The SHARP Program: Students Helping At Risk Patients
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Background
Research demonstrates that Interprofessional (IP) care teams can improve transitional care, reduce readmissions and improve patient health status, contributing to reduction in health disparities. This is particularly important for patients with chronic illness from underserved and vulnerable groups. It is important to expose students to IP teamwork and team-based learning early in their education as healthcare providers, to contribute to improving patient-centered experiences for patients ‘at-risk’.

Purpose
Students of nursing, medicine and social work will learn about working in IP teams while supporting patients with chronic conditions through their healthcare transitions & complex care experiences.

Methods
An IP team of educators designed and integrated SHARP within existing clinical courses for each professional school. Preceptors facilitated student-patient meetings. Between meetings students completed assigned patient support tasks related to patient learning and health navigation needs.

SHARP Steps…

Meeting 1: Introductory Workshop Program Orientation + Team Roles + IP Communication.
Meeting 2: Patient introductions and assessment of needs.
Meeting 3: “Check-in” to assess progress and emerging patient needs.
Meeting 4: Final meeting to share progress and follow up.

A prospective mixed methods pilot evaluation was designed to assess changes in student IP attitudes, learning of IP teamwork skills, transitional care skills and program logistic factors.

Preliminary Results
Students demonstrated high baseline IP attitudes with small improvements in scores.

Student Survey Pre and Post Results
IP Attitudes Scale
TRR = Teamwork Roles and Responsibilities
PC = Patient Centeredness
IB = IP Biases
DE = Diversity/Ethics
CC = Community Centeredness

Student Feedback

Social Work
“...I really liked hearing from social workers, especially because so many social issues and aspects of healthcare come up in my patient experience”

Nursing
“This experience was very beneficial to learning about other professions and how to effectively work together”

Medicine
“...it's great to hear a patient talk about the effects on daily life and quality of life. This seems like a multi-beneficial program”

Future Development
SHARP requires a collaborative institutional environment, integration into core curriculum, & shared learning objectives across professions. Additional virtual team activities are planned to enhance IP team building and competency development. A repository of SHARP patient resources is being collated for future patients.

References:

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