Linking interprofessional education to improved patient outcomes: A mixed methods evaluation of an interprofessional oral health intervention in a Student-Run Refugee Clinic

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ABSTRACT

A greater understanding of the complex link between poor oral health, access to dental services, and emergency room use in vulnerable populations is driving interest in developing innovative interprofessional educational interventions that provide dental, medical, and nursing students an opportunity to learn how to problem-solve collaboratively as a primary health care team in addressing and improving oral health of their patient population. Learning how to practice collaboratively as an interprofessional team is a nuanced, non-linear process that involves negotiating roles, negotiating control of patient management, and negotiating team culture. Additionally, to maximize the potential for linking interprofessional education to patient outcomes, students need to learn types of interprofessional work that best facilitate resolution of acute problems, foster proactive self-management of oral health, and build community-based dental networks for accessing care. The purpose of this proposed mixed methods study is to design, implement, and evaluate a just-in-time interprofessional community service-learning oral health educational intervention that addresses five areas: 1) “why” and “how” of interprofessional collaboration (IPC), 2) barriers to IPC, 3) IPC role negotiation and conflict management, 4) the link between access, oral health literacy of patients and providers, and emergency room utilization, and 5) interprofessional problem-solving needed to deliver primary health care. The interprofessional learning continuum (IPLC) model will guide study design informed by Reeves and colleagues (2010) typology of interprofessional work. The setting for the study is a student-run refugee clinic that operates in a community-based church located in a large urban area in the southern United States. Focused ethnography will be used to examine contextual factors impacting interprofessional teamwork within the subcultures of dental, medical, and nursing student clinic leaders, interprofessional student teams,
interprofessional clinic faculty, and community partners. Patient outcome measures will incorporate oral health literacy.


No handouts provided for this session.

Notes: