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# Implementing an Interprofessional Chronic Complex Disease Rotation Innovation ECHO

Michell Iandiorio

Summers Kalilshman

Paulina Deming

Joe Anderson

Van Roper

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## INTRODUCTION/CONTEXT

Teaching learners to work effectively in interprofessional clinical teams is a provision of quality care.

Applying best practice interprofessional team learning to patients with chronic complex disease supports the mission and addresses educational goals for patient care and for learners at the University of New Mexico Health Sciences Center (UNMHSC).

## BACKGROUND

We developed and implemented a four week interprofessional chronic complex disease rotation including fourth year medical and pharmacy students and second year nurse practitioner students starting in 2013-2014.

The rotation integrated four Project ECHO (Extension for Community Healthcare Outcomes)® weekly chronic disease clinics, <http://echo.unm.edu/>, and four comparable interprofessional, university-based ambulatory clinics.

## OBJECTIVES FOR LEARNERS

By the end of the rotation learners will:

- Demonstrate interprofessional team based patient-centered problem solving
- Demonstrate interprofessional chronic disease care and management skills with two-three patients
- Demonstrate integration of cultural fluency and social factors in team care of patients with chronic complex disease
- Integrate core competencies and interprofessional goals for safe, high quality patient-centered care (Interprofessional Education Collaborative Expert Panel, 2011).

## METHODS

Learner teams participated in interprofessional:

- Project ECHO® telehealth chronic disease clinics
- UNM-based ambulatory chronic disease clinics complimentary to Project ECHO® telehealth clinics
- Interactive modules on social, behavioral, cultural, and contextual learning in patient care
- Small group structured team work sessions
- Formative and summative team patient presentations
- Debriefing after each session: clinics, group work patient presentations, and modules
- Individual reflections on interprofessional roles, team care, and chronic disease

Learner teams were assessed by:

- Portfolios developed from patient presentations and reflections reviewed by the interprofessional faculty
- A common rubric with discipline-specific faculty feedback for each learner

### Example of Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	ASAP Clinic (Gp A) 8:00-11:45 Debrief 11:45-12 Independent Study (Gp B)	Structured Team Group Work 9-11am Module 7: HIV Patient Case 11-12	Module 8: Literature Review Activity 9-11	Structured Team Group Work 10am-12pm	UNM Healthy Heart Clinic 9-11:30 Debrief 11:30-12
PM	Project ECHO Complex Care Clinic (Gp B) 12-2 Debrief 2-2:30 Module 6: (all students) Communication Skills 2:30-4pm	Project ECHO HIV Clinic 12:15-1:00 Debrief 1-1:30	Truman Young Adult HIV Clinic 1-4:30 Debrief 4:30-5	Formative Group Presentation I 3-5	Project ECHO IAP Clinic 12-2pm Debrief 2-2:30

## COMMENTS FROM STUDENTS

- “The reflections were an excellent exercise that allowed me to really think about what I had learned.”
- “I left this rotation with a better understanding of the interprofessional team... We were given a tremendous amount of feedback throughout the rotation which was very helpful.”

## MESSAGE

- Chronic complex disease care relies on interprofessional healthcare teams.
- The rotation model incorporated faculty-facilitated settings emphasizing interprofessional healthcare teams caring for patients with chronic complex disease.
- Faculty developed clear performance expectations with multiple iterative methods for learning and adaptive critical thinking facilitated through interaction with faculty champions.



## CONCLUSIONS

We successfully:

- Developed an interprofessional chronic disease curriculum suitable for each profession that covered the four Interprofessional Education Collaborative core-competency domains
- Utilized Project ECHO® specialist clinics and faculty from each profession to amplify chronic disease learning
- Linked the curriculum to experiential learning with complimentary interprofessional teams in chronic disease clinical settings
- Integrated modules to address social factors in chronic complex disease.