



Preparing Future Providers for Interprofessional Care of Underserved Populations

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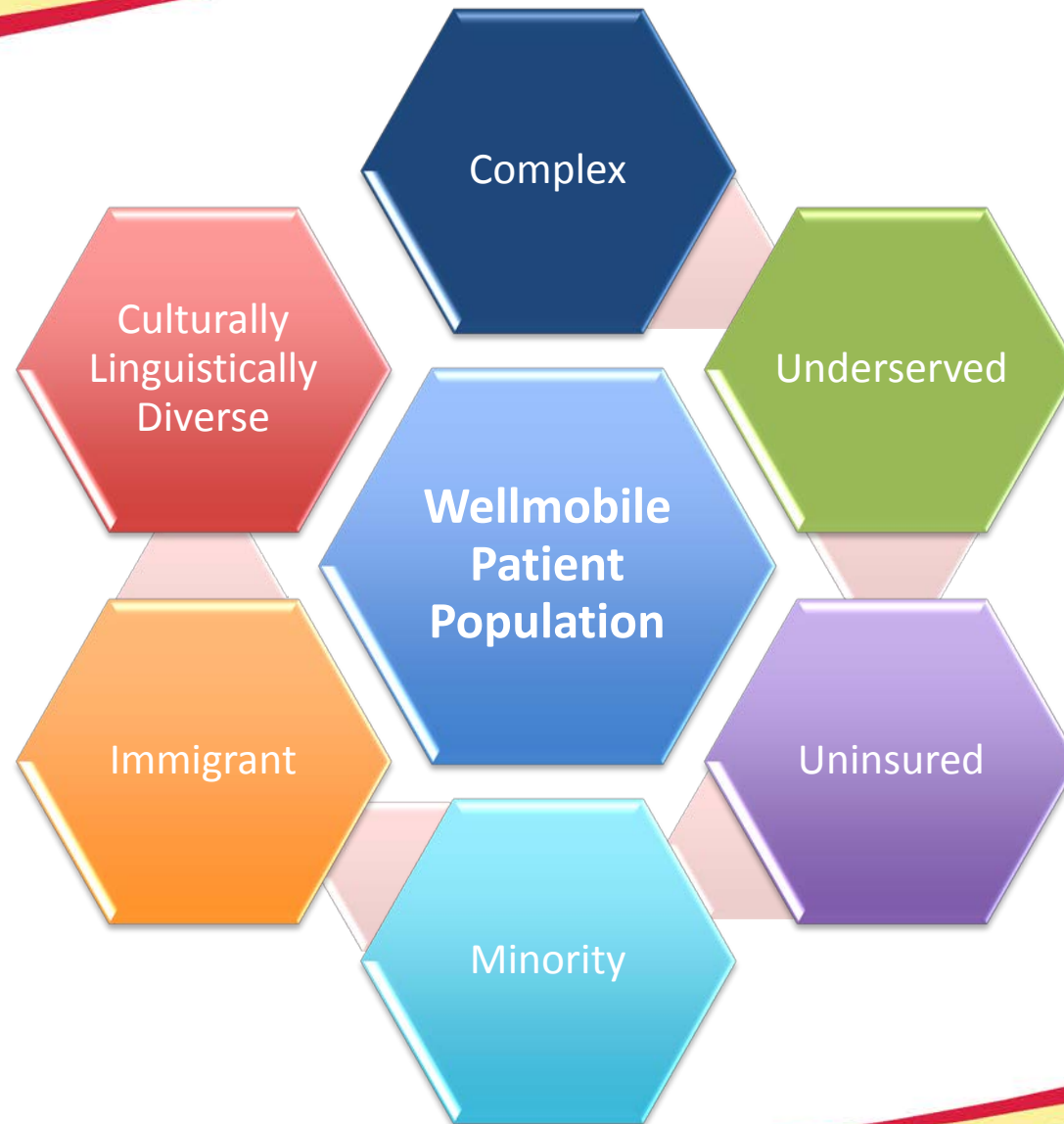
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The Governor's Wellmobile

- Nurse-managed mobile primary care clinic
 - Washington, DC Suburbs
- Funded by HRSA Nurse-Education Practice, Quality and Retention cooperative agreement





Interprofessional Primary Care Practice (IPCP) Team

Team Members:

- Social Workers
- Nurse Care Managers
- Family Nurse Practitioners (FNPs)
- Physicians
- Pharmacists
- Bilingual (Spanish) Community Health Workers

Team-based Care Model:

- Care management
- Community partnerships
 - Expanded access to diagnostics
 - Specialty consultation
- Weekly case conferences
- Community Blackboard support
 - TeamSTEPPS

Primary Care Training Site



Student Surveys

- Pre and Post Surveys
 - Readiness for Interprofessional Learning (RIPLS)
 - Attitudes Towards Healthcare Teams (ATHCT)
 - The National Center for Interprofessional Practice and Education's Student User Survey (SUS)

Results

- Pretest (N=23)
- Posttest (N=5)

Age, mean (SD)	29.4 (5.9)
Female, n(%)	21 (91%)
Race, n(%)	
White, non-Hispanic	10 (43%)
Black, non-Hispanic	6 (26%)
Asian or Pacific Islander	4 (17%)
Hispanic	2 (9%)
Professional Program	
Pharmacy	5 (22%)
BSN	4 (17%)
FNP/AGNP/MSN	12 (52%)
Social Work	1 (4%)
Medicine	1 (4%)
Prior participation in any scheduled IPE activity, n(%)	18 (78%)
Prior experience working on IP health care teams, n(%)	17 (23%)

Interprofessional Education Collaborative (IPEC) Core Competencies

Values/Ethics

ATHCT Quality
of Care
Subscale

Roles/
Responsibilities

ATHCT Physician
Centrality
Subscale

RIPLS Factor 4

Interprofessional
Communication

ATHCT Q3, Q5,
Q9, Q20

RIPLS Q5

Teams &
Teamwork

RIPLS Factor 2

Values & Ethics

ATHCT Factor 1: Quality of Care		Item Mean (Std)
2	The team approach improves the quality of care to patients.	5.48 (0.90)
3	Team meetings foster communication among team members.	5.38 (0.67)
5	Patients receiving team care are more likely than other patients to be treated as whole persons.	4.74 (1.45)
7	Working on a team keeps most health professionals enthusiastic and interested in their jobs.	4.91 (0.67)
9	Developing a patient care plan with other members avoids errors in delivering care.	5.39 (0.58)
10	Health professionals working on teams are more responsive than others to the emotional and financial needs of patients.	5.09 (0.73)
11	The team approach permits health professionals to meet the needs of family caregivers as well as patients.	5.30 (0.70)
13	The give and take among team members help them make better patient care decisions.	5.04 (0.77)
14	Hospital patients who receive team care are better prepared for discharge than other patients.	5.18 (0.73)
16	In most instances, the time required for team meetings could be better spent in other ways.	2.82 (1.10)
20	Having to report observations to the team helps team members better understand the work of other health professionals.	5.43 (0.59)
subscale total possible (11-66): participant's range 44-63		53.96 (5.11)

Roles & Responsibilities

ATHCT Factor 3: Physician Centrality		Item Mean (Std)
4	Physicians have the right to alter patient care plans developed by the team.	3.87 (1.06)
6	A team's primary purpose is to assist the physician in achieving treatment goals for patients.	3.83 (1.67)
8	Physicians and NPs, as a rule, are team players.	4.52 (1.27)
12	The physician should not always have the final word in decisions made by health care teams.	4.22 (1.17)
15	The physician has the ultimate legal responsibility for decisions made by the team.	3.87 (1.69)
17	Physicians are natural team leaders.	4.22 (1.38)
subscale total possible (6-36): participant's range 10-26		24.52 (4.43)

Roles & Responsibilities

	RIPLS Factor 4: Roles & Responsibilities	Item Mean (Std)
18	I'm not sure what my professional role will be	4.00 (1.04)
19	I have to acquire much more knowledge and skills than other health-care students	3.30 (1.06)
	subscale total possible (2-10): participant's range 4-10	7.30 (1.69)

Interprofessional Communication

	Selected Questions	Item Mean (Std)
ATHCT 3	Team meetings foster communication among team members.	5.38 (0.67)
ATHCT 5	Patients receiving team care are more likely than other patients to be treated as whole persons.	4.74 (1.45)
ATHCT9	Developing a patient care plan with other members avoids errors in delivering care.	5.39 (0.58)
ATHCT 20	Having to report observations to the team helps team members better understand the work of other health professionals.	5.43 (0.59)
RIPLS 5	Communication skills should be learned with other health care students	4.59 (1.14)
	subscale total possible (5-30): participant's range 19-30	24.87 (3.44)

Teams & Teamwork

	RIPLS Factor 2: Teamwork & Collaboration	Item Mean (Std)
1	Learning with others students will help me become a more effective member of a health care team	1.39 (0.50)
2	Patients would ultimately benefit if health care students worked together to solve patient problems	1.39 (0.58)
3	Shared learning with other health care students will increase my ability to understand clinical problems	1.43 (0.59)
5	Communication skills should be learned with other health care students	1.77 (0.69)
8	Shared learning will help me to think positively about other professionals	1.35 (0.49)
	subscale total possible (5-25): participant's range 5-12	7.26 (2.42)

Conclusion

- Incorporated students from a variety of professions
 - at various stages of training
 - Length of clinical experience ranged from 1 day (medical students) to 2 semesters (1 SW & 1 CPH MSN)
- Experience positively impacted student perceptions of team based care and knowledge of their own roles
- Exposure in a real-world care environment
 - Can help future health care providers prepare for utilizing interprofessional approaches



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