

Rutgers Leadership Academy Fellows Project

Interprofessional Wellness Clinic



COLLABORATION

presented by

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Goal of RLA Project

- To create an interprofessional collaborative opportunity that brings together Rutgers-Legacy faculty & students with RBHS faculty & students to enhance their interprofessional learning and education across three disciplines:
 - ✓ Physical Therapy
 - ✓ Pharmacy
 - ✓ Social Work

Mentors

Joseph Barone, PharmD, FCCP Dean and Professor II of the Ernest Mario School of Pharmacy.

Cathryn Potter, PhD, Dean of the School of Social Work

Alma Meriens, PhD, PT, Professor & Chairperson of the Department of Rehabilitation and Movement Sciences

Additionally, Sue Paparella-Pitzel, PT, MS, DPT, Associate Professor, Doctoral Program in Physical Therapy

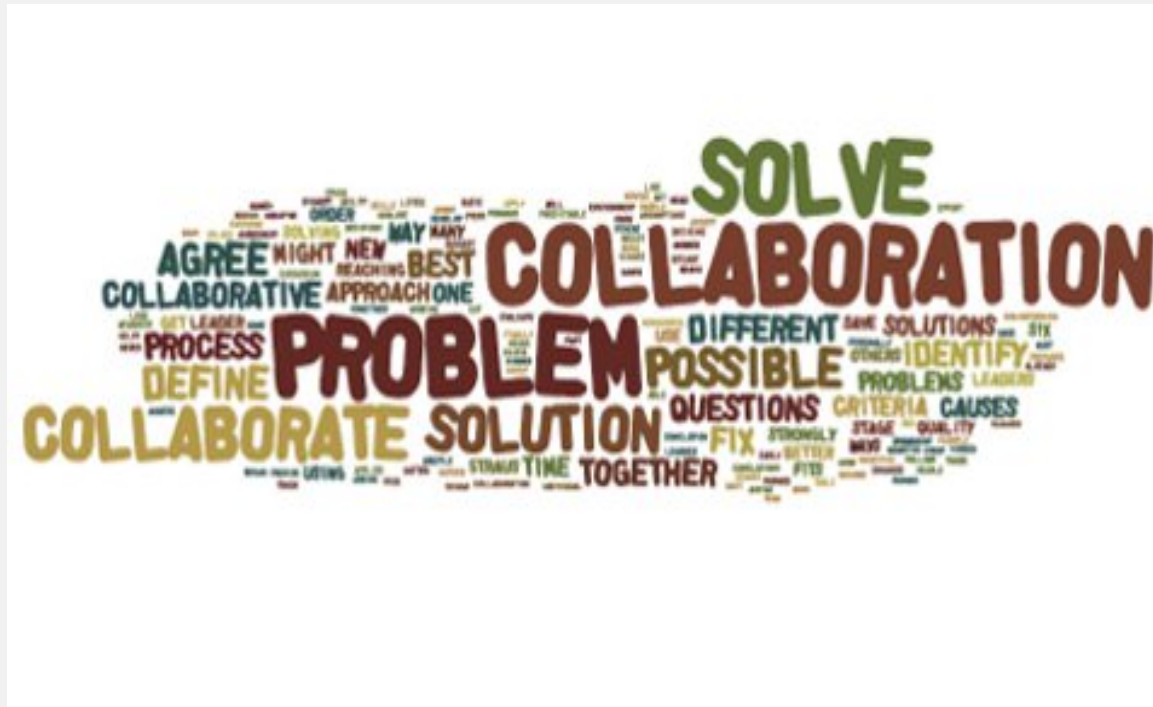
World Health Organization IPE Definition

- ◆ "Interprofessional education occurs when students from 2 or more professions learn *about, from* and *with* each other to enable effective health collaboration and improve health outcomes."



WHO IP Collaborative Practice Definition

- ◆ "When multiple health workers from different professional backgrounds work together with patients, families, carers (sic), and communities to deliver the highest quality of care."



Why IPE?

- ◆ Safety issues
 - Safety issues have shown that knowledge and skills in the process of (health) care delivery are as important as clinical knowledge and skills
- ◆ Increase in cost related to medical errors
- ◆ Many of the errors are related to poor communication among team members



Mission of Interprofessional Education at RBHS

- ◆ To facilitate the development, implementation and evaluation of interprofessional educational, clinical and research programs with and between the school, clinical units and institutes that make up Rutgers Biomedical Health Sciences

Vision: Interprofessional Education at RBHS

- To lead the nation in training health professional students to work as effective members of inter-professional teams
- To improve health outcomes in the patients and communities we serve by providing patient care that utilizes highly skilled and trained inter-professional teams

Interprofessional Collaboration Non-RBHS

- ◆ IPE *does* include schools without RBHS affiliation
 - School of Social Work
 - Graduate School of Applied and Professional Psychology

Interprofessional Goals

- ◆ Accomplish these interprofessional goals by focusing on:

Competency Domain 1:	Values/Ethics for Interprofessional Practice
Competency Domain 2:	Roles/Responsibilities
Competency Domain 3:	Interprofessional Communication
Competency Domain 4:	Teams and Teamwork

Why did we choose to collaborate with Physical Therapy Clinic?

- An existing educational service model with three primary stakeholders:
 - Community/Patient
 - Students
 - Faculty
- It also provided us with the ability to create a project in RBHS that was collaborative with non-RBHS and conduct it in Newark to connect New Brunswick and Newark campus locations. (Leadership Goal)

Interprofessional Wellness Clinic: Stakeholder Benefits

- ◆ Community/Patients -benefit from being recipients of service and care
- ◆ Students – benefit from educational and clinical opportunity to collaborate and reflect on professional growth, academic relevancy and personal growth
- ◆ Faculty – witness if what they are teaching in the classroom is translating into practice

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◆ Participants in Wellness Project

- Patients
 - ✓ 10-12 (per week) physical therapy
 - ✓ Three P3 pharmacy
 - ✓ Two social work
- Faculty
 - ✓ 5 faculty (including a licensed clinical pharmacist)

Interprofessional Wellness Clinic: Goals for PT

- ◆ To serve the Rutgers Newark Campus and Newark community's health needs with the scope of physical therapy practice
- ◆ To educate, empower and improve the quality of life and movement for these communities
- ◆ To offer a free PT service (however, if patients have insurance, it can bill insurance)

Interprofessional Wellness Clinic: Additional Goals

◆ Pharmacy

- Medication reconciliation
- Medication counseling

◆ Social Work

- Intake of psychosocial factors
- Case management assessment
- Brief/Introductory counseling

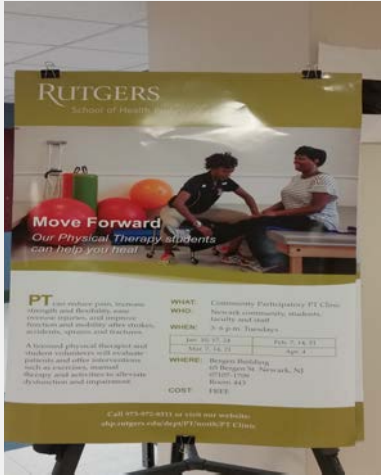
Interprofessional Wellness Clinic

◆ Pre-Clinic Assessment (Students)

- What are your individual professional goals in attending the clinic?
- What is your understanding of the role and scope of practice of the other professionals in this service (PT, Social Work and Pharmacy)

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Post Experience Assessment Questions

- Compare/contrast how you felt on your second versus your first visit?
- Did you do anything to prepare for the clinic?
- Is there anything you wished you had prepared?
- What do you see as the biggest benefit of being in the clinic?
- Did the treating student professionals do anything that surprised you?
- Would you have done anything different from what the treating students did?
- Did you understand what the DPT students were doing?

Student Responses

- ◆ **Did the treating student professionals do anything that surprised you?**
 - I was impressed by their clinical knowledge and great social skills in dealing with people from all backgrounds. I was also very surprised and impressed by their enthusiasm and caring attitude when dealing with the patients. In many different fields of healthcare today you tend to see some apathetic healthcare providers and this clinic was full of people who genuinely cared about the health and well being of the patients. (Pharmacy Student)
 - They allowed their first year students (PT) collect patient histories, including medication records, and measure vital signs. These tasks are only reserved for P3 and P4 students in pharmacy school. (Pharmacy Student)

Student Responses

- ◆ **Did you do anything to prepare for the clinic? Is there anything you wished you had prepared?**
 - I realize now how much more medical knowledge I will need to work in healthcare. I was surprised by how much pain medication some patients took as over the counter medication without really telling their doctors. I need to do more reading about patients who have had a stroke. (Social Work Student)

Student Responses

- ◆ **Did you understand what the treating DPT students were doing?**
 - I would understand some of the things they were doing to help with mobility and strengthening of the patient. Other things I didn't understand so I would ask and they would happily explain. (Pharmacy Student)
 - I did not realize the PT students would also take blood pressure and ask about medications. The PT students were good at explaining to the patients what they were doing, but I wish I could have taught them some better communication skills. (Social Work Student)

Student Responses

◆ What do you see as the biggest benefit to being in the Community Participatory PT Clinic (CPPTC)?

- There were two main benefits to participating in the clinic for me. The first was the opportunity to speak with physical therapy students to better understand how non-pharmacological treatment approaches like exercise education are administered and also the challenges to adherence as well. As pharmacy students, we understand the role of lifestyle modifications. But to be in conversations with those that help patients recover from physical ailments, introduces an additional benefit.

Student response continued

-Secondly, speaking with actual patients and counseling them upon review of their medications was a unique experience. Sometimes after one or two session of mock counseling, you begin to feel as if you are just going through the motions. Essentially, if you stuck to the guidelines in class the responses could be anticipated. However in the real world setting with real patients, you don't know how someone will react, respond, and what types of questions to expect. Therefore, introducing that variability and dealing with people of different backgrounds helped me to be able to think fast on my feet and respond with cultural competency. (Pharmacy Student)

Project Outcomes/Challenges

- ◆ Pilot project allowed us to engage and build a relationship with the School of Health Professions
- ◆ Figure out how the clinic could better fit into the schedules of Pharmacy and Social Work students
 - Time of clinic
 - Logistics such as parking, navigating current course schedules
- ◆ Provide a more comprehensive orientation and uniform evaluation of the student experience at the clinic
- ◆ Take into account the various educational requirements, expectations and regulations of the different programs

What's Next?

- ◆ Consider whether other disciplines should be incorporated at the clinic
- ◆ Identify sources of funding for more faculty involvement
- ◆ Share the findings/outcome of this pilot program at Pharmacy, PT and Social Work conferences and national meetings

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