Addressing the HIV Care Provider Shortage Through Development of an IPE Collaborative Amongst Nursing, Pharmacy, Medical, Dentistry and Social Work Students

Hazel Jones Parker, MSN DNP, CRNP, AACRN;* Jamie L. Mignano, RN, MSN, MPH;* Abby Pluasen, MSSW;* Alexandra Reitz, BS;* Sarah Schmalbe, MD;* Neha Seth Pandit, PharmD BCPS AAHP;* Linda Rose Frank, PhD, MSN, ACN, FAAN**

University of Maryland* University of Pittsburgh**

Objective

Goals

- Review evidence and assessments that identify HIV as a chronic healthcare issue that can benefit from a multi-focused approach from several disciplines to improve healthcare outcomes
- Describe the DNP perspective on developing team-based collaborative IPE partnerships at a large urban university
- Identify appropriate teaching methods, clinical partners and ongoing resources to create successful partnerships to facilitate the student’s journey from novice to expert in the field of HIV Care

Background

HIV Epidemic in Baltimore, Maryland

- Maryland is ranked in the nation for new HIV diagnoses among US States and Territories

28% of all HIV diagnosis in Maryland are in Baltimore City, 44% in suburban Washington, 18% in Baltimore County

- Late HIV Diagnosis: 32% had an AIDS diagnosis within 12 months of their HIV diagnosis

New Curriculum Integration

Future Implications

Future Implications

Figure 1: Preparing the Future (PTF) HIV Educational Program Model

IPE Course Barriers

-Graduate school approval for SON course availability to social work and other graduate students
-Course advertisement and enrollment for all schools
-Reassignment and downsizing of simulation space

Summary and Conclusions

Summary

- HIV is a chronic condition and it provides a needed platform to educate students to care for patients inter-professionally
- Interprofessional education will prepare students to enter and manage the specialty of HIV upon graduation
- DNP prepared nurses are well-equipped to lead the development of integrated course curriculum amongst all professional schools
- DNP prepared nurses are successful with integration of other IPE partners beyond academia
- IPE is a viable path to decrease the provider shortage in the field of HIV

Summary and Conclusions

Summary

IPE Simulation Outcomes

- Students from the SON, SOP - and SOM will participate in a 3-hour simulation experience
- Students will work with individuals from other professions to maintain a climate of mutual respect and shared values
- Students will gain appreciation of the roles and responsibilities of various disciplines in providing care to patients
- Students will practice their communication skills to patients and other health professionals
- Student will apply the principles of team dynamics to effectively deliver patient-centered care in a standardized patient as well as during experiential-learning sessions
- Course coordinators will participate in a conference to further educate and inform them on opportunities and strategies to enhance IP education
- Course coordinators will disseminate outcomes of the IP simulation experience to a conference or through publication
- Students will gain confidence in their ability to interact with and care for PLWH and people at risk for HIV

IPE Course Barriers

-Graduate school approval for SON course availability to social work and other graduate students
-Course advertisement and enrollment for all schools
-Reassignment and downsizing of simulation space

Future Implications

Future Implications

Values for the National HIV/AIDS Strategy

The United States will become a leader where HIV infections are rare and where the virus is under control, where at-risk populations are engaged in prevention and treatment, where attention focuses on social justice, gender, violence, poverty, and racism, and where every organization develops and sustains an effective, respectful, and inclusive HIV/AIDS Program Model, which is featured in this document."