



EAST TENNESSEE STATE
UNIVERSITY

Building Capacity to Address Health Determinants Through a Longitudinal Interprofessional Education Program

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INTERPROFESSIONAL
EDUCATION *and* RESEARCH

Academic Health Sciences Center

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- 5 colleges in the Academic Health Sciences Center
- 1 year of IPE training since 2012 – 2nd year added 2019-2020
- Students remain mostly with the same group throughout two years
- Introduction of IHELP tool in Y1 Session 1 to assess SDOH and practice use of the tool across two years
- Year 2 provides a longitudinal experience with the same patient
- Year 3 Pilot 2020-2021 – students work with underserved populations in the community



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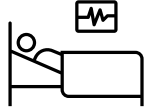
Year 1

	Fall Module 1	Fall Module 2	Spring Module 1	Spring Module 2
IPE Competency	Values and Ethics	Teams and Teamwork	IP Communications	Roles and Responsibilities
SDOH -	Introduced through didactic information and IHELP tool AND use with standardized patient who has MS following a stroke	Continued exposure to use of the IHELP tool Team works with patient and family who are having home safety concerns	SDOH are considered as barriers to communication between treatment team and patient with chronic pain	SDOH included as part of introduction to team members through warm hand-off and exposure to addressing SDOH in real community settings
SDOH practice	Team assists patients with SDOH related to quality of life changes and end of life challenges while balancing values of patient and team	Team members practice team skills while working with patient and family member to find common ground to care for patient safety in home	Team discusses who is responsible for potential opiate abuse by patient and has crucial conversations with other health providers	Teams practice warm handoffs of other team members including how some address SDOH and Community site leaders address how they assess for SDOH with patients

Year 2



Students assigned to IP teams according to Y1 assignment with IP pair of faculty facilitators



Each IP team paired with patient having one of six health conditions

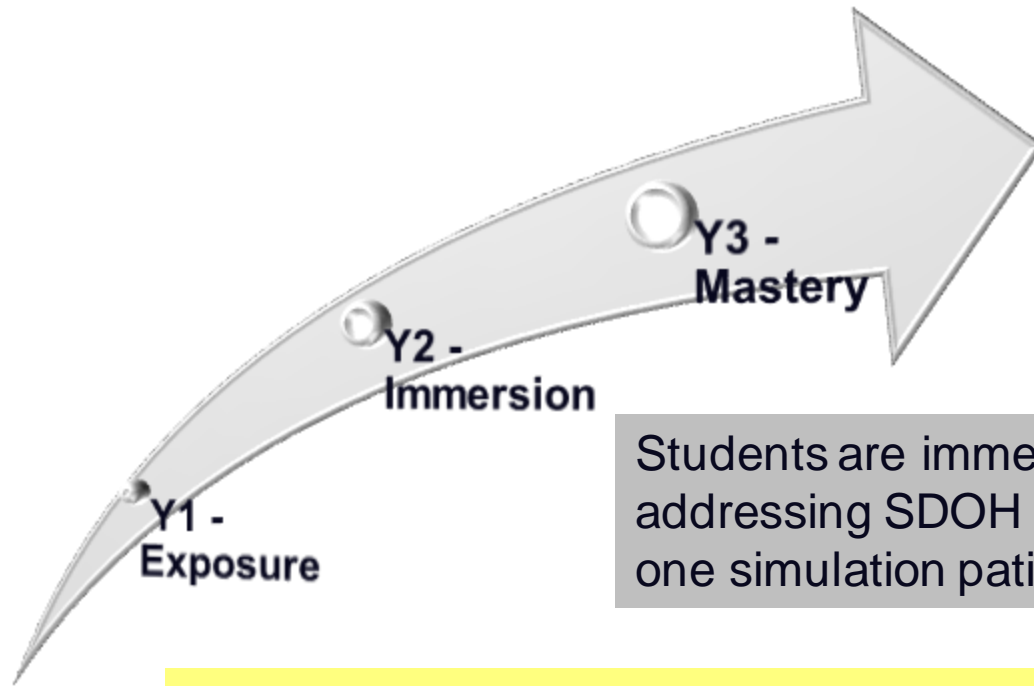


Students immersed in simulation working with patient and family members addressing SDOH across two fall modules and one spring module



Students participate in final reflection sharing how they used IP tools including IHELP and how they addressed SDOH for patient

Year 3



Students develop fluency in assessing and addressing SDOH as they work in community settings mastering what they have learned in Y1 and Y2 through skills application with real patients in Street Medicine experience or Remote Medical Access events

Students are immersed in assessing and addressing SDOH through continuity with one simulation patient throughout the year

Students are exposed to and practice skills in assessing and addressing SDOH through simulation