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In Addition to Checking Out a Book, You Can Check Out Your Health Too: A New Partnership between Jefferson College of Nursing and the Philadelphia Free Public Library

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NEWSLETTER

***In Addition to Checking Out a Book, You Can Check Out Your Health Too:
A New Partnership between Jefferson College of Nursing and
the Philadelphia Free Public Library***

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At Jefferson *Health is all we do*, but at Jefferson College of Nursing (JCN), Health is *H.E.R.E* (humanistic, evidenced-based, reflective, excellence in clinical leaders). With a redesign of the undergraduate nursing curriculum, Jefferson College of Nursing (JCN) has transformed the way nurses of the 22nd century will practice, with a focus on caring for patients in all areas of the care continuum. The newly designed curriculum centers around four themes that are threaded throughout, *Innovation, Practice Excellence, Interprofessional Collaboration*, and *Population Health*. JCN believes that patients are partners in their health and that care is a collaborative effort.

To model this new curriculum design, recently JCN entered into a partnership with the Philadelphia Free Library on 20th and the Parkway. This new partnership focuses on educating members of the community on prevention, wellness, and maintenance. Working closely with Dick Levinson, Assistant Director of Central Senior Services at the Free Library, a series of workshops were developed to meet the needs of the senior patrons. Workshop topics are designed from seniors' suggestions of current healthcare issues or concerns they are facing as they age.

Understanding that the wellness of a population or community is not accomplished in isolation, JCN has initiated partnerships with several other health professions at Jefferson to enhance the workshops and make them more interprofessional. Students from nursing, occupational therapy, physical therapy and pharmacy were offered the opportunity to volunteer as part of an interprofessional team.

The College of Pharmacy provides its students with experimental learning opportunities throughout their program. The library workshop presented itself as a perfect opportunity for the pharmacy students to gain valuable collaborative experience and clinical hours.

The first workshop was offered this summer and focused on medication safety. A general medication safety presentation was given by JCN, Doctor of Nursing student, Jane Tobias, which 17 community members attended. After a short Q&A session, students from pharmacy, occupational therapy, and JCN's family nurse practitioner program offered blood pressure screenings and one-on-one medication counseling.

Patrons were encouraged to bring with them their current medications and discuss with students safe medication practices. In addition, students assisted patrons in filling out wallet size medication cards to carry. These interactions provided an opportunity to

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screen for potential barriers to medication adherence. For example, one patron was having difficulty remembering when to take her medications. A group of students worked to set alerts for her when it was time to take the medications. "Something like a smart phone is second nature to us, but to them it was huge," commented Maggie Derstine, OT student.

Collaborative student learning provides opportunities to develop needed skills as members of a healthcare team. An effective approach to facilitate interprofessional learning is a "common clinical experience centered on collaboration and decision-making about patient centered care" (Barnsteiner et al 2007, p. 147). Students who are engaged in patient-centered care develop an understanding that an individual professional expertise and knowledge enhances the healthcare team and directly impacts the delivery of quality patient care.

Grymonpre et al. (2010) found through their research that students experience a benefit to their learning when they are exposed to interprofessional education in clinical practice, even with small amounts of exposure, a benefit the Library partnership can continue to enhance. Further, Wellmon et al. (2012) found that relatively short educational opportunities prior to graduation can positively change attitudes toward learning and collaboration. Interprofessional collaboration in practice is hard to master, but if students enter their practice having had such opportunities, it would only benefit their practice behaviors and their patients. These are effective strategies that JCN has embraced in its new curriculum design.

More workshops are planned for the year with an interprofessional collaborative practice approach.

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