

Rural-Communities Diabetes Screenings: Challenges and Opportunities of an Interprofessional Practice Collaboration

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Abstract

Background: Interprofessional education (IPE) plays an ever increasing role in the training of future healthcare practitioners. Interprofessional practice (IPP) exposure is a key component of creating effective IPE. As the healthcare workforce transitions into utilizing IPP for effective and efficient patient care and management, it is important for students to receive IPE and IPP as components in their education.

Purpose: Describe the resources required, associated challenges, and opportunities in providing interprofessional practice experiences for students.

Scope: From 2011 to 2015, faculty from Idaho State University dietetics, health education, nursing, pharmacy, and physical therapy partnered with Southeastern Idaho Public Health to provide 5-15 semi-/annual interprofessional diabetes health screenings in 8 counties of Idaho. During these events, the faculty coordinated the IPP learning environment with direct student-participant interaction and faculty-modeled participant and professional interactions.

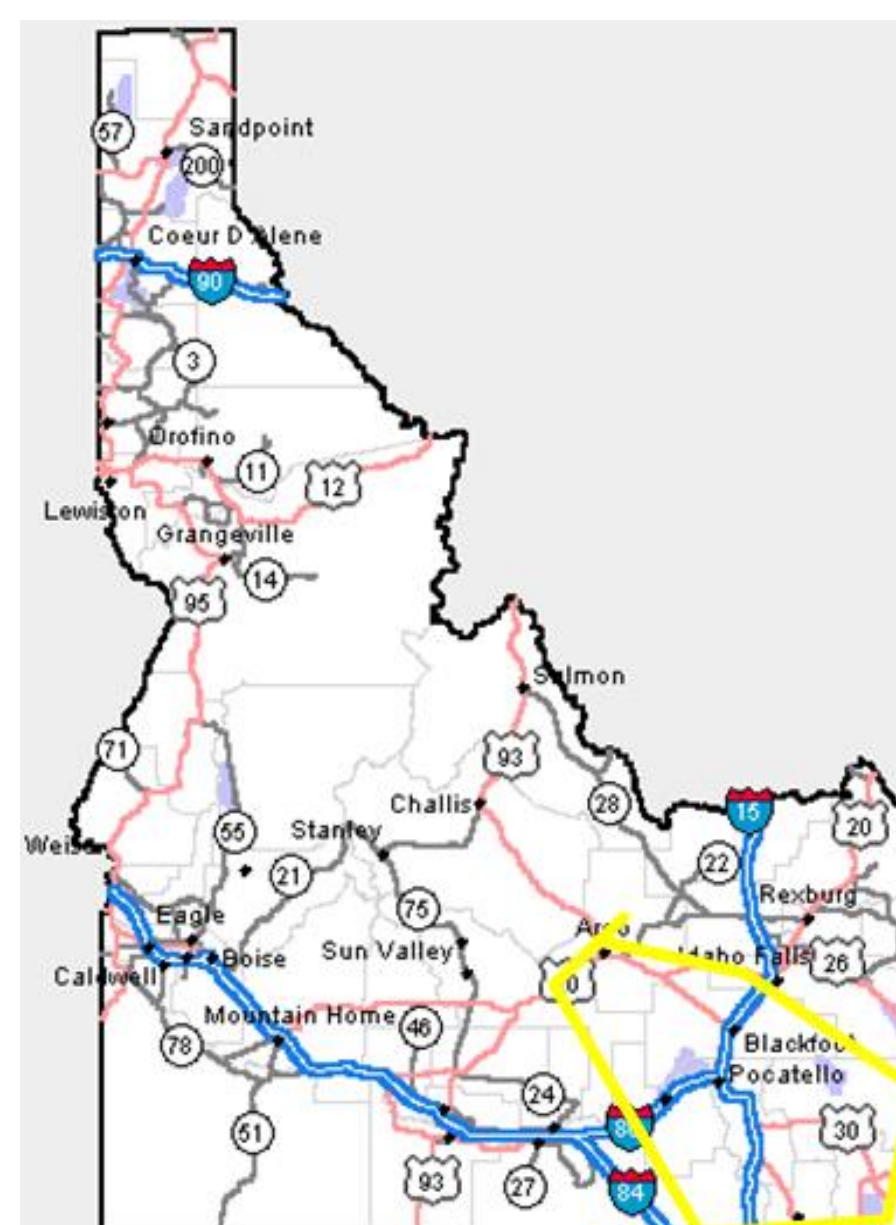
Results/Discussion: Analysis of the resources used for the screenings and a discussion of the challenges of creating and maintaining these experiences will be provided. The solutions used by the faculty to decrease, alter, or mitigate these challenges and students' perceptions of the usefulness of these events will be discussed.

Collaboration

- Idaho State University Division of Health Sciences
- Southeastern Idaho Public Health (SIPH)
- Pocatello Free Clinic
- Lost Rivers Medical Center
- NAACP, Pocatello Branch

Events

- Participant Check In
 - Release Forms, Coded Folder
- Station Rotation (75-90 min/person)
 - Nursing 20-40 min
 - Pharmacy 20-30min
 - Dietetics 15-20min
 - Physical Therapy 15-20min
 - Health Education 5-15min



Accreditation and Licensure Requirements

| | Pharmacy | Nursing | Dietetics | Physical Therapy | Health Education |
|------------------------|----------|------------|-----------|------------------|------------------|
| Supervision | Direct | Direct | None | Direct | None |
| Faculty to Student | 1:6 | 1:10 | None | 1:2 | None |
| Faculty State Licensed | Yes | Yes RN/LPN | Yes RD | Yes PT | No (MHE/MPH) |
| IPP Required | Yes | Yes | Yes | Yes | Inherent |
| Clinical Application | Yes | Yes | Yes | Yes | Yes |
| Accreditation Agency | ACPE | CCNE | ACEND | CAPTE | NCHEC |

Challenges

Professional Concerns

- Accreditation and Licensure Requirements
- Supervision
- Scope of Practice
 - Teaching boundaries
 - Educate on different disciplines (Roles of each discipline)
- Student Recruitment
- Funding
- Institutional Support
 - University
 - Partnerships

Implementation Logistics

- Differing Student Preparation Levels
 - Education (Baccalaureate, Post Baccalaureate, Masters, Doctoral)
 - Practical Experiences
- Large Geography
 - Travel
 - Time

Community Participants

- Multiple Co-Morbidities
- Inconsistent Participant Personal Health Responses
- Recruitment
- Limited access to Health Care Services

Opportunities

- Institutional Goal Alignment
- IPP and IPE Curriculum Development
- Community Good Will
- Provide Services to Limited Access Areas
- Professional Accreditation Requirements
- Funding Sources

Future Work

- Integrating Events into Curriculum
- Publications
- Grant to Enhance Funding
- Expand Screening Focus
- Exploring Other Partnerships

IPP in Action

