

GOAL

The overall goal of this project is to graduate AGNP and FNP students who can provide evidence-based primary care to individuals with MCC within an interprofessional framework to clients living in rural underserved communities through the processes outlined in the objectives.

METHODOLOGY

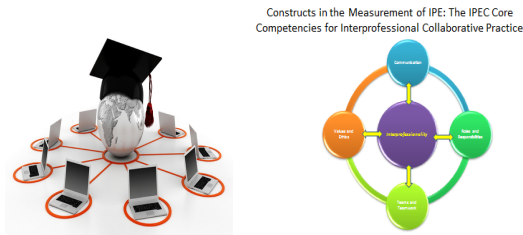
The objectives of this proposal are to:

- 1) Infuse IPE competencies (values/ethics, roles and responsibilities, interprofessional communication, and teams and teamwork) throughout the AGNP and FNP curriculum;
- 2) Create case-based interprofessional learning scenarios in the VCCLC that address the IPE core competencies in the management of individuals with MCC, including those due to occupational causes;
- 3) Develop and expand clinical and didactic content in the management of individuals with MCC living in rural communities through interprofessional OSCAE experiences; and
- 4) Promote and evaluate IPE competencies used by clinicians, faculty, and students practicing in a rural, underserved community serving a diverse, ethnic minority population.

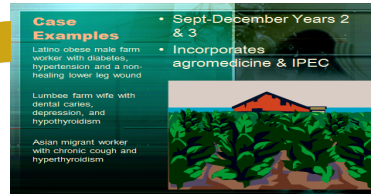
CLINICAL PARTNERS

We have partnered with Robeson Healthcare Corporation (RHCC), a long-term partner in providing clinical education opportunities interprofessional students to provide comprehensive healthcare across the life cycle for culturally diverse clients living with MCCs. It is our goal to place students in the RHCC sites every semester of years two and three.

Objective #1: Infused IPE competencies (values/ethics, roles and responsibilities, interprofessional communication, and teams and teamwork) throughout the AGNP and FNP curriculum



Objective #2: Case-based interprofessional learning scenarios in the VCCLC in the management of individuals with MCC, including those due to occupational causes



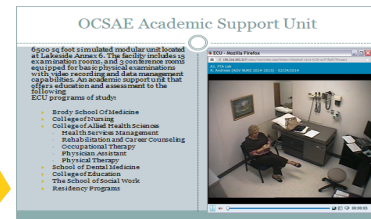
Case Examples

- Linda, obese male farm worker with diabetes, hypertension and a non-healing lower leg wound
- Lumbee farm wife with dental caries, depression, and hypothyroidism
- Asian migrant worker with chronic cough and hyperthyroidism

• Sept-December Years 2 & 3

• incorporates agromedicine & IPEC

Objective #3: Standardized IPC OSCAE experiences

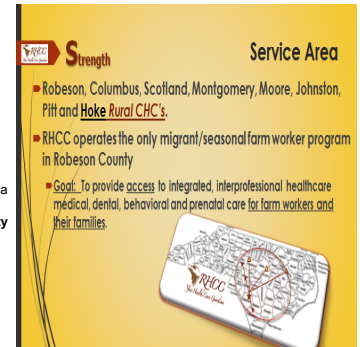


OSCAE Academic Support Unit

600 sq ft simulated medication room located at Lenoir County, NC. The facility includes all essential equipment and is fully stocked with equipment for both physical examinations and laboratory testing. An academic support unit that offers educational and assessment to the ECU programs of study:

- Randy School of Medicine
- College of Nursing
- College of Health Services
- Health Services Management
- Health Services and Case Consulting
- Occupational Therapy
- Physical Assistant
- Physical Therapy
- School of Health Sciences
- School of Social Work
- Residency Program

Objective #4: Promote IPE competencies used by clinicians, faculty, and students practicing in a rural, underserved community serving a diverse, ethnic minority population



Strength

- Robeson, Columbus, Scotland, Montgomery, Moore, Johnston, Pitt and Hoke Rural CHCs.
- RHCC operates the only migrant/seasonal farm worker program in Robeson County
- Goal: To provide access to integrated, interprofessional healthcare (medical, dental, behavioral and prenatal care) for farm workers and their families.

Service Area

As leaders in complex health settings, NPs must understand and apply IPEC core competencies for interprofessional practice to ensure consumer access to high quality primary health care, especially in rural, underserved settings. This work focuses on educating teams and integrating advanced practice providers in the clinical practice environment. Process and outcome evaluation of IPE will utilize the four core interprofessional competencies that are linked to the five IOM core competencies for all health professionals.

RECOMMENDATIONS

- Practice**
- IPC in health care delivery
 - Funding priorities/Incentives for IPE models of care
- Education**
- IPE
 - Technology as a methodology of teaching IPE
 - Academic centers supporting IPE
- Research**
- Academic centers supporting IPE
 - Economic impact and sustainability of IPE
 - Impact of technology and IPE on healthcare outcomes

ACKNOWLEDGEMENT

This project is supported in part by funds from the Division of Nursing, Bureau of Health Professions, Health Resources and Services Administration, Department of Health and Human Services under grant number D09HP25923-01-00.