

Interprofessional Collaborative Practice in HIV Care Spring 2020

Credits: 1
Meeting Days: 3 Tuesdays, 1 Saturday, 1 four-hour clinical experience TBD
Program Start/End Dates: January 21 - March 28, 2020
In Class Meeting Dates: 1/21, 2/4, 2/18 (Tuesdays), and 3/28 (Saturday)
Meeting Times: 1/21, 2/4, 2/18: 6:00 p.m. - 8:30 p.m. (optional dinner at 5:30)
3/28: 9:00 a.m. - 1:00 p.m.
Meeting Place: West Bank Office Building, Room 150
1300 South Second Street
Minneapolis, MN 55454

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- I. **COURSE DESCRIPTION** – Interprofessional Collaborative Practice has the potential to positively affect the lives of persons living with HIV/AIDS. This program is designed to provide learners with foundational knowledge of HIV prevention and care and to develop the ability to work as a member of an interprofessional collaborative health care team. Learners will explore options for involvement in HIV care as part of their health care career and will be inspired to lifelong learning related to HIV care and interprofessional collaborative practice.
- II. **COURSE ENROLLMENT** – Students from the following programs will participate: Medicine, Nursing, Pharmacy, and Social Work.
- III. **COURSE PREREQUISITE** – HIPAA and Standard Precautions training.
- IV. **COURSE LEARNING OBJECTIVES:**
 1. **History and Epidemiology of the HIV Epidemic**
 - a. Describe the history of the HIV epidemic in the U.S. including national responses and the mobilization of communities for prevention and care.
 - b. Describe the epidemiology of HIV.
 - i. Compare local, national and international epidemiological data.
 - ii. Identify risk groups and discuss evidenced based risk reduction strategies.
 2. **Interprofessional Collaborative Practice (ICP)**
 - a. Define Interprofessional Collaborative Practice (ICP) and describe the characteristics of effective interprofessional collaborative practice.
 - b. Identify the benefits of collaborative practice, shared leadership and shared decision making for providers and patients.
 - c. Discuss the driving forces behind the current emphasis on ICP.
 - d. Discuss the IPEC Core Competencies for Interprofessional Collaboration Competence.
 - e. Describe team behaviors that foster patient/family/caregiver participation in shared decision making and that support patient autonomy.
 3. **Natural History of the Disease**
 - a. Describe the natural history of HIV disease with and without antiretroviral therapy (ART).
 - b. Describe how HIV is transmitted and replicated.
 - c. Describe strategies to prevent HIV infection including PEP, PrEP and other harm reduction strategies for people who engage in high risk sexual and or substance-use behaviors.
 4. **Prevention, Diagnosis and Treatment**
 - a. Discuss US Department of Health & Human Services guidelines and recommendations for prevention, screening, diagnosis, treatment, and management of HIV infection and HIV-related diseases in the United States.
 - b. Describe clinical manifestations of HIV infection.
 - c. Discuss Antiretroviral Therapy (ART) including decision making about initiation, common protocols and side effects.
 - d. Explain the importance of adherence in ART, factors that interfere in adherence and methods to optimize adherence.
 5. **HIV Care Delivery Models**
 - a. Describe the HIV care continuum including testing, entry and retention in care, and treatment and successful viral suppression.
 6. **Health Promotion and Wellness**
 - a. Discuss dimensions of wellness (emotional, environmental, financial, intellectual, occupational, physical, social and spiritual).

- b. Discuss key health behaviors within the physical dimension (exercise and activity, weight control, sleep, smoking cessation, substance use) specifically as they relate to wellness in people with HIV/AIDS.

7. Comorbidities and Complications

- a. Identify potential co-morbid conditions in the HIV infected population including hepatitis B and C, diabetes mellitus, hypertension, cardiovascular disease, sexually transmitted infections, and tuberculosis.
- b. Discuss diagnosis and treatment of these co-morbidities in individual with HIV or AIDS.

8. Psycho-Social Issues for Patients and Providers

- a. Discuss stigma and discrimination as barriers to prevention, care, and treatment.
- b. Discuss the influence of psychosocial factors such as poverty, homelessness, substance abuse, mental illness, that increase vulnerability to HIV infection and interfere with adherence to care.
- c. Develop strategies and identify resources to address psychosocial barriers to patient care that utilize the knowledge and skills of all members of the team.
- d. Discuss the benefit of collaborative practice in supporting the psychological and emotional health of team members.

9. Public Policy

- a. Discuss the history of the Ryan White Care Act and other federal and state policies and their current importance in HIV prevention and HIV care.
- b. Identify policies such as licensure laws and legislated scope of practice that facilitate or create barriers to ICP in the ambulatory care setting.

10. Special Populations

- a. Identify HIV care needs and common health issues among high risk and vulnerable populations such as men who have sex with men, sex workers, transgender men and women, injection drug users (IDUs), adolescents and homeless youth and adults.

11. Interprofessional Collaborative Practice in HIV Care

- a. Recognize the varying professional perspectives interprofessional teams bring to discussion of HIV Care and Prevention.
- b. Identify how ICP can contribute to improved outcomes across the HIV Care Continuum.
- c. Contribute, as part of an interprofessional team, to the development of a plan of care for an HIV+ individual that comprehensively addresses biological, social and psychological domains at any stage of the HIV care continuum.

V. METHOD OF INSTRUCTION AND WORK EXPECTATIONS

The methods of instruction include lectures with small group discussion incorporated throughout. The course exercises are designed to provide hands on experience with some of the tools and concepts covered in the course.

VI. PROGRAM LEARNING OUTCOME ASSESSMENT METHODS

- 1) Written reflections
- 2) Patient care plan
- 3) One quiz
- 4) Endpoint Assessment

VII. COURSE SCHEDULE

Interprofessional Collaborative Practice in HIV Care Course Schedule Spring Semester 2020

| Meeting Type/Date | Activity/•Course Topic | Assignments/Readings |
|--|---|---|
| Week 0 Online | | <p><u>Before Jan 21:</u></p> <ol style="list-style-type: none"> 1) Complete pre-course survey 2) Read and sign FERPA consent form <p><u>Readings:</u></p> <ol style="list-style-type: none"> 1) Case scenario: "Introduction to Fernando Garcia" 2) Essential Components of HIV Care – Gallant 2011 3) Original Gardner Cascade Article |
| Week 1 In Class Jan 21, 2020 6:00 – 8:30 p.m. (dinner available at 5:30) | <p>Welcome & introductions</p> <p>Panel presentation & discussion: HIV care delivery models</p> <p>Interprofessional Collaborative Practice Interactive case discussion: "Introduction to Fernando Garcia"</p> <p>Care continuum, models of care discussion; questions on readings</p> <ul style="list-style-type: none"> • Interprofessional Collaborative Practice (ICP) • HIV Care Delivery Models | <p><u>At your own pace:</u> See Canvas course site for narrated Power Point presentations</p> <p>See Canvas course site for readings, to be completed at your own pace. These will serve as a reference for the entire course:</p> <p><u>Additional online resource (over the next 10 weeks):</u> Review guidelines* at aidsinfo.nih.gov w/focus on Guidelines for the Use of Antiretroviral Agents in HIV-1 infected Adults and Adolescents, Guidelines for the Prevention and Treatment of Opportunistic Infections in HIV-infected Adults and Adolescents, Clinical Practice Guideline: Pre-exposure Prophylaxis for the Prevention of HIV Infection in the United States-2014.</p> <p><i>*Please note: These guidelines are very comprehensive and lengthy. They include the best evidence-based recommendations for care issues for people with HIV. We will be reviewing specific sections of these guidelines in more detail consistent with the course topic of the week, but please do not try to read the entire guidelines in one sitting, or for memorization. This really is not possible! You will become familiar with the guidelines this semester and learn how to return to them as references in the future.</i></p> <p>Continue to work on Assignments/Readings on Canvas course site.</p> |
| Week 2 Online Jan 27-31, 2020 | <ul style="list-style-type: none"> • History & Epidemiology of the HIV Epidemic • Interprofessional Collaborative Practice (ICP) • Natural History of the Disease • Prevention, Diagnosis and Treatment | Readings on Canvas course site. |
| Week 3 In Class Feb 4, 2020 6:00 – 8:30 p.m. (dinner available at 5:30) | <p>Patient panel with focus on patient experience of stigma</p> <p>Social Determinants and Health</p> <p>Fernando case discussion</p> <ul style="list-style-type: none"> • Psycho-Social Issues for Patients & Providers | Readings and online resources on Canvas course site. |
| Week 4 Online Feb 10-14, 2020 | <ul style="list-style-type: none"> • Health Promotion and Wellness • Comorbidities and Complications • Prevention, Diagnosis and Treatment | See Canvas course site for NHC assignment, narrated Power Point presentations, readings, and online resources. |

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|--|---|--|
| <p>Week 5 In Class Feb 18, 2020 6:00 – 8:30 p.m. (dinner available at 5:30)</p> | <p>Guest: Olihe Okoro, PhD, MPH, MPharm, Assistant Professor, Department of Pharmacy Practice and Pharmaceutical Sciences</p> <p>Case discussion, application -- Adherence/Treatment cases (drug-drug interactions, treatment in perinatal, w/O.I.s and co-infections</p> <p>HIV diagnostic cases</p> <p>Fernando case discussion</p> <ul style="list-style-type: none"> • Diagnosis and Treatment • Psycho-Social Issues for Patients & Providers • Comorbidities and Complications | |
| <p>Week 6 Online Feb 24-28, 2020</p> <p>SOM EXAM WEEK</p> | <ul style="list-style-type: none"> • Public Policy | <p>Readings/videos on Canvas course site.</p> <p>Reflection assignment.</p> |
| <p>Week 7 Online Mar 2-6, 2020</p> <p>SOM SPRING BREAK</p> | <ul style="list-style-type: none"> • Special Populations | <p>National HIV Curriculum - see Canvas course site for topics.</p> <p>Clinical experiences (SON, SOP, SW)</p> |
| <p>Week 8 Online (SOM) Mar 9-13, 2020 SOP, SON & SW SPRING BREAK</p> | | <p>Online Weeks 6 & 7 (SOM)</p> <p>Clinical experiences (SOM)</p> |
| <p>Week 9 Online Mar 16-20, 2020</p> | <ul style="list-style-type: none"> • Prevention | <p>HIV Prevention Assignment</p> <p>Power Point presentation on course site.</p> <p>Clinical experiences (SON, SOP, SW, SOM)</p> <p>Patient care plan work</p> |
| <p>Week 10 Online Mar 23-28, 2020</p> | | <p>Clinical experiences Patient care plan work Clinical experience reflection</p> |
| <p>FINAL MEETING In Class Mar 28, 2020 9:00 a.m.-1:00 p.m.</p> | <p>Interactive ARS Quiz</p> <p>Group process of clinical experiences</p> <p>Patient care plans: Fernando</p> <p>About MATEC</p> <p>Post course assessments: 1) AETC IPE Student Assessment 2) ICCAS</p> <ul style="list-style-type: none"> • Interprofessional Collaborative Practice in HIV Care | <p>Final course reflection</p> |

VIII. GRADING

This course is offered A-F grading. Failure to complete any of the assignments will result in a zero grade for that assignment and an automatic reduction of one letter grade. Participation in all four in-person sessions of the course is required. The first unexcused absence will automatically result in

the drop of two letter grades. Two unexcused absences will result in failure of the course. Please contact Nicole Benson (nrbenson@umn.edu) if you have extenuating circumstances

| Grade | A | A- | B+ | B | B- | C+ | C | C- | D | F |
|-------|--------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| % | 100-93 | 92-90 | 89-87 | 86-83 | 82-80 | 79-77 | 76-73 | 72-70 | 69-60 | 59-0 |

IX. OTHER INFORMATION

Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should refer to their individual's school policy.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw. Students wishing to withdraw from a course after the noted final deadline for a particular term must contact your individual school.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 or ds@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

The Office of Student Affairs at the University of Minnesota

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution

Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

Academic Freedom and Responsibility: *for courses that do not involve students in research:*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. *

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*