

# **Loma Linda University Inter-professional Prevention Education Final Project Report - November 18, 2008**

## **1. Title/Focus**

Title: Inter-professional Prevention Education in Diabetes for the Underserved

Focus: A four hour lab/seminar that occurs every 4 weeks and provides inter-professional prevention education around diabetes care to students in a real life underserved clinic

## **2. Goals**

Our learning goals are as follows:

A. Understand the challenges of the underserved/underinsured, multi-cultural communities and some of the resources available for them to include:

1. medical managed care/medically indigent/no insurance
2. government programs for children, disabled and those who are pregnant
3. billing requirements for Medicaid (medical) and Medicare services

B. Review state of the art diabetes prevention education and care plan protocols, including the challenges of sustained lifestyle change.

C. Understand the role and function of inter-professional teams in chronic disease prevention and primary care.

## **3. Progress to date**

Our lab, originally conceived as a 2 hour experience, has grown to 4 hours. The faculty involved have grown from 4 core faculty to 10. The schools (professions) involved have grown from 4 to 5 (Behavioral Health, Medicine, Nursing, PA and Pharmacy). During our first year, we had 10 lab experiences. We are now four labs into the second year, with the plan being to again have 10 labs. Our total student attendance for the first year was approximately 250 students including 165 from medicine, 48 nursing, 16 pharmacy, 12 behavioral health and 8 PA. The content of the lab has evolved to include a live patient, two group exercises, and some didactics. We have strengthened our evaluation instruments, and have increased the student rating of our lab significantly. The instructional methods that get us our strongest positive evaluations are our "Introduction to Health Professionals" group exercise, as well as our live patient. We dropped a group pictorial representation exercise because of negative student feedback.

## **4. Important decisions made/contemplated**

Doubling the length of the lab was significant. Bringing in a live patient was significant. Moving the lab in to the second year when the start-up funding wasn't available was very significant. Having strong buy-in from multiple schools/professions is the area of which we're most proud.

## **5. Lessons learned or new perspectives acquired so far**

Bringing the faculty together to plan the lab has proved to be a wonderful and energizing experience. We have lots of fun and value the various perspectives each profession brings to the table.

We have also learned that when we put challenges in front of the students, they want to engage in solutions, and are willing to pursue this with significant energy.

## **6. Challenges faced**

**Evolving the lab:** We built in a format so that the lab would evolve and improve each time it was presented. While this “learning organization” approach is exciting, it’s also challenging. It’s hard to get the right mix for each health professional student who arrive at the lab with different foundations and outlooks. After some discussion, we eventually dropped this concept and now present a similar lab each month. Student evaluations have improved since that time.

**Moving from Lab to Patient Care:** Our lab is designed to improve the patient care the students provide. Creating clear pathways from the lab discussions to specific improvements in inter-professional patient care is challenging and is taking us time to evolve. We are still very much wanting to incorporate a direct patient care component to the lab, but still don’t have a clear pathway in which to do this.

## **7. Evaluation**

We have evolved our post-class survey/evaluation instrument, and are actually quite pleased with the current product. We trialed a reflective journaling after the lab, but eventually dropped that component based on feedback and subjective perception of its overall value.

## **8. Other Items of Interest**

### **A. Team building**

The inter-professional faculty team meets between each lab to review previous evaluations and discuss improvements for the next lab.

### **B. Curricular impact**

This lab is the centerpiece for inter-professional experiences at Loma Linda University. It is discussed in multiple venues at multiple times throughout the campus. The Chancellor and all the Deans are aware of the lab and appreciate it’s value in relation to the Loma Linda University educational mission and vision.

### **C. Future plans**

We presented a poster at our internal Loma Linda teaching conference as well as at the Preventive Medicine 2008 meetings in Austin, TX. We have submitted two more posters for the Preventive Medicine 2009 meetings in Los Angeles, CA, and have been asked to give an oral presentation at those same meetings. We plan to continue to present on our lab, and to develop a scientific article within the next year.

We hope to continue to expand our presence to other health professions at Loma Linda University. We have also begun initial discussions of other inter-professional collaboratives, including presentation of an inter-professional coronary risk improvement program, a smoking cessation service, and an ongoing inter-professional Lifestyle Medicine class.