

PRESENTERS

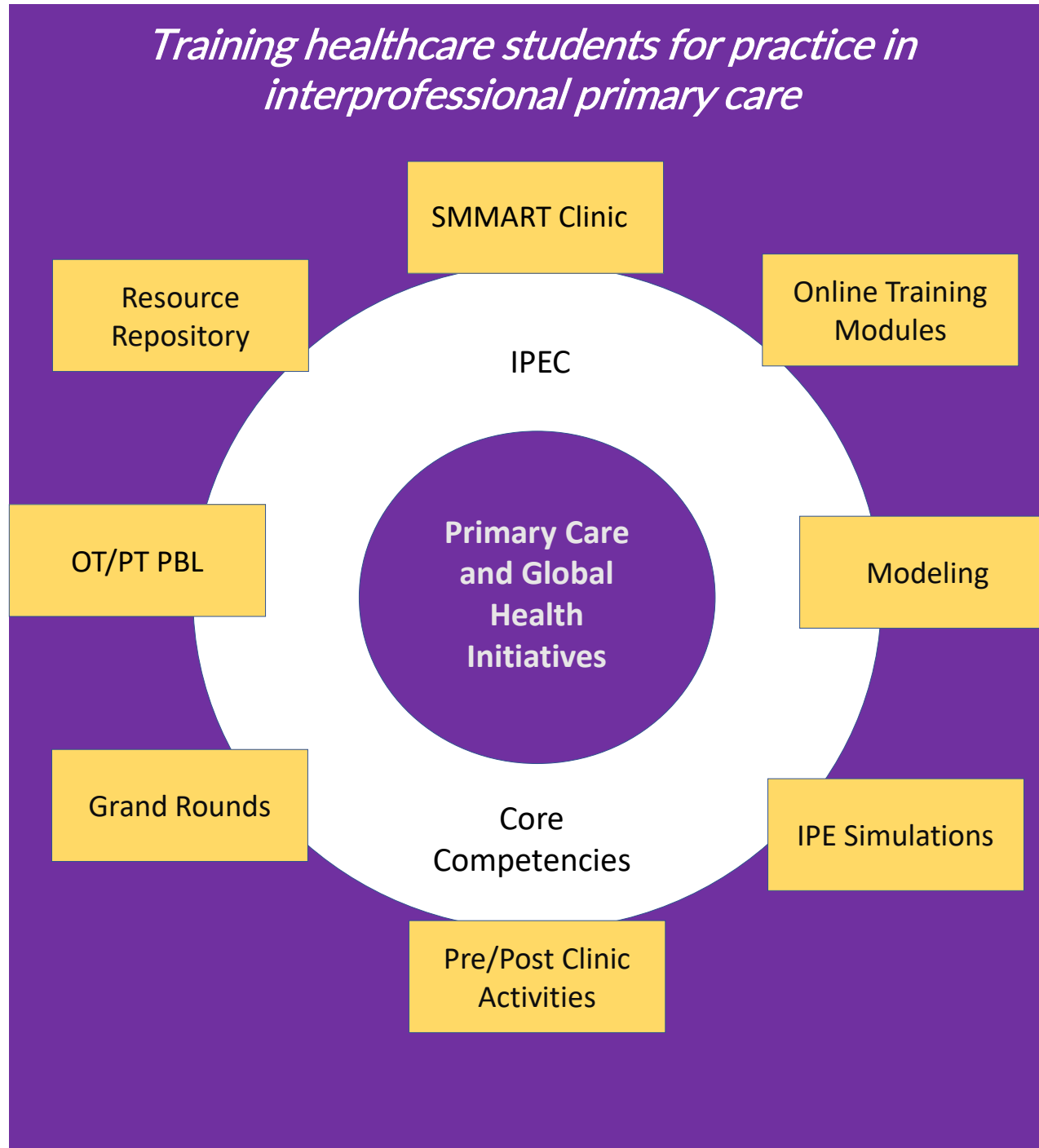
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BACKGROUND

Inclusion of occupational and physical therapy practitioners in primary care is a promising model with growing evidence to support improved outcomes for both the patient and the care team (Bolt, 2019; Coss et al., 2022; Dahl-Popolizio et al., 2023). A private midwestern University has been providing such services in a primary care model at a campus based free clinic since January of 2016 (Coss et al., 2022). Disciplines involved in care include occupational and physical therapy, dietetics, physician assistant, pharmacy, and nursing. Utilization of the Interprofessional Education Collaborative (IPEC) core competencies (IPEC, 2016) is one method to create training activities for faculty and students. As the complexities of providing primary care increase, it will be important to ensure student training activities and experiences lead to preparing future health care providers with strong interprofessional competencies.

METHODS

Students and faculty are trained through didactic coursework, online modules, resource repository, modeling, pre and post clinic activities, and interprofessional grand rounds. Thoughtful design and planning in training faculty and staff can lead to successful outcomes in providing care, and prepare future health care workers to collaborate in interprofessional teams.



St. Catherine University's Academic Excellence Framework includes:

- Primary Care
- Global Health Initiatives
- Senior Living

IPEC Core Competencies:

VE5	Cooperate to support the delivery of prevention and health services and programs.
RR1	Communicate one's roles and responsibilities
RR6	Clarify each member's responsibilities
CC2	Avoiding discipline-specific terminology
CC3	Ensure common understanding of information, treatment, care decisions and population health programs
CC4	Listen actively, and encourage ideas and opinions of others
TT3	Engage in shared patient-centered and population focused problem-solving

FUTURE DIRECTION

Students in the Henrietta Schmolli School of Health Sciences take a pre and post-graduate course (CQ) and these results are being analyzed to objectively assess growth in students' interprofessional practice. Additionally, St. Catherine University has developed the Institution of Simulation and Interprofessional Learning (I-SAIL) to support the development of activities University-wide to assist in training faculty and students in interprofessional practice. Lastly, growth of the SMMART clinic is a priority. Widespread participation by faculty and students across the School of Health Sciences and School of Nursing are underway.

REFERENCES

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