

South Central AETC Interprofessional Education

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Parkland Health & Hospital System, Dallas, TX

South Central AIDS Education & Training Center (SCAETC)

Two week rotation per month

Parkland Health and Hospital System

- Serving Dallas County since 1894
- One of the largest public hospital systems in the country
- Parkland's HIV service has 25-40 patients with HIV admitted at any point in time

Amelia Court

- HIV outpatient clinic
- Approximately 6,000 patients receiving care, largest in Dallas area

Strengths

Multidiscipline Student Participation

- Medical
- Nurse Practitioners
- Pharmacy
- Physician Assistants
- Clinical Nutrition
- Rehabilitation Counseling
- Social Work

Strengths II

Faculty worked as a team to select IPEC (IPE Collaborative) competencies appropriate for the rotation.

- Value/Ethics for collaborative practice
- Team work
- Roles and responsibilities
- Interprofessional communication

Strengths III

One patient: individual interviews by several students

- Goals:
 - Learn important aspects of history taking from different professional perspectives
 - Understand how different perspectives can lead to very different information
 - Discuss the value of seemingly irrelevant or tangential information

Challenges

Logistics

Institutions: Dallas, TX

- UT Southwestern (3 disciplines)
- Texas Tech (2 disciplines)
- Texas Women's University
- UT Arlington
- University of North Texas

Lessons Learned

Every learner AND learning group is unique

- Outpatient vs inpatient experiences differs
- Need for organized structure differs
- Team dynamic differs
- More challenging than anticipated to follow the same patient from inpatient to outpatient
 - Heavy no-show rates for post-hospital discharge visits
 - Variable patient acceptance

Mission Fatigue: Providers get overwhelmed with balancing work and teaching roles

Lessons Learned II

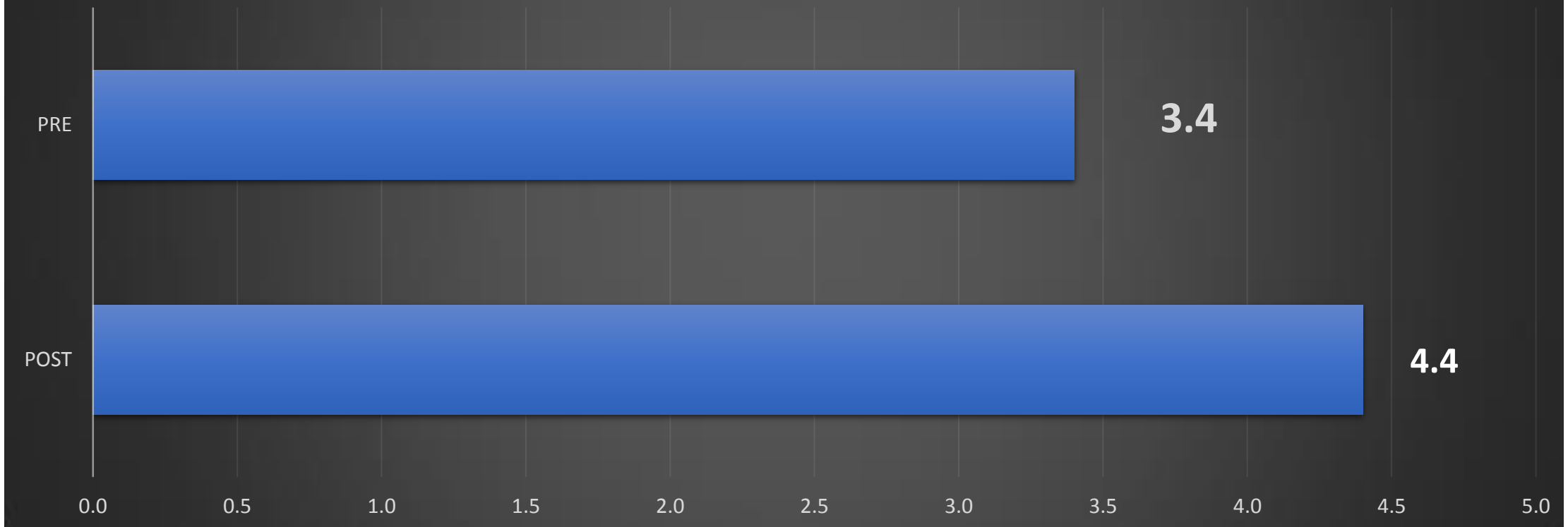
- Mission Fade: Providers forget what the rotation is designed for
- Size matters: Computers, rounding rooms get crowded
- On-site champions can affect the entire experience
- Partners and collaborators change over time
- Student flux from each discipline is variable throughout year
- Credentialing students to enter a clinical space is a time consuming and resource heavy process
 - Deadlines for signing up for rotations are critically important

Outcomes

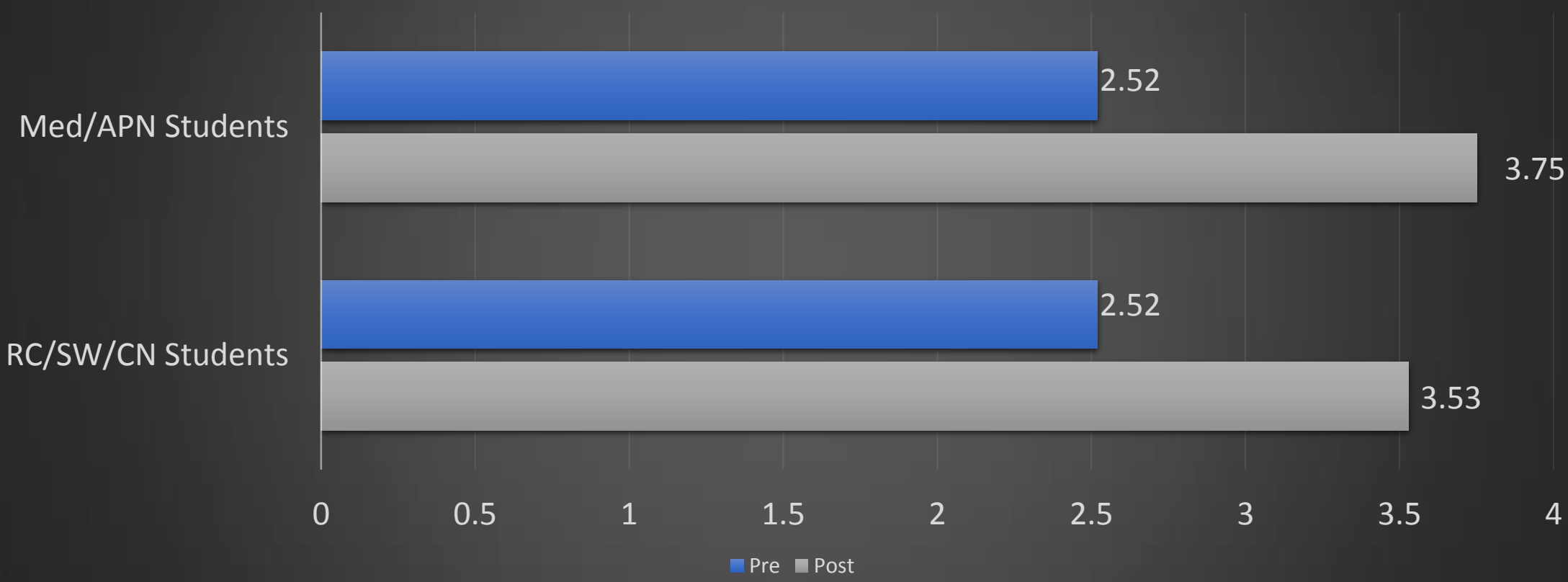
- Pre- and post-surveys of the HIV inter-professional education experience conducted
- 24 Cohorts completed
- 75 participants



Rate your current level of knowledge on the ideal functioning of interprofessional health care teams



Changes in HIV-Related Competencies



Student Feedback

Question to students: Would you now consider a career within HIV prevention and treatment?

“Yes! I love these patients and HIV treatment is fascinating!”

“I would love to work within HIV prevention and treatment!”

“Yes, I would consider a career within HIV. My interest and knowledge has grown.”

“ I would consider volunteer work for the underserved population. This rotation was emotional for me, and maybe as I grow as a provider possibly to help with the adjustment to outpatient.”

Next Steps

Measure impact of the IPE Program

Thank you.

Questions?