

Partnering to Use Distance Technology to Provide Community-Based, Interprofessional Clinical Practice Experiences for Diverse Learners

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Objectives

1. Describe the development of a sustainable interprofessional team case conference activity for diverse learners from multiple institutions.
2. Discuss the development and implementation of the interprofessional longitudinal care plan template.
3. Discuss successes, challenges, and future opportunities to increase IP practice learning in community settings.

Background/Rationale

- Interprofessional, collaborative practice experiences during healthcare professional training is essential
- Previously developed IPE typically limited to pre-clinical year(s) and on-campus settings
- Interprofessional practice is new for some and not all clinical environments offer IP experiences for students, especially in rural areas

Timeline

- January 2016: First group meeting to learn & brainstorm
- April 2016: 1st Draft patient case and student recruitment materials developed
- May - June 2016: Faculty reviewed case and provided input for Facilitators Guide
- June 2016: Student recruitment begins, Evaluation developed
- July 2016: First ITCC facilitated

ITCC Goals

- Provide students an opportunity to engage in interprofessional collaboration during community based clinical training
- Integration of population health

Case Development

- Developed by Interprofessional faculty
- Tailored to accommodate different geographic locations and clinical disciplines
- Tailored to include:
 - Patient and Family Centered Care
 - Social Determinants of Health

Case Development

- Complex Case
 - Numerous morbidities
 - Numerous psychosocial issues
 - Adherence issues
 - Rural/medically underserved community

Facilitators Guide

- Developed with AHEC and MUSC based on the core objectives
- Faculty provided expectations for student responses specific to their field of study
- Includes debrief questions

Longitudinal Care Plan

- Longitudinal care plan template search
 - Literature review
 - Nexus Summit IPE Conference in Minneapolis, Minnesota
 - None found so developed our own!
- Template Includes
 - Health Problems/Conditions
 - Goals
 - Desired outcomes
 - Interventions
 - Responsible party

Logistics

- Location of case conference based on AHEC knowledge of students in area
- Students recruited with faculty assistance
- Introduction to activity with case and questions sent via email
- Distance technology
 - WebEx
 - Polycom (in beginning)

AHEC System

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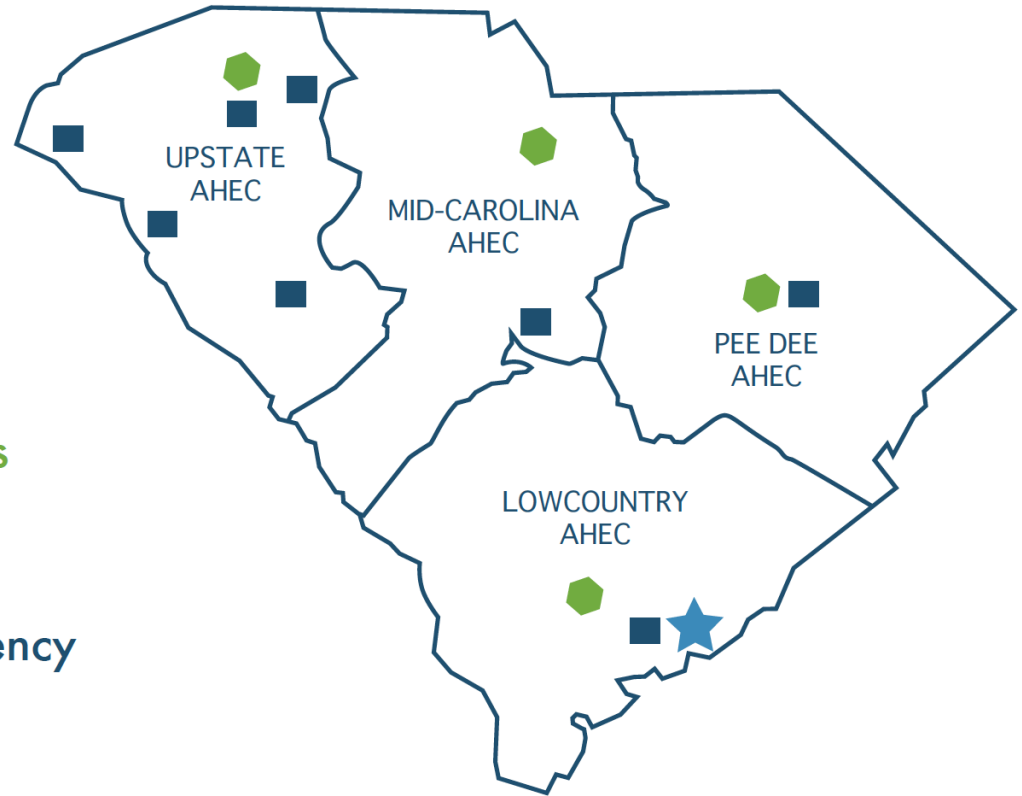
Program Office

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Regional AHEC Centers

8

Family Medicine Residency Training Programs



ITTC in Action



ITCC in Action

Cisco WebEx Meeting Center

Quick Start Meeting Info **Rebecca's screen** + New Whiteboard Participants Chat Notes

Participants

Stephanie Flowers

JA Julie Antley (Host, me, internal)

Rebecca brittani nguyen

Stephanie Flowers

IP Longitudinal Care Plan

Health Conditions: Hypertension, hyperlipidemia, DM, PTSD, Bronchitis Chronic, Alcoholism, Amputee

Goals: Control BP, Bronchitis, DM A1c, O2, PTSD-Compliance, Alcoholism, BMI, weight management, Hyperlipidemia, smoking, respiratory workup

Goals	Desired Outcomes	Interventions (Short and Long Term)	Profession/s to assist the patient
1) <u>Control BP</u>	<u>150/90</u>	<u>Check daily? ? increase lisinpril Lifestyle changes</u>	<u>PCP Pharmacy Nurse Dietitian</u>
2) <u>Bronchitis</u>			

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Methods

Prior to case conference, each student...

- Reads and reviews the patient case
- Answer 9 questions specific to case and send to facilitator for review

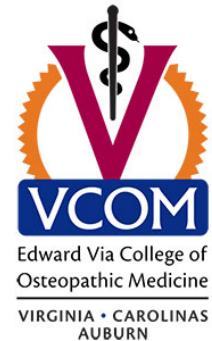
During conference, students develop an IP longitudinal care plan and focus on ...

- Priorities for management of patient
- Consultations, as appropriate, and how to facilitate them
- Community resources available to aid with patient's care
- Patient/Caregiver Education
- Population health-related implications of this case

Methods

- Continuous quality improvement model
 - Student evaluations reviewed after each session
 - Facilitators share qualitative feedback @ monthly meetings
 - Initial sessions videotaped and reviewed by faculty
 - Suggested improvements integrated into subsequent sessions

Partnering Institutions



Student Discipline by University

Medical University of
South Carolina



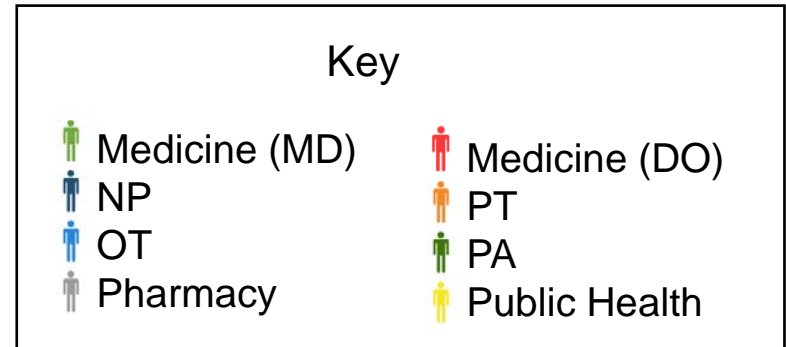
A.T. Still University
School of
Osteopathic
Medicine



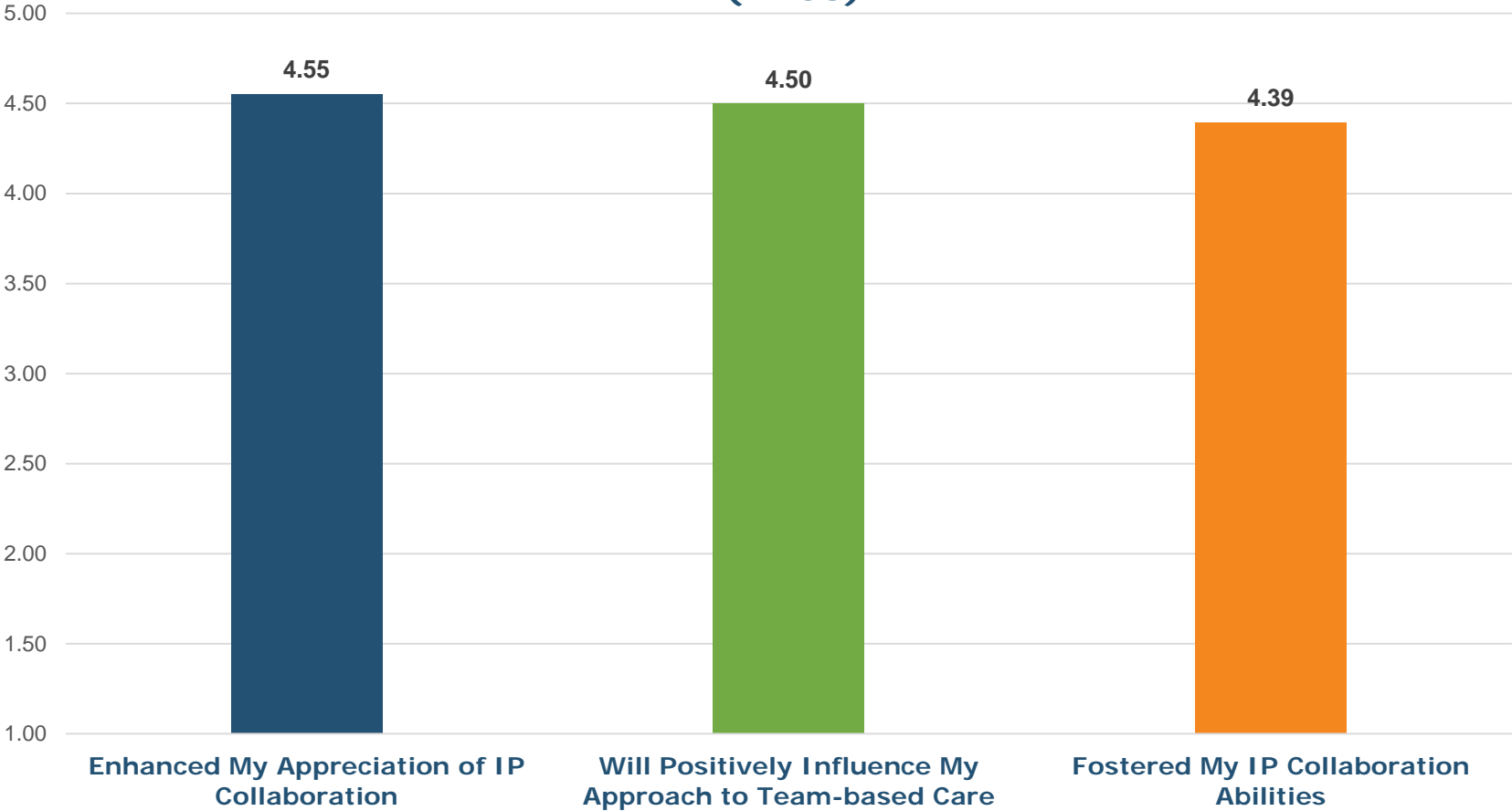
Edward Via
College of
Osteopathic
Medicine



University of
South Carolina



Interprofessional Team Case Conference Evaluation 2016-2017 (n=38)



Results

Students reported increased understanding of:

- Each discipline's role in patient care
- Value and challenges of developing and implementing a comprehensive care plan
- Need for/benefits of utilizing an interprofessional team approach to improve patient outcomes
- Overlapping roles of professionals
- Increased comfort approaching and communicating with other professions
- Students especially enjoyed learning with, about and from health professions not present at their own institutions

Student Perspectives

“a good example of how telehealth might work in a real setting, with people in different locations working together to help one patient”

“helped me see the perspectives of other healthcare professionals in the direct management of a patient”

Student Perspectives

“gave me insight to the idea that each profession looks at a patient differently and has different priorities that are completely understandable.”

“gave me real life insight into how it may be in my future practice”

Student Perspectives

“on rotations you are very isolated in the more rural areas so it’s nice to touch base with other students and share clinical experiences”

“excellent feeling of mutual respect”

Challenges

- Elective for some students due to accreditation
- Integrating into clinical schedules
- Differences in programs from traditional campus to online students
- Technology

Successes

- Expansion to additional academic institutions
- 2017-2018 dates for sessions planned in advance
- Experience added to IP Activities tracking system for students at MUSC
- Addition of 3 new cases for implementation in 2018

Lessons Learned

- Engage students in activity early on
- CQI is our friend
- Students were surprised by how much they didn't know about other disciplines and how valuable other disciplines are to coordination of care

Next Steps

- Adapt model to include simulated patients
- Manuscript development
- Additional case development
- Scale up

Conclusions

- Based on student feedback this model is a great way to engage students in a learning environment that addresses all 4 of the IPEC Core Competencies
- Efficient use of time and effort

Questions?

Thank you.