

Understanding the Healthcare Needs of Our Veterans

La Salle University SONHS

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IPE at La Salle SONHS

Interprofessional Approach – multiple disciplines within and external to our school and university.

- Nursing
- Nutrition
- Communication and Speech Disorders
- Public Health
- Social Work
- Psychology
- Optometry (Salus University)

Background

“Joining Forces Initiative” - to increase healthcare providers’ awareness of the healthcare needs of our veterans and their families.

- nationwide initiative launched in 2011 by Michelle Obama and Jill Biden
- support service members, veterans, and their families through wellness, education, and employment opportunities.
- call attention to the critical issues facing service members and veterans and to educate

“Understanding the Healthcare Needs of Our Veterans”

- Purpose
 - Emphasize importance of IPE collaboration
 - Increase students’ awareness of healthcare needs of veterans

Program

- Pre/Post Readiness for Interprofessional Learning Scale (RIPLS)
- [“Fighting Chance”](#) [60 Minutes](#)
- 3 Veterans
- 3 NLN case scenarios focused on Veterans with questions
- Socratic Audience Response Tool

RIPLS: Readiness for Inter-professional Learning Scale Questionnaire

Please place a tick in one box to respond to each item.

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.	Learning with other students will make me become a more effective member of a health care team					
2.	Patients would ultimately benefit if health care students worked together to solve patient problems					
3.	Shared learning with other health care students will increase my ability to understand clinical problems					
4.	I have to acquire much more knowledge and skills than other health care students					
5.	Communication skills should be learned with other health care students					
6.	Shared learning with other health care students will help me to communicate better with patients and other professionals					
7.	Shared learning will help me think positively about other professionals					
8.	For small-group learning to work, students need to respect and trust each other					
9.	Team-working skills are essential for all health care students to learn					
10.	Shared learning will help me to understand my own limitations					
11.	I don't want to waste my time learning with other health care students					
12.	It is not necessary for undergraduate health care students to learn together					
13.	I am not sure what my professional role will be					
14.	Clinical problem solving skills can only be learnt with students from my own school/department					
15.	The function of nurses and therapists is mainly to provide support for doctors					
16.	I would welcome the opportunity to work on small group projects with other health care students					
17.	Shared learning will help to clarify the nature of patients problems					
18.	Shared learning before qualification will help me to become a better team worker					
19.	Learning with health care students before qualification would improve relationships after qualification					

Veterans

- Marine Sgt. Kenny Lyon – mechanic serving in Iraq
- Paulette Schank, R.N., CRNA, CRNP-FNP, Lieutenant Colonel in the Air Force Reserve serving as a nurse anesthetist
- Emmanuel Estacio, M.Ed., MSW, LCSW, of the Philadelphia VA



Paulette Schank

- “One of the reasons we’re here today is to learn what a veteran goes through so that you’ll be able to facilitate their re-acclimation”
- Shared experiences in Iraq
- Shared experience when returning home

Kenny Lyon

- Describes injuries “skull torn open, a piece of brain and tongue missing, jaw wired shut, and left leg amputated above the knee”
- “It was really nice when I had nurses and staff that would explain the processes to me,”
- “I wanted to be an active part in my own recovery. I had no control over anything else but I thought at least I could learn about what’s happening to me.”
- Challenged the audience to consider the patient an equal
“If a patient says something, at least hear them out... make sure that you always try to find out exactly what your patient needs because communicating is so important.”

Manny Estascio

- Types of service active vs. reservist
- Physical, psychological and social needs
- Questions to ask depending of when the Veteran served
- “One of the things that I love about working in the VA is that it does really pay homage to the multidisciplinary team... I work as a social worker with a team of professionals, primary care and so forth, and all of us are equal at the table.”

NLN Case Scenarios

- Randy Adams, age 28, former National Guardsman who served in Iraq
- Now with PTSD, recurrent headaches, loss of sense of taste, weight loss, balance and coordination issues.
- Presents in ED disoriented to time and place following MVA



Photo credit: Department of Defense

NLN Case Scenarios

- Butch Sampson, age 62, a chronically homeless Vietnam veteran, exposed to Agent Orange during his service with multiple health issues
- Presents at VA Clinic with type 2 DM and infected toes. Also c/o hoarseness, difficulty swallowing. To be evaluated to possible laryngeal CA

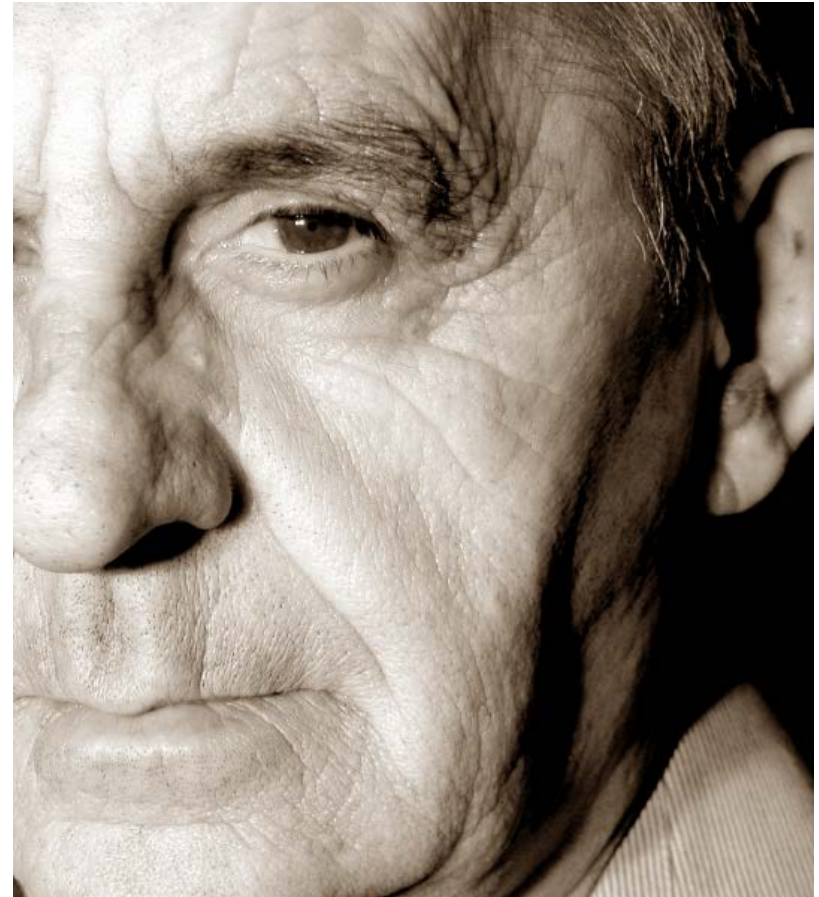


Photo credit: Microsoft images

NLN Case Scenarios

- Eugene Shaw, age 82, former marine who served in the Korean War
- Has service-related hearing loss, cold sensitization and nocturnal pain in his lower limbs and hands
- PMHx includes HTN, Type 2 DM, chronic leg pain and ulcerations
- He is overweight, and smokes and drinks.
- Admitted to hospital for femoral-popliteal by-pass surgery.



Photo courtesy of L. Emery

Questions for Participants

- What are the 3 top problems?
- How would you prioritize the problems?
- Who would you need on your healthcare team to address the problems?

#7 Eugene - Korean Veteran

In your opinion, what is the most pressing issue for this patient?

HOW'D WE DO?

0/0 students answered

- A Pain management
- B Emotional support
- C Food choices to manage diabetes and hypertension
- D communication given hearing loss
- E lifestyle choices (smoking, drinking)

Quantitative Results

- 127 students completed the RIPLS instrument
- Mean item scores for pre/post test results were compared using an unpaired t-test
- A trend toward increased readiness for interprofessional learning was noted ($p = .05$)

Qualitative Results

“...an absolute pleasure and honor to have Sgt. Lyon speak at La Salle University's inter-professional educational event. His incredible story...is sure to leave a lasting impression on the student and faculty body here at La Salle.”

“...sure to influence the way in which health care professionals communicate and cross occupational boundaries in order to execute the care of our brave veterans.”

Qualitative Results

“...helped us to identify the most essential needs of the patient...I have confidence that those who had the privilege to attend will now practice in their occupations with Sgt. Lyon and all other veterans in mind.”

Qualitative Results

- “I could see why the tissues were passed around. There is a lot to say about all of the presenters. Most importantly, they all made a huge impact on me, leaving me with a lot of things to think about. Thanks for putting together such an impressive seminar.
- “Definitely a life changing experience”

Veterans Programs

2015 “Traumatic Brain Injuries”

2016 “The Moral Injuries of War”



Thank you!
Questions?

