Strategies Teaching Interdisciplinary Collaborative Practice and Education at a Nurse Managed Clinic in Underserved communities
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Statement of the problem
- Inter-professional education (IPE) in community settings has been isolated from practice and curricula and often lack relevant content and guidelines for implementation.
- Integrating evidence based practice (EBP) as a problem solving approach within an IPE educational format in community settings has been minimally described.
- Providing primary care for vulnerable populations requires that students collaborate with multiple health care disciplines.
- Teaching and clinical practice require collaboration among faculty, students, and healthcare professionals from different backgrounds, skills, and capabilities.

Outcomes
The purpose was to develop tailored projects based on each respective field of study that addressed the healthcare needs of an underserved population for clients enrolled at the NUNMC sites located in the Greater Watts-Willow Brook community of Los Angeles, California.

Objectives
The objectives were to:
1) develop a patient-centered tailored projects,
2) create and establish a continuum of self-management assessment, and
3) provide culturally and linguistically sensitive interventions to reduce the morbidity and mortality rates.

Project Description
Faculty and students from eight disciplines participated in a nationally funded National University Nurse Managed Clinic (NUNMC) project using an Inter-Professional Collaborative Practice and Education (ICPE) model to deliver comprehensive primary care to a medically underserved community. The community of Watts experiences high rates of serious health problems in the form of chronic diseases with notable poor healthcare outcomes. Several projects were developed based on a needs assessment and student interest that included smoking cessation, development of diabetes tools, cost benefit analysis, weight management and other high risk areas for a nurse managed clinic in Watts, a medically underserved community in Los Angeles, California.

NUNMC Health Care Discipline

Methods
Five cohorts from eight disciplines interacted in eight to twelve biweekly small group workshops that consisted of didactic, simulation, and clinical components. The IPCP/IPE online synchronous workshops consisted of three phases.
- Phase 1, the Didactic component, was the organizing framework providing the foundation for all health professions curricula is based on the principles of collaboration, increasing diversity and mutual human-environmental processes.
- Phase 2, the Simulation component, supported the collaboration and inter-professional team training utilizing interactive video scenarios.
- Phase 3, the Clinical component, students were assigned to the Project to gain hands on experience in meeting the needs of diverse patient populations under the supervision of the Project Manager, Project Coordinator and Advanced Practice Nurses (APNs).

Outcomes
Students were mentored and encouraged to disseminate information and jointly present at conferences. Two of the projects were implemented at clinic sites. Two projects were submitted for poster presentations. One project was selected and for a poster presentation at a national conference. Another project was presented at a scholarship symposium and received best poster along with a monetary award.

Conclusion
Participating in an Inter-Professional Collaborative Practice and Education (ICPE) model to deliver comprehensive primary care assist students in gaining awareness of their role in the health care team, understand the roles of others, practice and improve communication skills, foster relationship building and team skills, and apply evidenced based practice to real population health problems. This presentation reflects on the development of protocols providing suggestions for future inter-professional collaborative practices.

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