



Objective: Building an Effective and Sustainable Relationships with Partners Striving to Improve Interprofessional Education

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Background

The University of Maryland, Baltimore Aging in Place Program builds on a foundation of community outreach and programs. The relevance of this experience is to develop a sustainable ambulatory collaborative healthcare practice model which fosters positive educational experiences and clinical outcomes.

Objectives

- **Primary Objective:** Increase interprofessional collaboration and outreach to meet the needs of a local high-rise senior housing community
- **Secondary Objective:** Describe opportunities and challenges to implementing a sustainable IPE program in the community

Methods

Site: Mount Clare Overlook Apartments is 110 apartment high rise building in West Baltimore considered medically underserved

Timeline: Sept 2015 - ongoing

Disciplines Involved:

2015: pharmacy, social work, nursing

2016 - present: pharmacy, social work, nursing, medicine, physical therapy

Activities:

- **2015:** Initiated Interprofessional student teams that identified and evaluated residents of Mount Clare Overlook Apartments, developed care plans and an outreach activity with support from the precepting faculty members, and evaluated the ongoing progress of residents.
- **2016:** Shifted to a population health approach via raising awareness while maintaining the one-on-one care to residents.
- **2017:** Continued the population health approach while increasing the number and quality of the one-on-one approach.

Feedback:

- Students kept a monthly journal that was analyzed to look for themes such as rewards and challenges of working on an IPE team
- Monthly interprofessional meetings where feedback on cases and logistics were shared.
- Pre- and Post Assessment of Interprofessional Team Collaboration Scale and Team Decision Making Questionnaire were done at the beginning and end of semester
- Ongoing tracking of resident engagement and outreach programs.

Contact Information

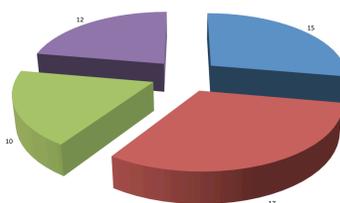
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Results

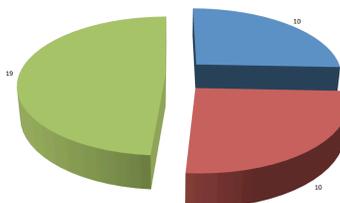
Interprofessional Collaboration and Outreach Results	Frequency (#)
Number of students	24
Number of residents seen	118
Types of community outreach programs/activities	
<ul style="list-style-type: none"> • Brand/generic discussion • How to talk with your doctor • Health and Balance Awareness Day (Falls) • Heart Healthy Day (Cardiovascular Health) • Immunization education • How to choose a Medicare Part D plan • Diabetes education • Brain Health • Healthy Diet 	

Rewards Working on an IPE Team
Responses gathered from Students' Journals (n = 44),
Number of IPE Students = 24



- Practiced Effective Communication and greater flexibility/adaptability among the IPE team
- Created comprehensive patient goals to improve individual and community patient goals and quality of care
- Increased availability and better use of resources within an IPE team
- Gained a deeper appreciation and understanding of the value-added skills of each team member

Challenges Working on an IPE Team
Responses gathered from Students' Journals (n = 39),
Number of IPE Students = 24



- Scheduling conflicts
- Varying degrees of disease state and managed care knowledge
- Variety of communication styles/ Documentation disparities/different medical jargon used among team

Interdisciplinary Team



Interprofessional Faculty post monthly clinical meeting – January 2017



Interprofessional faculty members that serve as preceptors to the students



Faculty members with interprofessional students – Fall 2016



Interprofessional students and faculty with the resident coordinator and site manager at the site – Spring 2017



Interprofessional students answering the residents questions and leading a discussion – December 2015



Interprofessional students and faculty during an orientation session

Limitations and Lessons Learned

- Single site, limited number of students, challenges in means of communication amongst teams and residents and coordination of schedules among faculty and students.
- Covering cost of multiple faculty and managing different course criteria among different disciplines.

Conclusion

- Students and site really benefited from the program to increase collaboration and outreach programs
- Multiple barriers need to be addressed in order to make this a generalizable and sustainable programs such as effective communication strategies; scheduling and dedicated faculty time/support.

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School of Medicine participants: Ryan Cherng, Aloise Diedrich.