

Introduction

Health profession students commonly have limited exposure to each other during education and training, yet are expected to interact in the workplace as functioning health care teams. We reasoned that by providing students an opportunity to work together under faculty supervision, we would enhance their knowledge and appreciation of each other's disciplines and give them a better understanding of working together after graduation. The RESPECT Project (**Realizing Enhanced Student Inter-Professional Education through Clinical Teamwork**) is entering its 6th year. The project involved teams of students from four disciplines (medicine, nursing, dentistry and dental hygiene) working as volunteers with a population of transitional homeless families to develop individualized health and wellness plans.

The San Antonio Metropolitan Ministries (SAMM) Transitional Living and Learning Center (TLLC) provides inter-professional learning opportunities for the student teams.



Inter-professional Care Team

Inter-professional teams made up of one each dental, dental hygiene, medical, and nursing students were formed and assigned to selected families. The student teams assess the health needs of the homeless families at the transitional center in the community. Together each team utilizes the needs assessment to formulate a wellness plan for each member of the homeless family.

RESPECT Project Benefits for Families

- Have a complete health needs assessment
- Get medical and dental screenings
- Receive a wellness plan tailored for each family member
- Contribute to the education of future health professionals



Inter-professional students working together to provide dental care to a homeless family member at the SAMM TLLC

Homeless Family Dental Wellness Plan



RESPECT Project Benefits for Students

- Increased self confidence
- Collaboration with other health professionals
- Train future health care providers to work together in clinical teams for optimal patient care
- Appreciation in working with other health profession disciplines



Inter-professional students sharing plan of care with a faculty member

References

1. Infante, T. D., Arevalo-Flechas, L. C., Ford, L. A., Partida, M. N., Ketchum, N. S., Pollock, B. H., & Infante, A. J. (2015). Community Service Learning: An effective vehicle for interprofessional education (2015). *Journal of Research in Interprofessional Practice and Education*, 5(1), 1-11.
2. This project is supported by the *Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under D86HP24480, Faculty Development in General, Pediatric and Public Health Dentistry and Dental Hygiene*, \$2.5 million, 100% federally funded. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.