# Jefferson Interprofessional Conference

HIV-ABC: Bringing Healthcare Home, University of Kentucky Project CHANCE Grant

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#### Goals

- Share strategies in developing an interprofessional service learning opportunity.
- Demonstrate the value of building upon existing infrastructure (i.e. Center for Interprofessional HealthCare Education) as an effective way to combine interprofessional learning with sustainable service-learning projects.
- Explain need for collaboration by an interprofessional faculty team in creating and sustaining interprofessional student projects.

### Presentation Learning Objective

Conference Goal 1: Develop strategies to incorporate the IPEC Interprofessional Collaborative Practice Competencies into health professions education and/or practice.

## The Beginning...

- University of Kentucky (UK) College of Pharmacy structure
  - Umbrella organization
  - American Pharmacists Association (APhA chapter)
- Previous Project CHANCE Grant
  - Criteria
  - Existing structure
  - Higher stakes

## 2011-12 Project CHANCE Grant

- New focus: INTERPROFESSIONALISM
  - Utilizing resources
  - Community based organization involvement
  - Students from other healthcare colleges?
- Leadership Legacy (LL)
  - Structure: Colleges of Medicine, Pharmacy,
     Dentistry, Nursing, Health Sciences, Public Health
  - Proposal process
  - Incorporation

## Budget

▶ TOTAL	\$10,000
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<ul><li>Supplies</li></ul>	\$1	,700
<ul><li>Travel</li></ul>	\$4	,350
<ul><li>Training</li></ul>	\$	800
<ul> <li>Supplement</li> </ul>	\$2,500	
<ul> <li>Patient Education</li> </ul>	\$	500
<ul> <li>Web Development</li> </ul>	\$	150

#### Final 'Ideal' Product

- Two arms
  - Bluegrass Care Clinic pharmacy only
  - LL/Moveable Feast interprofessional
- Training sessions
  - Baseline disease knowledge
  - HIPAA
  - Reality, healthcare team, counseling cards?
- Collaboration to reach goals, obtain feedback
  - Emphasis on SERVICE learning

## "HIV-ABC: Bringing Healthcare Home" (Nuts & Bolts)

- Baseline knowledge, augmentation
- Real patients
- Active participation
- Unknown healthcare peers
- Expanding beyond comfort zones
  - Camaraderie?
  - Role definition?
  - Enhancing patient adherence/well-being?

## **Primary Goals**

- 1. Increase empathy and understanding of HIV/AIDS among interprofessional students by increasing exposure, hands-on education.
- 2. Provide comprehensive patient care to patients who are bedridden or incapacitated in such a way that prevents them from leaving home.
- 3. Partner with a community-based organization to reach a more diverse patient population and to enhance the delivery of MTM services.
- 4. To increase knowledge among an interprofessional group of students about the roles, responsibilities and scope of practice of each in positively affecting patient care.

#### Roadblocks

- Initial buy-in..."too big"
- No benchmarks
- Student motivation
- Negative undertone, complex patient population
- Follow-up
  - Pre-surveys
  - Post-surveys
  - Patient opinions

## Implementation

- Academic medical centers, outpatient (HIV) care clinics established
- Interprofessional organization vehicles
- Documented gap in care
- Protocols, training
- Barrier anticipation
- Grant money...always helps

### Evaluation (Freeth, 2002)

- Level 1 Reaction
- Level 2a Modification of attitudes & perceptions
- Level 2b Acquisition of knowledge & skills
- Level 3 Change in behaviour
- Level 4a Change in organizational practice and/or service delivery
- Level 4b Benefits to patients/clients

#### **Data Collection**

- Pre-Post survey of participants (Levels 1-3)
- ▶ Reflective comments / Debriefing (Levels 1–3)
- Patient survey (Level 4)

## Outcomes: Participation in this IP service learning project with a CBO enabled students to...

- Enhances health professions student camaraderie (Values/Ethics, Team/Teamwork)
- Provides health professions students with an opportunity to learn with, from, and about one another as they augment their knowledge of HIV/AIDS through practical experience (IP Communication).
- Provides an opportunity for health professions students to use the knowledge of one's own role and those of other professions to appropriately address the healthcare needs of individuals with HIV/AIDS patients (Roles/Responsibilities)

#### Lessons Learned

- Buy-in
- Organization is key require orientation
- IP service learning provided a mechanism for students to connect with the community
- Include intermittent opportunities to allow students to share their experience and connect with the project more directly
- Strengthen communication with patients during clinic visit or otherwise in preparation

#### Conclusions

- Types of learning that took place within IP route setting
- Value-based service learning
- Future directions...

## Acknowledgements

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- Leadership Legacy participants

#### **Works Cited**

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