Healthy Aging Fair: An Interprofessional Community Outreach Collaboration

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According to the WHO “Interprofessional education occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes” (www.ipecollaborative.org)

IPE initiatives are an approach to teach health professional students how to provide care as part of a collaborative healthcare team

IPE Collaborative (IPEC) competencies include (1) roles and responsibilities, (2) teams and teamwork, (3) communication, (4) values and ethics (www.ipecollaborative.org)

A current focus of American healthcare is health and wellness, and prevention for all populations (Centers for Disease Control and Prevention, 2014)

West Virginians are among the lowest for healthy outcomes in the United States (United Health Foundation, 2016)

In research, students have expressed that experiences that are “real world” are more valuable than simulation or didactic instruction (Rosenfield, Oandasan, & Reeves, 2011)

WVU has expanded the reach of interprofessional education outside of the health sciences center to include other disciplines to provide optimal patient care

**INTRODUCTION**

- To describe an innovative interprofessional education community outreach initiative
- To assess student attitudes toward interprofessional education through course evaluation

**OBJECTIVES**

- To describe an innovative interprofessional education community outreach initiative
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**METHODS**

- Audiology, Music Therapy, Occupational Therapy, Pharmacy, Physical Therapy, and Speech & Language Pathology faculty and students participated in the health fair planning and development
- Three 4-hour-long health fairs were offered at three rural communities in Marion, Monongalia, and Preston counties
- Student teams developed and implemented 12 interactive stations with at least 3 disciplines at each station
- A 360° degree assessment was completed
  - Student course evaluation and reflections
  - Participant exit survey
  - Faculty debriefing sessions
- Stations:
  - Aging in Place
  - Cognition
  - Diabetes
  - Fall Prevention
  - Health Literacy
  - Heart Health
  - Immunizations
  - Mobility
  - Oral Health
  - Osteoporosis
  - Vestibular Health
  - Vital Signs

**RESULTS**

- Student teams working in collaboration are able to positively impact the community while learning valuable interprofessional skills including roles and responsibilities and communication
- Students and faculty are challenged to be innovative in project design and implementation as well as flexible in meeting the various needs of the community
- Community settings offer a dynamic learning environment and possibility for unique interprofessional partnerships
- Based on debriefing sessions after each health fair faculty were able to make improvements for subsequent health fairs
- Participants and students alike commented that more advertising was needed and faculty discussed ways to improve attendance at future health fairs through better advertising

**IPEC Competency Survey Results**

<table>
<thead>
<tr>
<th>IPEC Question Domain</th>
<th>Strongly Agree (%)</th>
<th>Agree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roles and responsibilities (3 questions)</td>
<td>54.84, 77.42, 70.37</td>
<td>41.94*, 22.58, 25.81**</td>
</tr>
<tr>
<td>Interprofessional communications (4 questions)</td>
<td>67.74, 67.74, 70.97, 70.97</td>
<td>32.26, 32.26, 29.03, 29.03</td>
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</tbody>
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**Pharmacy student reflections**

“I really liked the aspect of working with other professions. I think we learned a lot of what other professions do and how we can work with the professions to care for the community.”

“My favorite aspect of the IPE Health Fair was being able to personally interact with the people out in the community in addition to working alongside the other professions because each profession evaluated the patient’s needs from a different angle.”

**IMPLICATIONS**

- To describe an innovative interprofessional education community outreach initiative
- To assess student attitudes toward interprofessional education through course evaluation