Collaboration Through Interdisciplinary Education and Its Impact on Future Healthcare Practitioners

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Needs Based Assessment:

• Need: Interprofessional Collaboration (IPC) to address
  ▫ Increasing challenges in navigating and coordinating healthcare practice and provider care
  ▫ Address demand for comprehensive care in a cost efficient manner without diminishing quality.
Core Competencies for Interprofessional Collaborative Practice
Sponsored by the Interprofessional Education Collaborative®

Report of an Expert Panel
May 2011
Conditions: What is the Problem?

Current Condition:
- Lack of Interprofessional Education (IPE) that directly correlates to diminished Interprofessional Practice and Collaboration (IPC)

Desired Condition:
- Foundational of IPC through IPE
University of Connecticut
Urban Service Track (UST)
What is Urban Service Tract?

- A program comprised of select students from 6 health profession programs that encompasses:
  - 2 Universities
  - 4 Campuses
  - Nursing, Medicine, Dental Medicine, Pharmacy, Physicians Assistants, Social Work
  - 160+ Healthcare Student Participants, annually
Urban Service Tract:

- Focus
- Competencies
- Curriculum
Vulnerable Populations Lenses

- *Elderly*
- *Children & Youth*
- *Immigrants & Refugees*
- *Patients with Substance Abuse*
- *Incarcerated & Ex-Offenders*
- *Veterans*
- *Individuals with HIV/AIDS*
Competencies

- Cultural & Linguistic Differences
- Population Health
- Multiple constituencies
- Health care Financing & Management
- Interprofessional Teamwork & Leadership
- Community Resources
- Advocacy
- Resource Constraints
- Health Policy
FIGURE 1: Interprofessionality as the field of interprofessional practice and interprofessional education: An emerging concept.

Example of applicability and utilization of learned skills:

**Better Breathing Program:**
- **Scholar led outreach**
  - Asthma Education
- **Urban environment**
  - One of 10 worst school in Connecticut
  - Diagnosed asthma rate of 42%
Asthma Camp
November 6, 2015

Team Leads:
Faith Adewusi
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DMD Candidate 2018
Brooke Cunningham
University of Connecticut
MD Candidate 2018
Gina Guimond
Quinnipiac University
PA Candidate 2016
Meteyana Miller
University of Connecticut
BSN Candidate 2016
WORRY DOLLS & SUPERHEROS

STATION 3

better Breathing for Smalley Bees Asthma Camp

Sponsored by UConn Urban Service Team
5th Annual Sickle Cell Walk-A-Thon & Health Fair

INFORMATION SESSION AND PRIMER

OCTOBER 11, 2015

TELE-CONFERENCE

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Evaluation Data: Survey 2014 – 2015 (1st and 2nd year scholars)
As a result of your UST participation…

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Mentoring

- Faculty to students
- Peer to peer
- Urban Service Tract Leadership Cabinet
- Professional meetings and conferences
- Community Based Interprofessional Projects
- Interprofessional team structure and leadership for all service learning activities
Statistics:

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<td>Year</td>
<td>Student Contacts</td>
</tr>
<tr>
<td>------</td>
<td>------------------</td>
</tr>
<tr>
<td>2007</td>
<td>27</td>
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<td>2008</td>
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<td>2013</td>
<td>547</td>
</tr>
<tr>
<td>2014</td>
<td>552</td>
</tr>
<tr>
<td>2015</td>
<td>601</td>
</tr>
<tr>
<td>Totals</td>
<td>3,479</td>
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Attestations:

- “My time in UST as one of the most memorable and valuable experience in my time at UConn. My perspectives on the value of interprofessional, team-based health care delivery developed from my experience volunteering with and leading UST programs.” - Scholar (School of Dental Medicine)

- “UST is an incredible experience and I am so proud of my myself for having had this desirable experience. Thank you so very much. I am beyond a shadow of a doubt assured it will guide my future clinical practice all the more holistically.” - Scholar (School of Nursing)

- “UST elevated my medical education experience to include a curriculum on professionalism and teamwork that would have otherwise been missing. I know without any doubt that every UST alumni has had the values of teamwork, communication, and service instilled in us and that our collective practices will be better for it.” - Scholar (School of Medicine)
Challenges:

• Limited faculty and resources:
  ▫ A large part of what Urban Service Track provides, in terms of education and urban services, is on a voluntary basis for the learner and faculty.

  ● Solution: choosing the “right” faculty who have a commitment to the community, their practice, and the profession. UST is now able to “tap” alumni who remain in the state as community preceptors, mentors & faculty.
Challenges:

- Challenges to interprofessional collaborative education lay in that, as students, there are other academic time commitments/constraints.
  - Solution: Creating an environment and structure in which students can take back what is learned in an efficient and effective manner
  - Some individuals have a natural capability for collaboration; It can be learned, however to fully appreciate interprofessional collaboration within health care requires forming an understanding of each profession’s practice, breaking down the barriers (misconceptions, biases, etc.) between the roles, and fostering a culture of collaboration to provide the most effective, efficient, accurate, and cost conscious care for patients.
Opportune Outcome:

• Utilizing an Urban Service Tract program to ready our nursing students to actively participate in an interprofessional workforce.

  ▫ What do we know as a measurable outcome?
Future Research:

• Interprofessional Education to Interprofessional Collaboration and its influence on patient outcomes.

• Cost effective?

• Decrease medical testing and procedures, decrease errors in Health care, decrease missed diagnosis
In Summary:

Our Purpose of the Presentation:
• To enhance knowledge of IPE for nurses in education

Emphasis:
• The importance of academics engaging Health Care students in thinking about interprofessional practice and, as a stepping stone to initiating IPE within nursing education.
The Urban Service Track (UST) is a collaboration between 2 Universities, 6 schools and 4 campuses focused on training health professions students on the medical management of vulnerable and underserved populations in urban communities.

The goal of UST is to develop a cadre of well-qualified health care professionals committed to serving Connecticut’s urban underserved populations who value collaborative team-based care and practice.

The educational partners include: the University of Connecticut Schools of Dental Medicine, Medicine, Pharmacy, Nursing & Social Work and the Quinnipiac University’s Physician Assistant program

The community partners include: healthcare, social service and faith based organizations as well as non-profit and professional organizations.

Through UST, student participants provide public service to citizens in the state that focuses on: raising awareness of health careers, public health and primary care. More than 50 programs are delivered annually to approximately 4,000 individuals.
Questions?

www.publichealth.uconn.edu/urban-service-track.html
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