

Interprofessional Collaborative Practice in HIV Care and Prevention

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Strengths



Academic Partners

University of Cincinnati



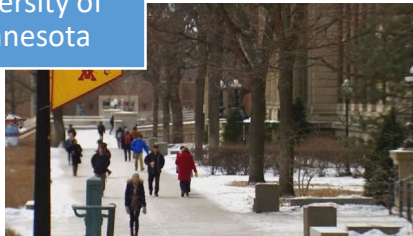
University of Nebraska



University of Illinois at Chicago



University of Minnesota



University of Wisconsin



Indiana University



Program Objectives

Interprofessional Collaborative Practice in HIV Care and Prevention Coming to UIC for Spring, 2017!



Right now, an estimated 1.2 million people are living with HIV in the United States and 1 in 8 don't know it.

The good news is that people with HIV are living full and productive lives!

Thanks to highly effective strategies, healthcare professionals are making significant improvements in HIV prevention and treatment.

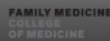
What will you learn?

- Key principles of interprofessional collaboration and foundational knowledge of **HIV/AIDS**
- How collaborative practice can impact patient and population outcomes related to screening, prevention and collaborative management of **HIV/AIDS**
- The roles and responsibilities of advanced practice nurses, dentists, physicians, dietitians, occupational therapists, pharmacists, social workers, health information managers, health informaticians, public health professionals

Be a part of an interprofessional team of learners! This curriculum is for learners who want to actively participate in the learning experience and includes the following:

- A learning community comprised of an interprofessional group of 6-8 students and facilitated by 2 faculty from different professions
- Three in-person sessions (3 hours each) scheduled to begin late afternoon with dinner included; scheduled 3 weeks apart for a total length of 9 weeks
- Online synchronous or asynchronous learning – your group decides – in between the live sessions
- A clinical component with immersion in 2 different clinical settings at a **HIV/AIDS** care provider in Chicago during the last 4 weeks of the program

For questions, or to enroll, contact [\[INSERT YOUR CONTACT INFORMATION\]](#)



Provide foundational knowledge related to HIV/AIDS

Provide foundational knowledge related to interprofessional collaborative practice

Identify where ICP could improve outcomes in HIV Prevention and Care

Inspire learners to future involvement in HIV Prevention and Care and in Interprofessional Collaborative Practice

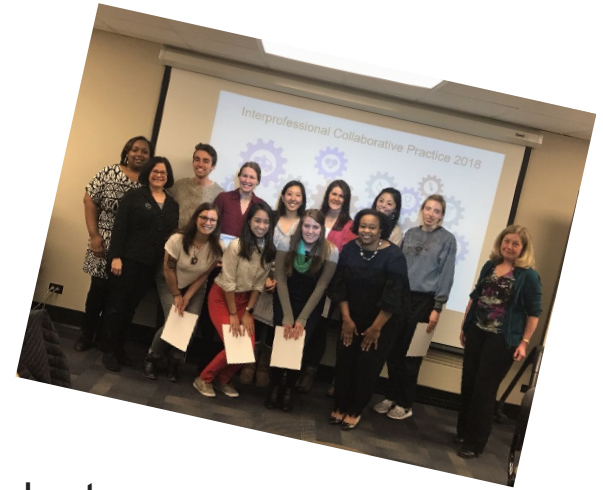
Targets

Students

- Required: Medicine, Nursing, Pharmacy, and Social Work
- Encouraged: Dentistry, Nutrition, Occupational Therapy, and Public Health

Faculty/Mentors

- Consistent with students disciplines
- Content expertise in HIV care and prevention
- Content expertise in IPE and ICP is necessary for developing curriculum materials



Instructional Design

- Desire for standardization
- Determined the use of four instructional modalities:
 - Self Study, Online Discussion, In Person Sessions and Clinical/Community Placement
- Call for submission of resources such as articles, videos, etc., existing course materials
- Organized into units using Curriculum Mapping
- Patient Cases
- Organizational Case

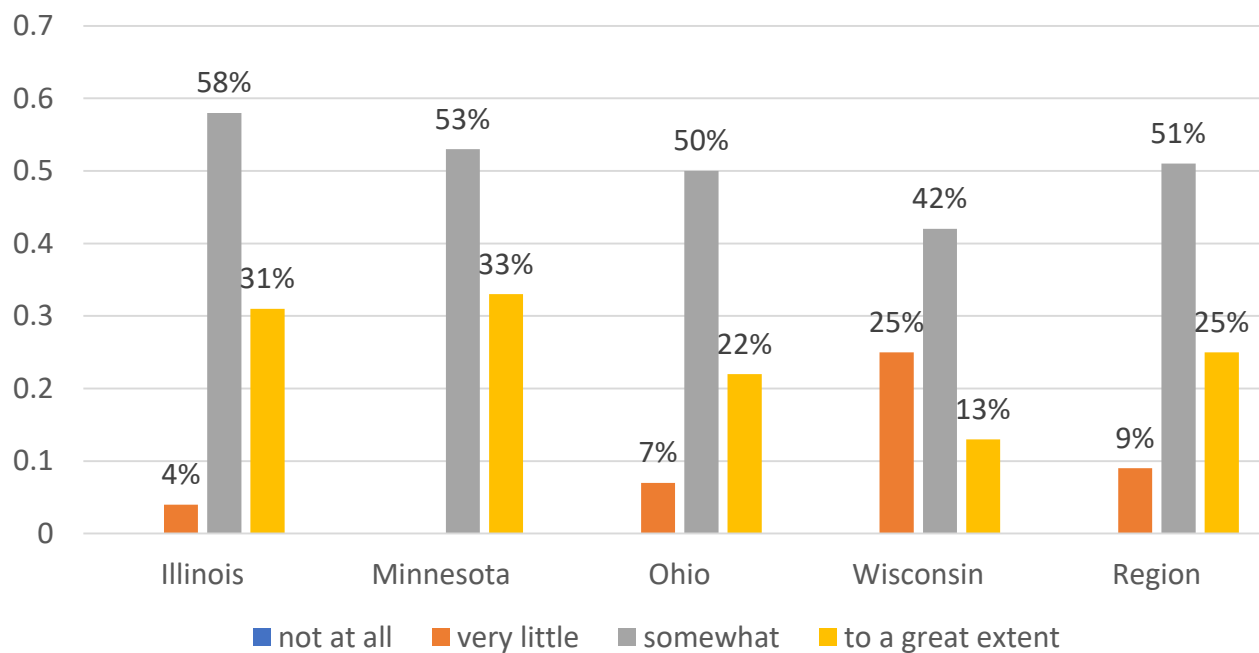
Clinical & Community Placement

- Agreed upon target of 4 hours minimum
- Primarily clinics with established relationship to MATEC
- Activities:
 - Structured observation
 - Patient Interview
 - Staff interview
 - Observation of staff
 - Shadowing a clinician
 - No actual patient care

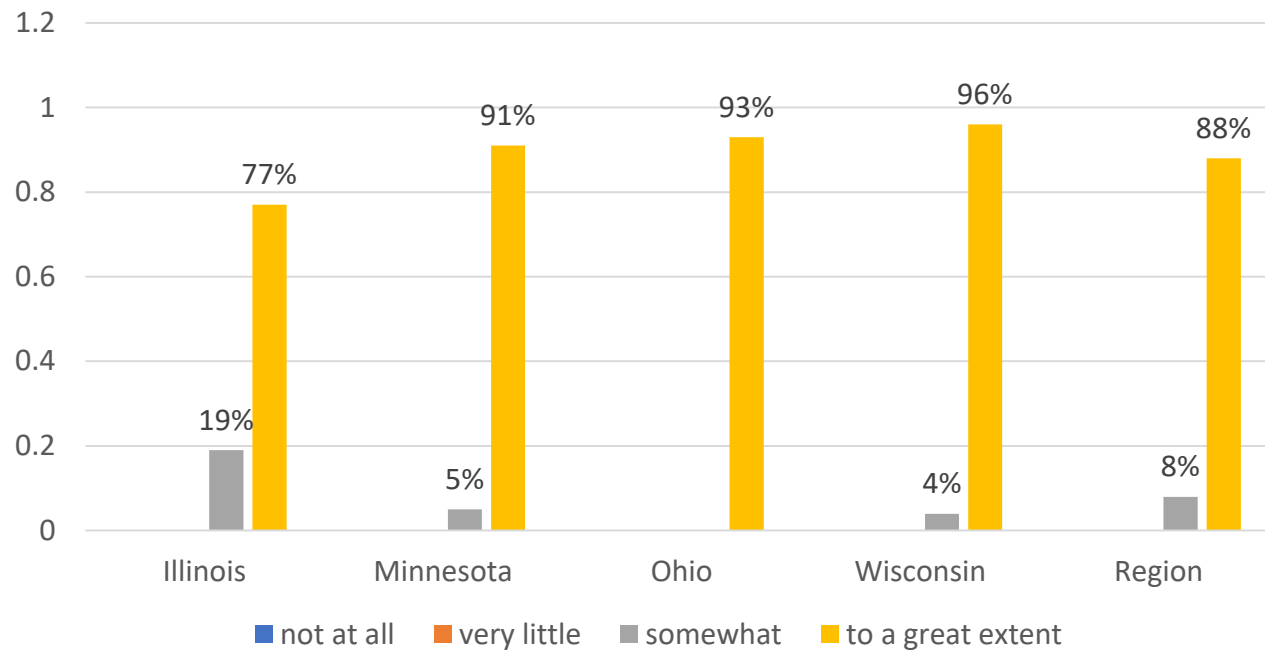
Hello Success



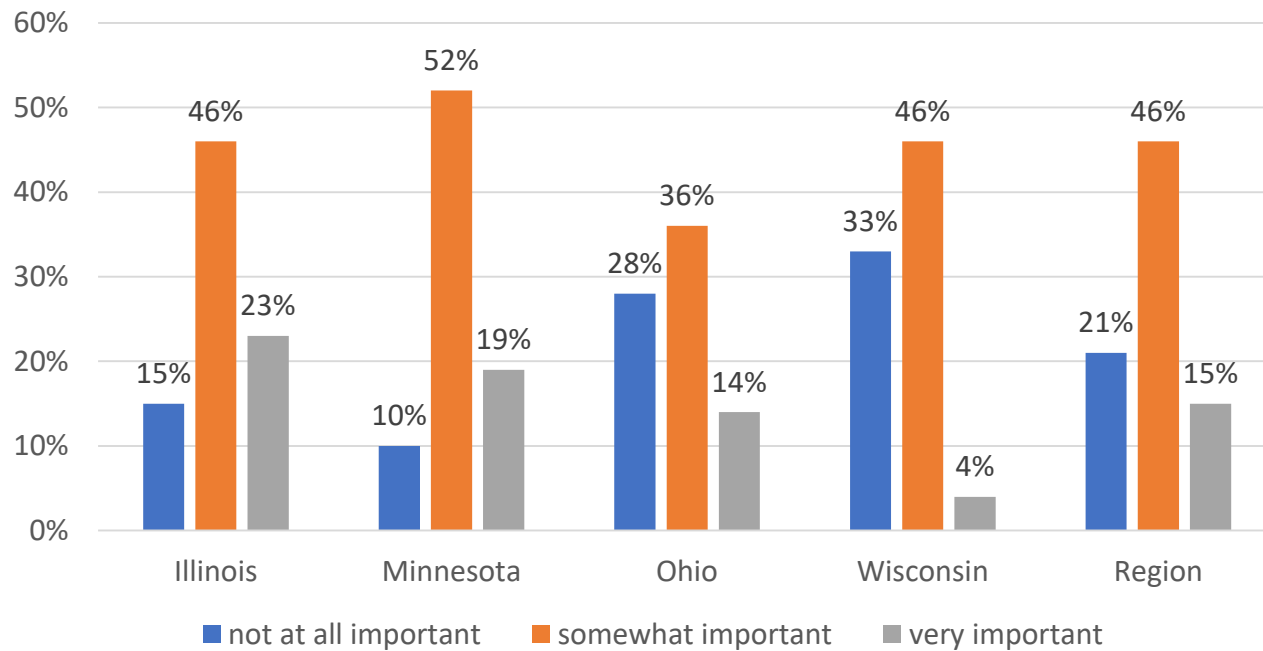
Anticipated Involvement with HIV Care in Career (N=85)



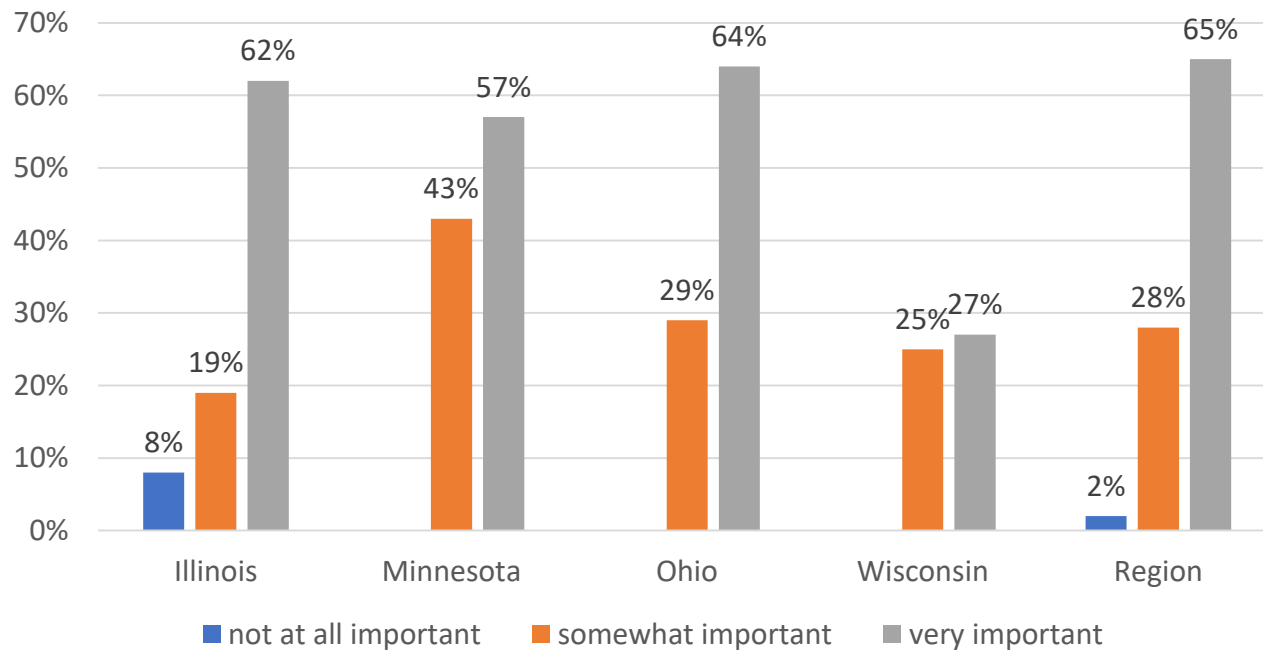
Anticipated Involvement with ICP in Career (N=85)



Importance of Involvement with HIV Care in First Position (N=85)



Importance of Involvement with ICP in First Position (N=85)



Challenge



Standardization Among Multiple Academic Institutions

University of Cincinnati



University of Nebraska



University of Illinois at Chicago



University of Minnesota



University of Wisconsin



Indiana University



Balancing the curriculum so that it is suitable for students from all professional programs



Time and effort coordinating clinical observations



Sustainability:

- The program is not sustainable on its own without external funding
- It is resource intense for each professional program to have only a small number of students in the program, but the depth of the program limits scalability

