



EAST TENNESSEE STATE
UNIVERSITY

Growing Community Engagement and Aligning Curriculum

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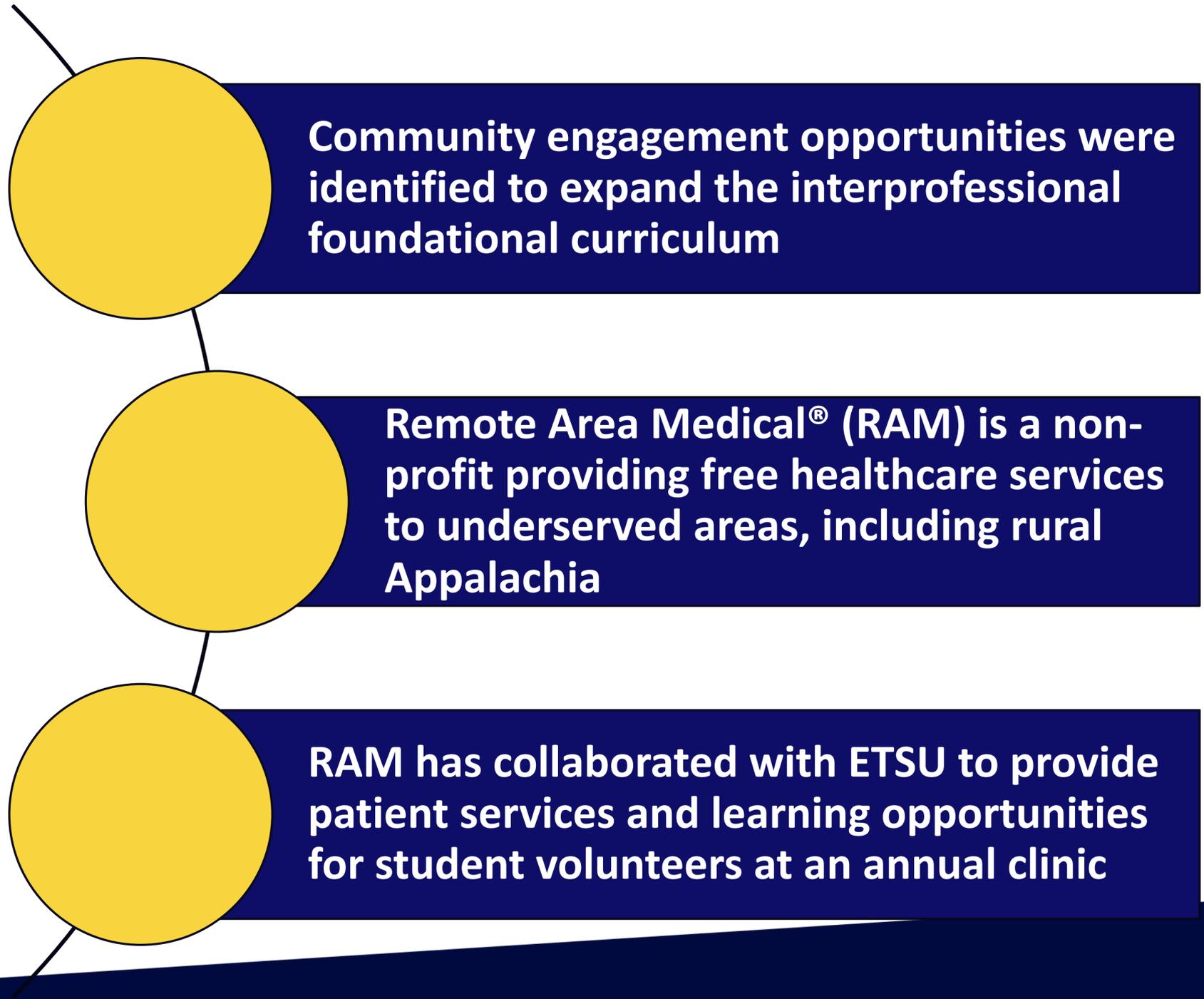
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ETSU Interprofessional Education and Research Program

Existing Community Partnership



Student teams consisted of undergraduate and graduate students with backgrounds in medicine, nursing, pharmacy, speech pathology, and others



Expanding Interprofessional Design

The RAM event was chosen because:

- It was a proven model
- Most preceptors were trained interprofessional education (IPE) faculty, an
- It provided exposure to regional social determinants of health (SDOH)

The goal was to ensure a systematic IPE approach across all groups



Interprofessional tools were added to the existing online orientation for students and faculty



A facilitators guide was created to add structure, and ensure early focus on the objectives and expectations, as well as time for reflection on IPE concepts

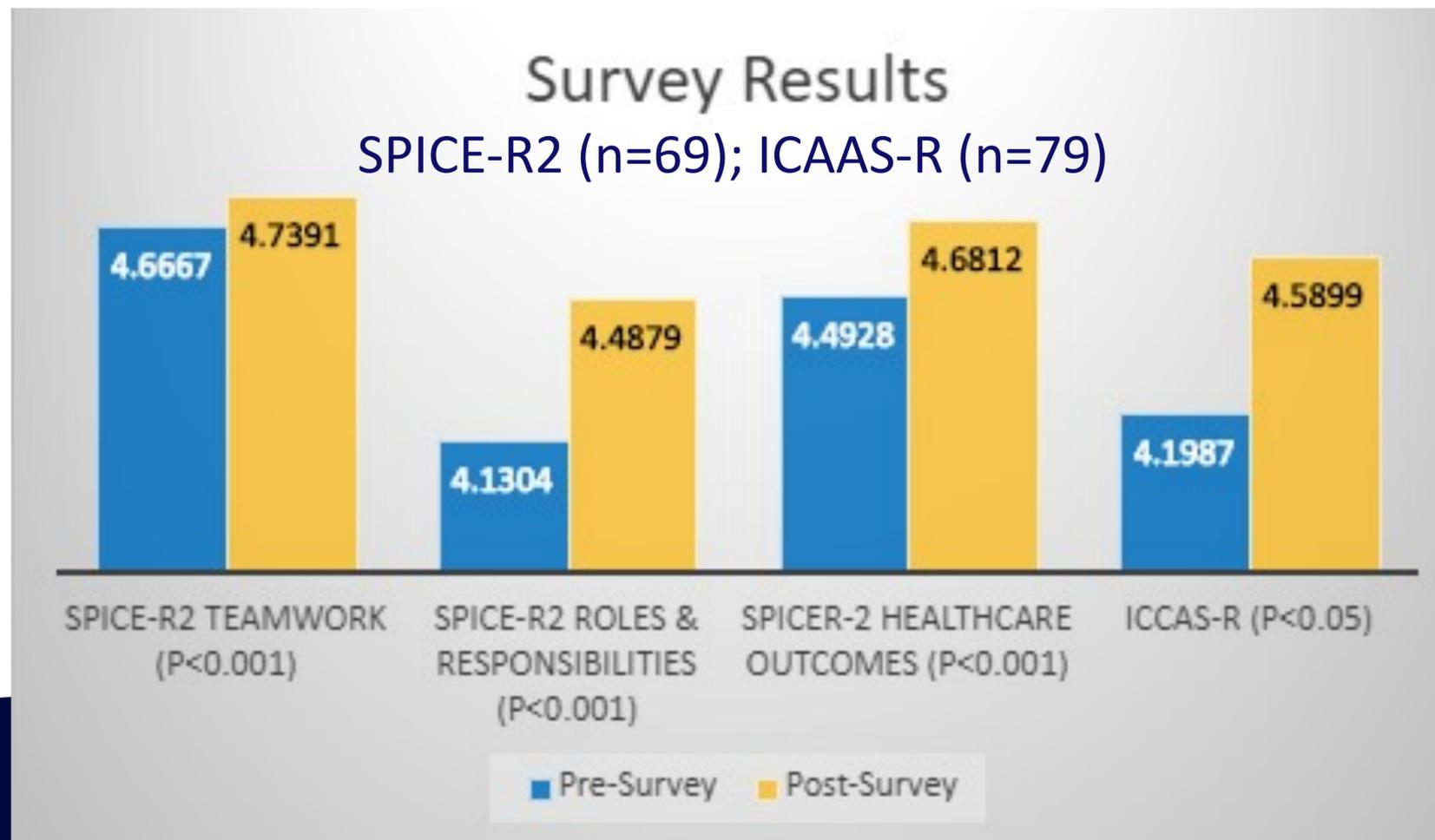


Team huddles, warm handoffs, and debriefs were incorporated for each team



Critique of Experience

- Student volunteers completed demographic questions, two validated surveys, and open-ended questions before and after their participation
 - **SPICE-R2** (Student Perceptions of Interprofessional Clinical Education-Revised Instrument Version 2)
 - **ICCAS-R** (Interprofessional Collaborative Competency Attainment Scale-Revised)
- Interventions were captured using tally forms



Student Demographics (N=79)

	2020	
Profession of study	Allied Health	1 (1.3%)
	Audiology	0
	Medicine	28 (35.4%)
	Nursing	3 (3.8%)
	Pharmacy	37 (46.8%)
	Physical Therapy	0
	Public Health	6 (7.6%)
	Speech Pathology	1 (1.3%)
	Other	3 (3.8%)
Progress towards current degree <i>(2019: 107 responses 2020: 79 responses)</i>	Undergraduate first half of degree	2 (2.5%)
	Undergraduate last half of degree	7 (8.9%)
	Graduate first half of degree	39 (49.4%)
	Graduate last half of degree	31 (39.2%)
Immediate family member in a different health profession	Yes	24 (30.4%)
	No	55 (69.6%)
Number of past IPE experiences	None	17 (21.5%)
	1 to 3	31 (39.2%)
	4 to 6	12 (15.2%)
	7 to 9	8 (10.1%)
	10 or more	11 (13.9%)
Currently enrolled in ETSU IPE program	Yes	43 (54.4%)
	No	36 (45.6%)
Graduated from ETSU IPE program	Yes	25 (31.6%)
	No	54 (68.4%)
Past participation in RAM Interprofessional Teams	Yes	26 (32.9%)
	No	53 (67.1%)



Impact & Conclusions

Survey results

- Improved ability to **collaborate interprofessionally**
- **Change in attitudes** towards interprofessional teams and the team approach to care
- Qualitative themes indicated **growth** in multiple interprofessional competency domains
- The interprofessional **impact** on students was apparently greater than in past years

1,213 interventions

COVID-19 screening (404), health screens (117), medication histories (129), referrals for flu shots (98), referrals for various other services (183), and education that focused on medication use (48), dental care (40), anxiety/depression (28), immunization (25), and smoking cessation (21) which relate to regional SDOH and health disparities

Conclusions

- Partnering with an event already engaging interprofessional students and faculty, providing data to show an ability to improve interprofessional collaboration and attitudes, is a successful approach to expanding community engagement in the interprofessional curriculum
- The IPE educational team added tools to ensure alignment with the current curriculum and coverage of the intended objectives
- Through this partnership we have extended the ETSU IPE curriculum and added structure to the RAM experience that provides the standardization and focus necessary for an objective learning experience