

# INTERPROFESSIONAL COLLABORATION FOR POPULATION HEALTH

“A Community-Academic Partnership”

College of Pharmacy  
The University of Texas at Austin



Identifying community needs  
Addressing barriers to health and  
access to care  
Improving population health  
Serving the community

## SEEKING COMMUNITY PARTNERSHIPS

The University of Texas at Austin College of Pharmacy is expanding its community engagement program to serve stakeholders in respective Texas counties and surrounding areas. Student teams from the Doctor of Pharmacy program will learn to address community-identified needs with the overall goal of improving the health of the community. We are seeking community organizations and other partners interested in supporting the training of future health professionals.

# IMPROVING THE HEALTH OF THE COMMUNITY

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## PROGRAM DESCRIPTION

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This is a required longitudinal experience spanning the fall and spring semesters of the third year of the professional PharmD curriculum. Pharmacy students will be placed in teams with a community partner to work on a community-identified need using the service-learning model built on a quality improvement framework. The heart of this experience is the completion of a project identified by the community partner.

**Program goals:** (1) provide project deliverables that will further support initiatives of the community partner; (2) instill in future health practitioners an appreciation for the social and structural determinants of health and the importance of partnering with the community to improve overall health

**Impact of COVID-19:** Any site-based and other in-person requirements may need to be adapted to ensure the safety of your staff, clients, and our students. We will follow safety precautions per your organization, the university and CDC.

## KEY PROGRAM ELEMENTS

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1. **Value and Sustainability.** The program aims to build valued and sustainable relationships with community partners. Evaluations will be conducted to assess the partnership, how well expectations are met, and areas for improvements.
2. **Deliverables and Accountability.** This project-based learning experience is created using the service-learning model built on a quality improvement framework. Teams will work closely with the community mentor to complete the community-identified project. Members will consult with interprofessional stakeholders where available, and will implement and assess project outcomes.
3. **Place-Based Immersion.** Teams will gain appreciation for the community/population served, services provided by the community partner, the roles and responsibilities of various staff or stakeholders within that organization, and the origins of the identified need.
4. **Mentoring.** This experience will help students explore their role in population health through community engagement. Students will receive guidance and feedback on a regular basis to address opportunities/barriers and to ensure that the necessary support is provided for a successful learning experience. UT faculty will guide students on all phases of the experience. Community partners will serve as mentors to help student teams appreciate the community/organization's perspective.
5. **Presentation of Experience.** Student teams will present their projects and share lessons learned regarding the impact of interprofessional collaboration on health outcomes in the continuum of care.

## TYPES OF PROJECTS

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The project is based on a need or problem identified by the community partner. Ideal projects are those where students may have 5-6 months to complete all deliverables. Examples of common project areas include, but are not limited to, the following categories: access to care; health literacy; health education; health and wellness promotion; quality improvement; staff development; patient safety; patient empowerment; disease prevention; other topics related to social determinants of health.

Projects requiring pharmacy students to handle or dispense medications, provide patient-specific counseling or advice, conduct health screening, or involve other direct patient care activities are prohibited unless a licensed pharmacist preceptor is present to supervise.

## YOUR ROLE AS A COMMUNITY MENTOR

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The Community Mentor is the point of contact for the community/organization.

- Works with the organization to help students identify a project based on needs of the community/organization
- Helps students arrange for opportunities to shadow and/or get involve with the organization
- Meets with student team periodically to advance the project
- Provides direction and regular feedback regarding the project
- Coordinates with the pharmacy faculty who advises the student team on project deliverables

## KEY DATES

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- July 2020 – Community partners and projects identified
- August 2020 – Student teams and faculty matched with community partners and projects
- August 26, 2020 – Fall semester begins for pharmacy students
- September 2020 – Student team meets with community mentor and other relevant personnel to finalize project plan and proposed deliverables
- September to December 2020 – Students complete immersions
- October 2020 to March 2021 – Student team works on project deliverable(s)
- March – April 2021 – Complete all deliverable(s); present findings and deliverables to CBO
- April 2021 – Present at UT Interprofessional Health Showcase
- April 30, 2021 – End of semester; all project phases completed

## WHO TO CONTACT

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***Interested in partnering? Please contact:***

### **Austin Region**

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