Fostering Interprofessional Collaborative Practice Through Service Learning

Solveig Hubbard, Maria Lee, Justin Mesietschleager, Melanie Palmer, & Lindsay Saulsgiver
College of Pharmacy, School of Social Work, School of Nursing and University of Texas Southwestern-Austin

Purpose
The goal of this service learning proposal is to create a curriculum to teach graduate level medical, nursing, pharmacy and social work students:

- How to build trust and communication skills
- To understand and value each other’s role and the patients’ role within the healthcare setting
- To practice interprofessional collaboration (IPC) in a community-based clinical setting

This curriculum will provide grounding in patient-centered team-based care before embarking on their respective professional careers.

Background
The goal of interprofessional education (IPE) is to learn about the principles, ethics, and values of allied health professions to improve collaboration between healthcare providers. Maintaining a collaborative working relationship with other health care providers is essential to provide coordinated, high quality care that is patient-centered. Service learning integrates specific IPE learning objectives with assessment and reflection in a setting of meaningful service to the community with the intent of teaching students how to deliver team-based care in the clinical setting.

Significance
With the increasing number of medically complex patients, it is critical that health care be patient-centered and led by integrated interprofessional teams.

Project Description

Interprofessional Education

Classroom: IPE Core Competencies
Meeting 1: Roles and Responsibilities
Meeting 2: Teams and Teamwork
Meeting 3: Interprofessional Communication
Meeting 4: Values/Ethics

Learning Activities
- Ice Breakers
- Case Studies
- Role Play
- Lecture
- Discussion
- Reflection

Clinical: Service Learning
Meeting 1: Roles and Responsibilities
Meeting 2: Teams and Teamwork
Meeting 3: Interprofessional Communication
Meeting 4: Values/Ethics
Meeting 5: Tying it all together

Learning Activities
- Targeted Team Interventions
- Health Literacy
- Consultation
- Collaboration
- Mentorship
- Presentation/Feedback
- Reflection

Outcomes
- Improved collaboration between healthcare providers by teaching the principles, ethics, and values of other professions
- Professionals prepared to develop and maintain collaborative working relationships
- Professionals prepared to deliver effective team-based health care delivery in the clinical setting
- Service to underserved patients with complex medical conditions

Implications
Perceptions of the value of IPC are best shaped at a time in the educational process when students have developed a professional identity but have limited experience in clinical settings that may have already fixed their perceptions of health care delivery.

Our IPE course will focus on graduate level medical, nursing, pharmacy and social work students who have acquired the specialized knowledge relevant to their respective professions but have limited experience in the clinical setting with the goal of building IPC skills prior to entering the workforce.