Transforming Chronic Care Education: A Longitudinal Interprofessional Mentorship Curriculum

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**HEALTH MENTOR PROGRAM GOALS:**
- Students will understand and value the roles and contributions of various members of this interprofessional healthcare team.
- Students will understand the perspective of the patient and value-patient-centered care.
- Students will appreciate how a person’s health conditions and impairments interact with personal and environmental factors.

**WHO ARE OUR FACULTY?**
- 4 disciplines
- 18 courses
- 30+ faculty members
- 1 part-time faculty course director
- 2 JCPED co-directors
- 3 support staff

**WHO ARE OUR HEALTH MENTORS?**
- Approximately 250 individuals
- Range in age from 18 - 97 (>60% over age 65)
- Recruited from:
  - Primary Care Practices
  - Senior Care
  - Retirement Communities
  - Community agencies coordinating services for frail, disabled patients
  - Rehabilitation Programs
  - TAU/ODIN staff
  - Family and friends of faculty and students
- 2 serve as members of the JCPED Steering Committee

**IMPLICATIONS: YEAR ONE:**

<table>
<thead>
<tr>
<th>ICF</th>
<th>Health Conditions (disease or disorder)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impairment of Body function and structures</td>
<td>Activity limitation</td>
</tr>
<tr>
<td>Participation (Restriction)</td>
<td></td>
</tr>
</tbody>
</table>

**WHO ARE OUR STUDENTS?**

<table>
<thead>
<tr>
<th>Medicine</th>
<th>Nursing</th>
<th>Physical Therapy</th>
<th>Occupational Therapy</th>
<th>Pharmacy</th>
<th>C &amp; PT</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>251</td>
<td>106</td>
<td>39</td>
<td>43</td>
<td>-</td>
<td>445</td>
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<tr>
<td>Year 2</td>
<td>261</td>
<td>122</td>
<td>46</td>
<td>65</td>
<td>71</td>
<td>11</td>
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<tr>
<td>Year 3</td>
<td>257</td>
<td>133</td>
<td>47</td>
<td>69</td>
<td>69</td>
<td>12</td>
</tr>
<tr>
<td>Year 4</td>
<td>264</td>
<td>158</td>
<td>48</td>
<td>72</td>
<td>91</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>1,044</td>
<td>519</td>
<td>196</td>
<td>246</td>
<td>222</td>
<td>48</td>
</tr>
</tbody>
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**EVALUATION STRATEGY:**
- Mixed-methods evaluation tools have included:
  - Interprofessional Education Perception Scale (Summit et al)
  - Readiness for Interprofessional Learning Scale (Pereira and Bigh)
  - Attitudes Toward Health Care Teams Scale (Herman et al)
  - Interprofessional Attitudes Toward Chronic Illness Care Scale (Parikh et al)
  - Perceptions of Health Status (Damesteg et al)
  - Roles of Health Professionals (Kiser et al)
  - Qualitative Evaluation of Reflection Papers
  - Course Evaluations
- Students have very positive attitudes toward interprofessional education at baseline, with little change over 2 years
- Many students have negative attitudes toward chronic illness care (mid-range positive), with some evidence of improvement over the course of the Health Mentors Program
- Qualitative data strongly supports that students are meeting the major goals of the curriculum

**MAJOR CHALLENGES:**
- Logistics, Logistics, Logistics - many students, many faculty, many courses, many volunteers, 2 year longitudinal program
- Framing the curriculum so students recognize program goals
- Coordinating timing of program content with other coursework

**UNANTICIPATED POSITIVE OUTCOMES:**
- Increased student awareness of other professional trainees on campus – with “rigged” affects of increased interprofessional collaboration across student organizations
- The powerful students’ Health Mentor bond formed by many teams – Students strongly value their mentors!
- Medical students entering clinical rotations with greater comfort in team-based clinical settings
- Inter-faculty relationships and collaborations – with sharing of resources, development of academic collaborations and scholarship far beyond this point

**SUMMARY POINTS:**
- The HMP at TJU represents a major commitment and institutional support toward realizing the vision that future health professionals will practice safe, effective, and efficient care in highly-functioning patient-centered, interprofessional teams
- Ideally, HMP and similar curricula have the potential to ensure that each team member practices understanding the roles of their own and other professionals and respecting to engage in team based, patient-centered care as the norm

**REFERENCES:**