

NEXUS Innovation Challenge

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Goal Statement

Create a sustainability plan for the St. Kate's SMMART Clinical experience that ensures ongoing access and participation in this student led, interdisciplinary, clinical experience providing healthcare for the underserved and in the spirit of St. Kate's founders, the Sisters of St. Joseph of Carondelet.

This includes, measuring the impact of this experience through creating and implementing an assessment plan that captures the transformative experience of the participants and distinguishes graduates by their skills in working collaboratively in interprofessional teams, strengthens their understanding of the social determinants of health, and supports the development of cultural fluency.

We attest and will demonstrate that this experience ensures that our graduates are not only practice-ready but are leaders in their chosen vocation with an emphasis on holistic patient-centered care. This clinical experience must be maintained as a sustainable choice for students in the future.

Metrics of Success

- Development of interdisciplinary learning objectives for students from all disciplines that outline learning outcomes related to interprofessional care, cultural fluency, and social determinants of health.
- Development of assessment tools that indicate knowledge and proficiency in outlined learning objectives.
- Approval and support for faculty contracts that include clinical precepting time as part of their formal teaching load.
- Ability to utilize clinic experience as a way to attract students to St. Kate's who desire hands on clinical experience in the areas of interprofessional care, cultural fluency, and social determinants of health, and desire to be leaders in their chosen field with a focus on holistic patient care.
- Ability to illustrate that students with this clinical education experience are different, are set apart with the "St. Kate's stamp".

Our Nexus Pitch

<https://youtu.be/eCu6f7YpWBw?t=1321>

(Please start at minute 22)

IPE Learning Objectives

Cultural Competency

- Identify and describe cultural diversity and differences that characterize patients, populations, and the health team.
- Demonstrate self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
- Incorporate cultural humility in respecting individual and/or community values and priorities/preferences for care in decisions making and planning.
- Be able to define the 4 tenets of the clinic:
 - Patient empowerment
 - Patient as teacher
 - Social justice
 - Interprofessional practice
- Exhibit ease with diverse patient population.

IPE Learning Objectives

Social Determinants of Health

- Analyze the dynamic nature of the relationship between people/communities and their environment and the impact on health and well-being.
- Identify resources available to patients that are specific to individual patient needs.
- Relate social determinants of health to an individual patient.
- Include patient preferences AND barriers in patient's care plan.

IPE Learning Objectives

Working in Interprofessional Health Care Teams

- Use the full scope of knowledge, skills, and abilities of professionals from health and other fields to provide care that is safe, timely, efficient, effective, and equitable.
- Communicate with team members to clarify each member's responsibility in executing components of a treatment plan or public health intervention.
- Integrate the knowledge and experience of health and other professions to inform health and care decisions, while respecting patient and community values and priorities/preferences for care.
- Create leadership practices including IPE leadership roles, and a student government board that support collaborative practice and team effectiveness.
- Discuss specific patient needs with providers/students from different disciplines.

Learning Objectives

Physical Therapy

1. Examine, evaluate, and develop an initial plan of care that addresses the patient's impairments, functional limitations, and/or participation restrictions.
2. Submit appropriate documentation that reflects and supports the patient's physical therapy examination, evaluation and intervention(s).
3. Incorporate additional physical, behavioral, person and/or environmental interventions that address the patient's impairments, functional limitations, and/or participation restrictions.
4. Evaluate the evidence for physical therapy and/ or interprofessional interventions/programs that may be used to guide the services provided to each patient.
5. Describe the referral process when individuals have medical, psychological, social, behavioral, and/or environmental factors that go beyond the scope of physical therapy.

Learning Objectives

Occupational Therapy

1. Analyze the psychological, social, behavioral, person and environmental factors that commonly influence engagement in occupations.
2. Examine how occupational therapy and health professions use therapeutic use of self as part of the therapeutic process to address psychological, social, and behavioral health factors that influence engagement in occupations.
3. Critique screening and assessment methods of psychological, social, behavioral, person, and environmental factors used by occupational therapy and other health professionals.
4. Document psychological, social, behavioral, person and environmental interventions that may be used to remediate or compensate for limited engagement in occupations.
5. Critique evidence for occupational or interprofessional interventions/programs used to address barriers to occupational engagement.
6. Describe the referral process when individuals have psychological, social, behavioral, person and environmental factors that go beyond the scope of occupational therapy.

Learning Objectives

Physician Assistant

1. Assist patient in completing health forms.
 - PHQ9
 - GAD 7
2. Take a comprehensive patient health history
3. Take a focused history based on presenting concerns.
4. Outline best practices for working with an interpreter
5. Complete a formal patient presentation to preceptors and peers.
6. Document patient encounter using the SOAP note format.
7. Write accurate prescription for medications.
8. Take vital signs of patients presenting to clinic
9. Develop comprehensive differential diagnosis for a given patient
10. Perform appropriate physical exam components for specific patient concerns.
11. Formulate a plan for a given patient including:
 - Labs/diagnostics
 - Medications
 - Referrals
 - Resources
 - Patient education
 - Appropriate follow up plan

Learning Objectives

Nutrition and Dietetics

1. Conduct a comprehensive, culturally sensitive nutrition assessment according to the nutrition care process.
2. Identify nutrition diagnoses based on information from the assessment.
3. Develop a PES (problem, etiology, symptoms) statement that appropriately prioritizes the patient's health situation.
4. Conduct patient centered interventions that address the diagnoses.
5. Determine appropriate monitoring and follow up strategies.

Assessment Measures

- [Interprofessional Collaborator Assessment Rubric](#) (ICAR) to evaluate students interprofessional skills.
- [Cultural Intelligence Assessment](#) instrument to assess the cultural competency of our students. (completed at matriculation and prior to graduation)
- Pre-post implementation of “[Addressing Social Determinants of Health in Primary Care. TEAM-BASED APPROACH FOR ADVANCING HEALTH EQUITY](#)” to assess knowledge of social determinants of health, and application in the healthcare setting.

Faculty Preceptors in Clinic

- [OT/PT Lead Faculty Preceptor Job Description](#)
- [PA Lead Faculty Preceptor Job Description](#)
- [Nutrition Lead Faculty Preceptor Job Description](#)

Faculty Time Support Needed

- Estimate 4 course loads each for PA, OT and Nutrition
- Estimate 2 course loads for PT faculty
- Salary/remuneration based on current faculty salary OR based on mean of discipline specific faculty salaries
- Time supported is in-loaded into contract, or as overload for existing faculty.

“The place God calls you to is the place where your deep gladness and the world’s deep hunger meet.”

— Frederick Buechner