therapy (OTD students)
- Pharmacy (Pharm D students)
- Social Work (Undergraduates)
TIMELINE

Fall 2012
- Weekly meetings
- Developed syllabus

Spring 2013
- Curriculum committee meetings

Fall 2013
- Implementation
IPE – DEVELOPING CARE FOR A VULNERABLE POPULATION: AN INTERPROFESSIONAL COLLABORATIVE APPROACH FOR HEALTH PROMOTION

- Introduction to Vulnerable Populations
- Community Partner Site Orientation – The Heart Ministry Center
- Introduction to Interprofessionalism
- Team Training
- Identifying Needs of Vulnerable Population
- Community Engagement Practicum
- Evaluation and Reflections
INTRODUCTION TO VULNERABLE POPULATIONS

- Learning Objective: Develop an understanding of the challenges faced by vulnerable populations
- Led by Nursing and Social Work faculty
- Required Assignments:
  - Readings included health policy and social injustice, poverty and economic disparities, and health disparities
  - Engaged in SPENT activity: [http://playspent.org](http://playspent.org)
  - Discussed health care and vulnerable populations
COMMUNITY PARTNER SITE ORIENTATION

- Learning Objective: Describe the mission and purpose of the community partner in an effort to understand vulnerable populations
- Led by the director of the community partner site
- Pharmacy faculty led the team discussion on patient care
- Required Assignments:
  - Reviewed website of community partner
  - Teams reviewed case study and prioritized health care needs
HEART MINISTRY CENTER – WHO WE SERVE

Clientele Demographics:
- Average household size is 7 people.
- 59% African-American
- 31% Caucasian
- 6% Hispanic/American Indian
- More than 1/3 of all clients are children.

Neighborhood Statistics:
- Unemployment rate nearly 8X the state level.
- More than 30% live below the poverty line.
- More than 70% of the murders in Omaha happen within 3 miles of the Heart Ministry Center.

We believe in the dignity of all
INTRODUCTION TO INTERPROFESSIONALISM

- Learning Objective: Identify the benefits and challenges of interprofessional collaboration
- Led by pharmacy and occupational therapy faculty
- Required Assignments:
  - Read Core Competencies for Interprofessional Collaborative Practice: Report of An Expert Panel
  - Online discussion board
    - Described roles and responsibilities of each profession
    - Viewed and discussed video case regarding gaps in health care
TEAM TRAINING

Learning Objective: Recognize the importance of interprofessional collaborative care in impacting vulnerable populations

Led by pharmacy and occupational therapy faculty

Required Assignments:

- Viewed video examples of good and bad team performance
- Reviewed Interprofessional Reasoning Algorithm
- Discussed team performance and drafted Team Commitment Form
IDENTIFYING NEEDS OF VULNERABLE POPULATION

- Learning Objective: Collaborate with faculty and community partner to identify and discuss community engagement activities
- Led by nursing and social work faculty
- Required Assignments:
  - Listened to patient participants describe their complex health issues
  - Teams interacted with assigned patient participant
INTRODUCTION TO COMMUNITY ENGAGEMENT ACTIVITIES

- Learning Objective: Interact as an interprofessional team to address the needs of a vulnerable population
- Led by all faculty
- Required Assignments:
  - Reviewed the plan for team interactions for community engagement
  - Discussed interprofessional care plan for student teams to document recommendations
COMMUNITY ENGAGEMENT

- Learning Objective: Interact as an interprofessional team to address the needs of a vulnerable population
- Student led
- Required Assignments:
  - Arranged meetings with team and patient
  - Developed care plans
  - Implemented recommendations
## EVALUATION

### Team Skills Scale (pre/post)

- Assesses team members’ perceptions of their own skills

### Team Skills Scale (a self-assessment measure)

Please rate your ability to carry out each of the following tasks:

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<tr>
<th>Task</th>
<th>Poor</th>
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TEAM SKILLS SCALE

Sum of Items

- Pre: 59.14
- Post: 70.3
EVALUATION

Course evaluations

• It was a very good experience combining an educational course with clinical experiences at the Heart Ministry Center. I would recommend this course to any future health care practitioner.

• I really enjoyed working with different disciplines. I learned a lot about what the interdisciplinrinary team can do, both individually and as a group. It was interesting to see the different priorities while still keeping the patient as the center focus.

• I really liked the presentations in the beginning. I was great to have lectures from professors outside of our program. Also I enjoyed the readings as they provided a different viewpoint to approach the vulnerable populations.
EVALUATION

- Adding undergrad nursing students and medical students would be interesting as they are also key components in interdisciplinary care teams.

- The discussion board explaining what our professions care capable of I think would have been an interesting live discussion because I think this sparked much discussion and although interactive on line, I think would have been a good live discussion.
“Initially, we really didn’t know what the other people did, so it helped working together and listening to each other’s ideas and learning about each other’s professions.”

“We all had different degrees of medical knowledge, so we had to make sure we used a language that we all understood (as well as language that our patient understood).”

“Loved meeting with patients and having an impact on their lives, versus a paper case.”
PATIENT REFLECTIONS

“Thank you so much for all that you have done for me. I had no where else to go and no one to turn to.”

“This was the first time that I have felt that health care workers are actually listening to what I have to say. This is something that should be taught to all students.”

“You truly saved my life.”
FUTURE IMPLICATIONS

- Course framework was adapted for Spring 2014 for Project Homeless Connect
- Increasing number of student and patient participants in Fall 2014
- Broadening the scope of interprofessional collaboration
  - Medicine
  - Dentistry
  - Physical Therapy
  - Law
  - Business
  - Medical Anthropology
  - Public Health
SCHOLARSHIP

- Poster Presentation
- Publication
- Book Chapter
- International Meeting
REFERENCES


QUESTIONS?