

Moshtagh R. Farokhi DDS, MPH, Jenna Bednarz BS, RN, Alvin Estacio BS, Aliksandr Dolbik DDS, Emily Gallagher MSIII, Ruth Grubestic RN, DrPH, Browning Wayman MD

## Introduction

The San Antonio Refugee Health Clinic (SARHC) is an interprofessional Education (IPE) collaborative managed by teams of UT Health San Antonio (UTHSA) dental, medical and nursing students and faculty serving the local refugee patients. Research suggests that students exposed to interprofessional education (IPE) practices during training tend to work more respectfully during post- graduation practice.<sup>1</sup>

## Objectives

Previous SARHC quality assessments highlighted the inquiry to investigate student view about interprofessional collaborative teamwork. The purpose of this research was to gauge SARHC IPE student engagement. We hypothesized that UTHSA students with exposure to IPE will experience a higher satisfaction rate due to their teamwork at SARHC.

## Methods

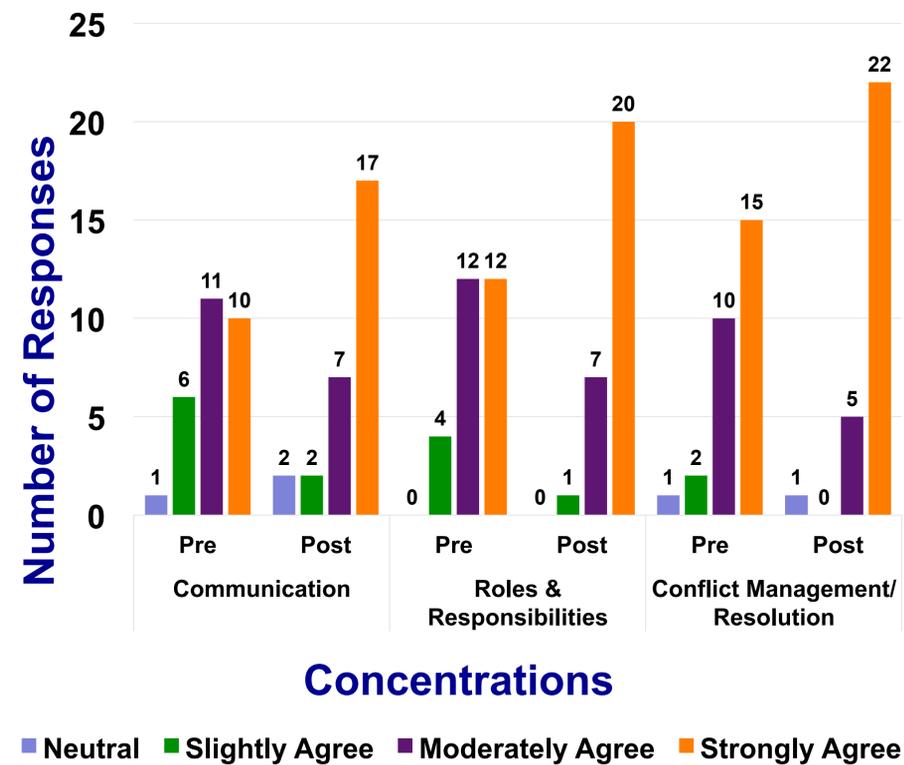
Baseline existing knowledge and attitudes towards IPE were attained via the validated, Interprofessional Collaborative Competency Attainment (ICCAS) survey tool.<sup>2</sup> The ICCAS was used for pre- and post clinic experience questionnaires. After informed consent, the pre questionnaire assessed existing student attitudes regarding communication, collaboration, roles/responsibilities and conflict management. Following students' IPE exposure at SARHC, a post-ICCAS questionnaire was administered via email following students' exposure at SARHC. Data design and management were formatted in Qualtrics. SPSS was utilized to analyze the data.



From left, Mitchel Faulkner, Emily Gallagher (SOM), Guadalupe Morales (DH), interpreter Wisam Al Habeeb & Alex Dolbik (SOD) evaluating a refugee patient.



## Pre and Post Rating Distribution



## Results

8 medical, 8 nursing and 11 dental students participated (n = 27). Student satisfaction regarding interprofessional collaborative training for mean category scores increased from pre to post surveys and for each category. Communication (p<0.031, roles and responsibilities (p<0.041 and conflict management/resolution (p<0.035) categories were the most significant. When stratifying by groups (nursing, dental, medical), nursing students exhibited the most change from pre to post surveys, most notably in the collaboration category (p<0.031), and reported a first time IPE exposure for this clinic. The medical and dental students had previous IPE encounters.

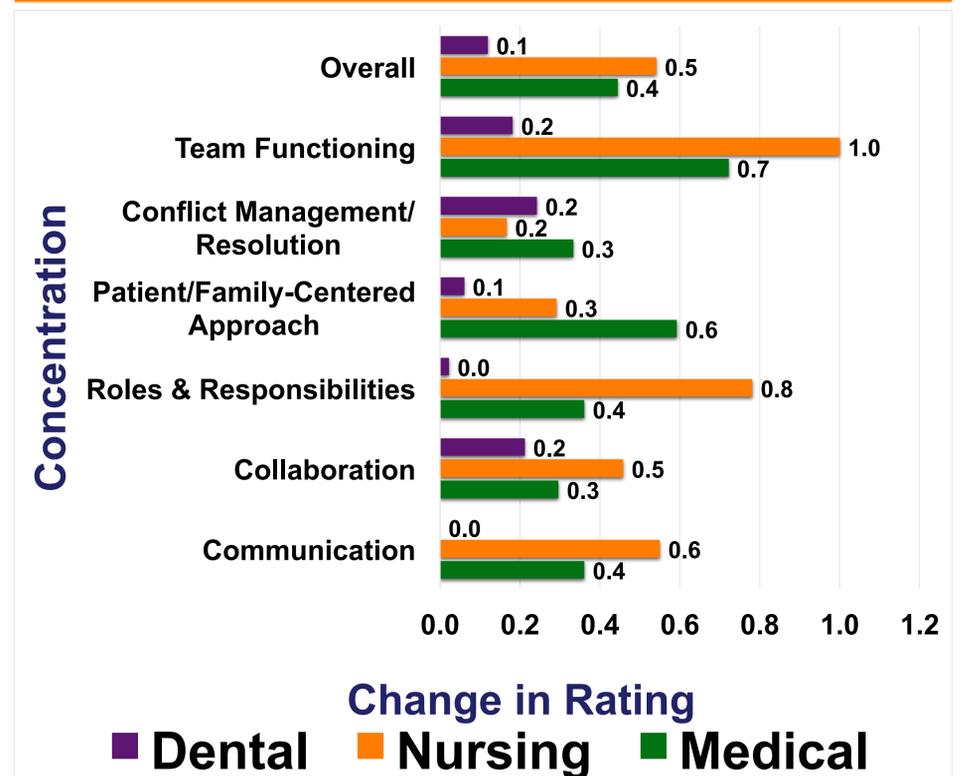
## Acknowledgements

We would like to thank the UTHSA Student Service Fee Committee for infrastructure support. We recognize the ongoing support and partnership of the St. Francis Episcopal Church. Ms. Bednarz was a senior nursing and Dr. Dolbik was a senior dental student during the course of the study.

## Conclusion

Results indicated that SARHC benefits students by enabling communication, roles/responsibilities and conflict management/ resolution, which IPE fosters. The difference between pre and post data was significant, implying that the intervention in the form of SARHC IPE played a role in the difference. The results enable SARHC to enhance IPE pedagogy of training and practices for this collaborative setting. These students gained competency as members of interprofessional teams and upon dissemination of this report are highly encouraged to practice this approach in their future workplaces.

## Magnitude of Rating Change from Pre to Post



## References

1. Brandt, Leo. "Personal Professional Identity Formation through Interprofessional Learning and Early Patient Encounter during Preclinical Years." *Korean Journal of Medical Education* 29.3 (2017): 203-205. PMC. Web. 10 Oct. 2017.
2. Interprofessional Collaborative Competency Attainment (ICCAS) survey tool available from <https://www.tamhsc.edu/ipe/research/docs/iccas-instrument-archibald.pdf>