

# Alleviating the Suffering of the Homeless: An Interprofessional Pilot

Joanna Drowos DO, MPH, MBA

Sarah Wood MD

Lacey Sorrentino MS

Eugenia Millender, PhD, RN, PMHNP-BC, CDE

Terry Eggenberger, PhD, RN, NEA-BC, CNE, CNL

Charles E. Schmidt College of Medicine, Florida Atlantic University

Christine E. Lynn College of Nursing, Florida Atlantic University

# Disclosures

- We have nothing to disclose

# Presentation Outline

- Describe an educational pilot engaging students in the care of homeless patients as part of an interprofessional team
- Discuss challenges of adding new interprofessional educational experiences (IPE) into existing curriculum
- Promote strategies to encourage student participation and enthusiasm in IPE and caring for the underserved

# The Opportunity

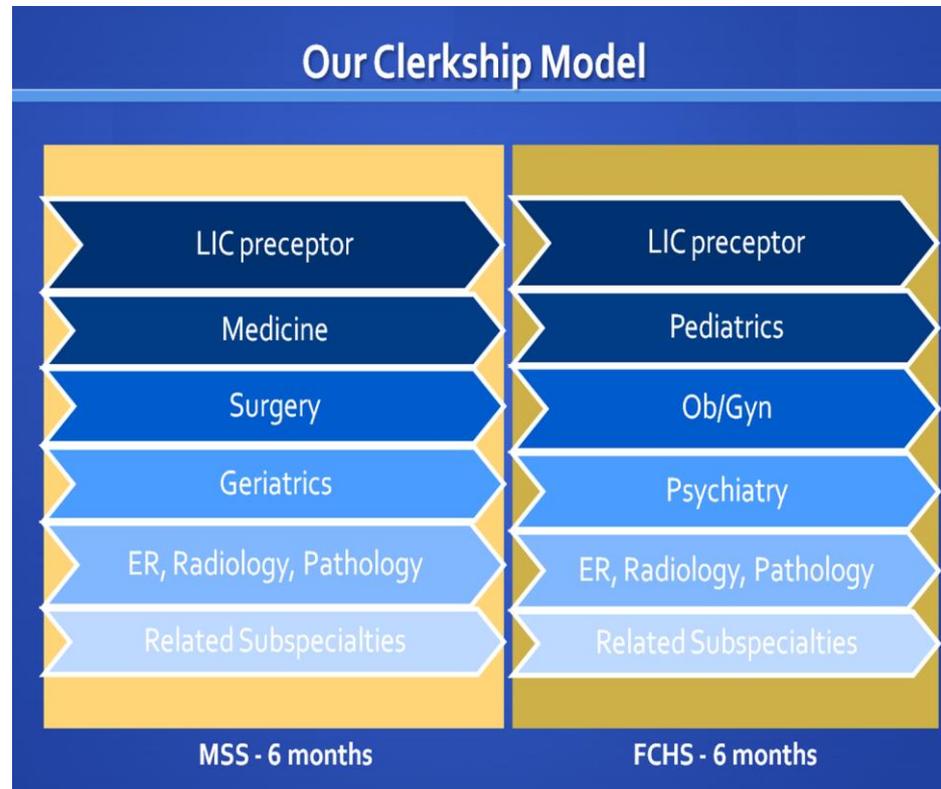


# Program Objectives

1. Apply interprofessional collaborative competencies to improve outcomes for vulnerable populations and patients living with diabetes, mental health issues and other chronic diseases.
2. Enhance knowledge, skills, experience, values and behaviors previously acquired in interprofessional team learning and apply evidence based team communication tools to community health settings.
3. Engage other health professionals in shared patient-centered problem-solving and coordination of comprehensive health services resources.
4. Demonstrate shared accountability with other professions, patients, and communities for outcomes relevant to prevention and health care.
5. Utilize process improvement strategies to increase the effectiveness of interprofessional teamwork and team-based care.
6. Translate all strategies learned into practice to assess, manage and consult in the care of complex patients with multiple social, cultural and health co-morbidities in a community setting.

**= Advanced IPE opportunity in clinical setting + caring for vulnerable population**

# Where in Curriculum?



# Our Schedule

## Typical Weekly Student Schedules for Year 3

### Inpatient Block Sample Schedule for FCHS or MSS

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>am</b>	Hospital Rounds & Inpatient/OR work	Hospital Rounds & Inpatient/OR work	Hospital Rounds & Inpatient/OR work	Hospital Rounds & Inpatient/OR work	Hospital Rounds & Inpatient/OR work	Off or on-call ER shift*	Off or on-call ER shift*
<b>noon</b>	Lunch and/or hospital conferences	Lunch	Lunch and/or hospital conferences	Lunch and/or hospital conferences	Lunch and/or hospital conferences		
<b>pm</b>	White space for following patients, reading, completing assignments	Didactics at the College of Medicine	White space for following patients, reading, completing assignments	Adult Medicine Longitudinal Continuity Preceptor	White space for following patients, reading, completing assignments		
<b>evening</b>	On call /ER shift 3 to 11						

### FCHS Outpatient Block Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>am</b>	Subspecialty experience such as Pediatric ENT, High Risk OB, or Child/adolescent psych	White space for following patients, reading, completing assignments	Outpatient OB Preceptor	White space for following patients, reading, completing assignments	Subspecialty experience such as Pediatric cardiology, infertility, or visit substance abuse program	Off or on-call shift	Off
<b>noon</b>	Lunch or hospital conferences	Lunch or hospital conferences	Lunch or hospital conferences	Lunch or hospital conferences	Lunch or hospital conferences		
<b>pm</b>	Outpatient Pediatric Preceptor	Didactics at the College of Medicine	Outpatient Psychiatry Clinic	Adult Medicine Longitudinal Continuity Preceptor	White space for following patients, reading, completing assignments		
<b>evening</b>					Off or on-call shift		

### MSS Outpatient/Geriatrics Block Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>am</b>	White space for following patients, reading, completing assignments	Geriatrics 1/2 day	Medical Subspecialty 1/2 day	Geriatrics 1/2 day	Surgical preceptor or subspecialty 1/2 day	Off or On Call shift	Off
<b>noon</b>	Lunch or hospital conferences	Lunch or hospital conferences	Lunch or hospital conferences	Lunch or hospital conferences	Lunch or hospital conferences		
<b>pm</b>	Medical Subspecialty 1/2 day (outpatient neurology, cardiology, endoscopy or cath lab)	Didactics at the College of Medicine	White space for following patients, reading, completing assignments	Adult Medicine Longitudinal Continuity Preceptor	White space for following patients, reading, completing assignments		
<b>evening</b>							

# How Program Works

## Recruitment

- Presentation at Clerkship Orientation
- Explain opportunity and benefit of participation
- Solicit volunteers
- Selection of sites

## Preparation

- Pre-participation surveys
- Interprofessional TeamSTEPPS Primary Care Virtual Module
- Schedule 3 half days in clinical locations during outpatient time
- Coordinate schedules with learners from College of Nursing and College of Social Work

## Clinical Activities

- Interdisciplinary team clinical practice with Nursing and Social Work students and practitioners
- Face-to-face facilitated Interprofessional Collaborative Practice (IPCP) model team meetings
- Team activities: completion of rounds, facilitating communication, developing plans of care, providing educational interventions. scheduled conferences, team briefs, huddles, debriefs

## Follow Up

- Post-training surveys
- Focus groups
- Feedback and Next Steps
- Students earn a certificate of Advanced Interprofessional TeamSTEPPS (Team Strategies and Tools to Enhance Performance and Patient Safety) Training in the Primary Care Setting

# Outcomes

- 34 students in first cohort, 19 completed post-test
- Attitudes towards Interprofessional Health Care Teams scale (ATHCT): non-significant improvement of the ATHCT from a baseline of 54.16 to a posttest of 56.00 [ $t(18)=1.07$ ,  $p=.301$ , Cohen's  $D=0.5$ )
- Readiness of health care students for Interprofessional Learning Scale (RIPLS) significant improvements on the RIPLS with a mean increase from 27.9 to 38.58 ( $t(18)=2.93$ ,  $p=.009$  and a large Cohen's  $D$  effect size of 1.38)
- 2<sup>nd</sup> cohort of 17 students enrolled now

# Focus Group Findings

- Students want IPE integrated into their curriculum as much as possible consistently from the start of school
- Students want to work in practical settings that focus on actual experiences with patients
- Students want more time with the interprofessional team in the community health settings helping vulnerable populations
- Students felt this should be incorporated into the curriculum for all students,
- N=3\*\*

# Lessons Learned

- Elective opportunity targets students wanting additional experience in IPE or working with vulnerable patients
- Experiences were enhanced when student's rotated to all homeless sites (Men's Campus and Family Campus) as well as the FAU Christine E. Lynn College of Nursing Community Health Center
- Requires close collaboration with community partners, student buy-in, and commitments and flexibility on the part of faculty from a variety of disciplines
- Significant amounts of time are required for all colleges to meet, plan, evaluate and improve these projects
- Students appreciated earning certificates of competence in IPE and developing future curriculum
- Consider future opportunities and expansion

# Partnerships



# Thank You

# Questions?

Joanna Drowos DO, MPH, MBA  
jdrowos@health.fau.edu