

9:00-9:15 AM Introduction & Moodle Pretest

Interprofessional Education (IPE) occurs when students from two or more professions learn **about**, **from** and **with** each other to enable effective collaboration and improve health outcomes. Interprofessional education is a necessary step in preparing a “collaborative practice-ready” health workforce that is better prepared to respond to local health needs.

Interprofessional Education Collaborative (IPEC) Core Competencies:

- VE11 - Support a workplace where differences are respected, career satisfaction is supported, and well-being is prioritized.
- RR3 - Incorporate complementary expertise to meet health needs including the determinants of health.
- RR4 - Differentiate each team member’s role, scope of practice, and responsibility in promoting health outcomes.

Resources Located on Moodle:

- Infographic on alcohol drinking & screening tools.
- PRAPARE instrument.
- Quadruple aim information & burnout articles for PA, PT, & SGS.
- Please access & complete the Pretest on Moodle: <https://forms.office.com/r/X6cu5t5xzf>
- Once completed with the Pretest, arrange into your student groups

9:15-10:00 AM Student Group Session

Each team member should be given the opportunity to respond to discussion questions and each profession should be encouraged to contribute to the discussion.



Kaitlin Houston is a 31-year-old female presents to the LSUHSC-New Orleans Student Run Community Clinics with a chief complaint of numbness and tingling in her hands and feet. She is diagnosed with peripheral neuropathy and prescribed gabapentin to help manage her pain. The patient also says she’s been drinking a lot of alcohol recently (~ 1/5th of vodka per day) but would like to stop because she knows it’s bad for her liver and her mother died of cirrhosis. She also suffers from occasional Achilles tendonitis that keeps her from attending work.

Discussion Questions (10 min of discussion, 9:15-9:25AM)

- What are Kaitlin's health goals? Describe your professional roles in helping Kaitlin achieve these goals. How could a biomedical or clinical scientist have an impact on individuals like Kaitlin?
- How does gabapentin treat neuropathic pain?
- Aside from prescribing gabapentin, what other management techniques could you suggest to our patient based on your experience or professional role? What other professionals might you refer this patient to?
- How do you counsel this patient about her alcohol use and cutting back? What screening tools are available for determining at-risk drinking? What are some resources you can use to support this patient in her journey to cut back on drinking?

The following month, the patient returns to the clinic with a severely sprained ankle. She also exhibits slurred speech, difficulty walking, and vomiting. A blood alcohol concentration (BAC) is obtained, and her BAC is 200 mg/dL (0.20%). She is given intravenous (IV) fluids and monitored for loss of consciousness.

Discussion Questions (5 min of discussion, 9:25-9:30AM)

1. What is the legal BAC limit to drive? What is the definition of binge drinking (according to the NIAAA)? Approximately how many drinks would a patient have to drink to achieve a BAC of 0.20%?
2. How do you talk to this patient about her drinking, given last month's conversation?

You ask the patient where she lives, and she says she's been staying in the homeless encampment under the Claiborne Avenue overpass with her long-term boyfriend and sleeping in a tent most nights.

Discussion Questions (10 min of discussion, 9:30-9:40AM)

1. What other factors could be contributing to the patient's clinical presentation?
2. In addition to substance use disorders, what other psychiatric disorders might the patient be at risk for?
3. How might stress be affecting the patient's health? What biological/physiological stress biomarkers could be examined?
4. Examine the PRAPARE tool ([Moodle](#)) and select three questions that you would like to ask Kaitlin.
5. What are possible limitations of using the PRAPARE instrument?

You ask the patient about tobacco use and other substance use. She says she's never smoked a day in her life, but she does occasionally use intravenous (IV) drugs. She also is sexually active with her partner but does not use condoms. You ask the patient if she would like to undergo free STI testing, and she agrees. The tests come back, and you discover that she is positive for HIV. While disclosing this diagnosis, the patient also mentions she hasn't gotten her period in several months.

Discussion Questions (10 min of discussion, 9:40-9:50AM)

1. What do you know about HIV disease and prognosis? How might HIV impact her other conditions?
2. How do you tell this patient about her HIV diagnosis, and what additional support can you offer?
3. What factors could be contributing to this patient's amenorrhea? What tests could you run to confirm this?

Addressing Burnout in Health Professionals and Biomedical Scientists

PA/PT Students: You will have many patients in similar situations to the patient described above. Many of your patients are unhoused and feel let down by the health care system. You have difficulty sleeping at night, have difficulty getting out of bed in the morning, and you feel exhausted and worn down from non-stop appointments and worrying about your patients.

Discussion Question (5 min of discussion, 9:50-9:55AM)

1. How do you balance the needs of your patients with your own needs? How do you prevent burn out as a student? As a young professional?

Biomedical Students: Sally is a third-year graduate student. She chose her graduate school to work with a specific principal investigator (PI), Dr. Austin, and once she arrived, she rotated in the lab of Dr. Austin and quickly decided to join his lab. Now as a third-year graduate student, she is working every day of the week and staying in the lab until 10pm most days. She has difficulty sleeping at night and has lost 10 lbs. in the past 3 months. Most days, she only drinks coffee, as she can't find time to eat due to working non-stop in the lab.

Discussion Question (5 min of discussion, 9:55-10:00AM)

1. What should Sally do? How can graduate students set boundaries and balance the requests of their PI with their own needs?

10:00-10:30 AM Class Discussion & Moodle Posttest

- After discussion, please access & complete the Posttest on Moodle: <https://forms.office.com/r/SkPRPJGgBJ>
- Thank you for the great discussion, any feedback on the case and insights and opinion are welcome!