

45th Biennial Convention (16-20 November 2019)

Challenges to Coordinating Clinical Outreach to Improve Both Interprofessional Practice Initiatives and Global Health

Molli Megan Oldenburg, DNP

School of Nursing, University at Buffalo, Buffalo, NY, USA

Introduction: Patient centered global health care requires diverse professionals to address the clinical, biological, social, and political factors that contribute to the health of communities, regions and nations. Interprofessional education is an intervention where the members of more than one health or social care profession, or both, learn interactively together, for the explicit purpose of improving interprofessional collaboration or the health/wellbeing of patients/clients or both (Reeves, Perrier, Goldman, Freeth, & Zwarenstein, 2018). The immediate goal is to engage students in both cognitive and social/relational learning. The goal is to produce a collaborative practice-ready workforce of individuals who have received training in interprofessional education. Global outreach missions are an opportunity for disciplines within Academic Health Centers to advance interprofessional practice initiatives. Collaborative practice experiences provide faculty and students an opportunity to deliver care as part of an interprofessional clinical team. Although highly impactful, challenges exist in coordinating meaningful global outreach experiences with predictable outcomes.

Methods: In 2015, the University at Buffalo Schools of Nursing and Dental Medicine recruited faculty and students to participate in their first interprofessional global outreach mission serving the underserved population in the city of Knoxville, Tennessee that lies in the Appalachia region. Since then, they have collaborated on multiple global outreach missions to include the island of Lesbos, Greece working with the refugee population, the city of Dakar in West Africa working with the locals that lack health and or dental care. These trips involve nursing students working directly with dental student on each patient's healthcare plan. As the planning process evolves for each trip, the faculty experience a variety of barriers and challenges before finalizing the project plan. Coordination of faculty, students, clinical support team members, clinic site logistics, government regulations, translation services and active engagement with Non-Government Organizations (NGO) on location are major factors that can potentially affect the team's ability to provide quality care.

Our global outreach used the Institute for Healthcare Improvement's Plan, Do, Study, Act (PDSA) cycles during the planning and implementation of these experiences ("How to Improve," 2018). The team, which includes faculty planning and attending the mission, starts each global outreach by asking, "What are we trying to accomplish?" The team then sets specific aims that are time-specific and measurable for each experience.

It is important for all members of the interprofessional practice initiatives to recognize the impact of culture on delivering patient centered care and understand how to engage vulnerable populations, build trust, and communicate effectively with team members. The University at Buffalo School of Nursing and Dental Medicine have collaborated with

the University at Buffalo Community of Excellence in Global Health Equity office to provide a training curriculum for international outreach missions. The training guarantees that students and faculty have the knowledge and cultural competency needed to navigate differences in social norms and behaviors, language, communication styles, politics, and religion. Using both PDSA cycles and the training curriculum have proved to enhance the impact and partnership development of the interprofessional team experience.

Case Study: In April 2018, the UB School of Nursing traveled to a rural town of Galette, Haiti with a team of 18 individuals from the disciplines of nursing, pharmacy, and medicine. This trip involved the setup of a mobile med clinic that provided screenings, health assessments, diagnosis, and treatments. The success of this interprofessional collaboration allowed faculty from both the Schools of Nursing and Dental Medicine to establish a partnership with a local hospital in a town called Borgne. The interdisciplinary global outreach team will return to this hospital in 2019 and will include students from the Schools of Nursing, Pharmacy and Dental Medicine. Working side-by-side for each patient, the students receive an opportunity to learn more about each other's discipline as well as how to work as part of an interdisciplinary team.

Results: Each global outreach mission benefits the patients, team members, and the local health workers at the outreach sites with whom we have collaborated. The global outreach collaboration between Nursing and Dental Medicine in Dakar, Senegal performed 1,585 procedures to help treat 414 adult and pediatric patients. Procedures included extractions, fillings, restorations, sealants and fluoride varnish. Each patient received a triage screening to include vital signs, medication reconciliation, allergy assessment, a medical history and exam.

Conclusion: Each mission establishes relationships with the local organizations with whom we connect. These partnerships have helped to sustain the global outreach program. Each year there is opportunity to return to the outreach location to provide follow up care and evaluation of the previous years' work. Interprofessional education and team resiliency, resulting from implementing PDSA cycles and training curricula, will assist educators in expanding global health curriculums and reducing the impact of challenges in planning future collaborative practice experiences.

Title:

Challenges to Coordinating Clinical Outreach to Improve Both Interprofessional Practice Initiatives and Global Health

Keywords:

Challenges, Global Health and Interprofessional

References:

Byrne, S.K., Collins, S.D., & Martelly, M. (2014). Sustainable global health outreach in Haiti: Service learning for primary care nurse practitioner students. *The Journal of Nurse Practitioners*, 10(8), 33-40.

Dolce, M.C., Aghazadeh-Sanai, N., Mohammed, S., & Fulmer, T.T. (2014). Integrating oral health into the interdisciplinary health sciences curriculum. *Dental Clinics of North America*, 58(4), 829-843.

Institute for Healthcare Improvement. (n.d.). Science of improvement: Implementing changes. Retrieved from <http://www.ihi.org/resources/Pages/HowtoImprove/ScienceofImprovementImplementingChanges.aspx>

Reeves, S., Perrier L., Goldman, J., Freeth, D., & Zwarenstein, M. (2013). Interprofessional education: Effects on professional practice and healthcare outcomes. *Cochrane Database of Systematic Reviews* (3): CD002213. doi:10.1002/14651858

Rowthorn, V., & Olsen, J. (2014, Winter). All together now: developing a team skills competency domain for global health education. *Journal of Law, Medicine & Ethics*, 42(4), 550-563. Retrieved from http://link.galegroup.com/apps/doc/A401904458/AONE?u=sunybuff_main&sid=AONE&xid=5351d2fa

Schmitt, M.H., Gilbert, J.H.V., Brandt, B.F., & Weinstein, R.S. (2013). The coming of age for interprofessional education and practice. *The American Journal of Medicine*, 126 (4), 284-288.

Seymour, B., Barrow, J., & Kalenderian, E. (2013). Results from a new global health oral health course: A case study at one dental school. *Journal of Dental Education*, 77(10) 1245-1251.

Abstract Summary:

Challenges and barriers exist when coordinating clinical outreach experiences to improve both interprofessional practice and global health. Global health care requires professionals to be diverse and work in an interdisciplinary fashion. Offering such experiences to students will improve our interdisciplinary workforce both locally and globally.

Content Outline:

Introduction

Patient centered global health care requires diverse professional working as a team to improve health care.

Body

A. Interprofessional education is an intervention used to improve the health and well being of patients.

- a. The immediate goal is to engage students in cultural diversity and competency.
- B. Global outreach missions are a way to engage students from other disciplines to work together to improve interprofessional practice initiatives.
- b. Challenges do exist when planning and providing these opportunities but adaptability is a skill utilized and learned.
- C. University at Buffalo has coordinated multiple interprofessional global outreach missions.
- c. Multiple individuals have been cared for and students have gained valuable skills on how to work as an effective interdisciplinary team.

Conclusion

Each global outreach mission provides the opportunity to learn from and improve for the next. Partnerships have been established and locally and internationally to make the efforts more sustainable.

First Primary Presenting Author

Primary Presenting Author

Molli Megan Oldenburg, DNP
University at Buffalo
School of Nursing
Clinical Assistant Professor
Buffalo NY
USA

Author Summary: Family Nurse Practitioner currently teaching as a Clinical Assistant Professor in the Family nurse practitioner program at the University at Buffalo and working as a nurse practitioner in the leukemia service at Roswell Park Comprehensive Cancer Center. The Global Initiatives Coordinator for the School of Nursing organizing and attending global outreach missions in various areas of the country.