Health Literacy and Interprofessional Telehealth Considerations

Paula Miksa, DMS, PA-C; Stephanie L. Conder, DNP, FNP-BC; Katie Kiser, PharmD, BCACP; Jami England, DNP, FNP-BC; Kay Paris, PhD, LAPSW; Jeremy Buchanan, BSSW; Sherry Jimenez, EdD

1-Lincoln Memorial University, Harrogate, Tennessee, 2-South College School of Pharmacy, Knoxville, Tennessee

**Introduction**
- Accreditation standards for multiple health professions include statements about preparing students to provide care to patients with consideration for social determinants of health. Educators must prepare students to work collaboratively in interprofessional patient centered teams.
- With the onset of COVID-19, there has been a decline in the ability of patients to access health care in traditional ways. Telehealth is a way to improve access to care.
- The goal of this project was to create an opportunity for students to analyze the impact of social determinants of health and to consider how telehealth can improve continuity of care and a patient’s ability to make and implement health-related decisions.

**Methods**
- Students from six care disciplines (PA, FNP, PharmD, DO, DMV, DPT) participated in three synchronous virtual simulation sessions.
- The progressive sessions simulated realistic patient care using telehealth modalities to follow the patient from the hospital setting to a skilled nursing facility (SNF) to the patient’s home.
- Students observed the various healthcare professionals (PA, FNP, PharmD, DO, DMV, Social Work, OTD) interact with each other and the patient in these settings.
- Students were then placed into smaller groups to collaborate on the case using breakout rooms.
- Interprofessional Education Collaborative (IPEC) competencies were assessed pre- and post-program utilizing the Interprofessional Socialization and Valuing Scale (ISVS).

**Simulation Modules**
- **First Simulation**
  - Objective – develop a plan to facilitate continuity of care during care transition to prevent errors.
  - Setting – Interdisciplinary team meeting in the hospital
- **Second Simulation**
  - Objective – differentiate benefits/limitations of telehealth strategies to provide patient-centered care and ensure appropriate referrals.
  - Setting – Skilled Nursing Facility
- **Third Simulation**
  - Objective – identify the role social determinants of health/health literacy has on the patient’s ability to make/implement health related decisions
  - Setting – Patient’s home
- **Debrief**
  - Panel Discussion with at least one faculty member from each of the eight different health professional programs

**Student’s Professional Program**
- Veterinary Medicine, DVM
- Physical Therapy, DPT
- Doctor of Pharmacy, PharmD
- Physician Assistant, PA
- Family Nurse Practitioner, FNP
- Doctor of Osteopathic Medicine, DO

**Results**
- Completion of the program (n= 227) led to an increase in knowledge of all educational learning objectives.
- Student’s debrief feedback was positive regarding format, faculty team engagement and integration of an animal.
- The student’s self-assessed readiness to participate in collaborative care increased in all four IPEC domains as depicted in the graph below.

**Percent Increase in IPE Readiness per IPEC Domain**

**Implications**
- The greatest improvement in the teams and teamwork IPEC domain aligns well with the interdisciplinary team design of this program.
- The interdisciplinary team simulations and small group discussions modeled how effective collaborative care can improve continuity of care and a patient’s engagement in decision making.
- Students were able to visualize and reflect on how healthcare professionals collaborate during transitions of care and utilize telehealth to provide patient-centered care and address any social determinants of health.
- The variety of faculty, students, standardized patients, and even an animal participating in this simulation provided students with reinforcement of the importance of all members of the healthcare team.

**References**