We created an interprofessional program at the Cuyahoga County Jail for inmates with Diabetes Mellitus while engaging learners in the medical care, counseling, and educational aspects. Learners performed chart reviews, clinical assessments, and led diabetes self-management courses for inmates with guidance from a physician and a pharmacist/Certified Diabetes Educator. Fifteen learners participated in sessions during 2015 and feedback was universally positive, with learners citing their high level of involvement in a non-traditional setting as highlights.

We developed a program for Chronic Disease Management (CDM) at the Cuyahoga County Jail (CCJ), which immerses student learners from various fields of medicine (medical students, pre-medical, physician assistants, nurse practitioners, and MPH) in the management of this vulnerable population. Objectives were to involve learners in every stage and aspect of CDM, from diagnosis to assessment to empowerment of the inmates through education.

Our project involved augmenting existing services for inmates with chronic disease at the CCJ to include multidisciplinary care and an educational component.

Multidisciplinary chart review was performed on each patient by the pharmacist, learner, nurse, and physician. Following evaluation by the physician and learner, each patient had an individual session with a pharmacist/Certified Diabetes Educator. Additionally, inmates participated in a 6-week self-management diabetes course: weekly sessions with emphasis on lifestyle modification, coping and self-management skills, with guidance and instruction from the learner, Diabetes Educator, and physician.

Since the program’s inception in January 2015, over 400 inmates were seen and evaluated by the CDM team, including participants in 40 diabetes self-management courses at the CCJ. Fifteen learners provided individual counseling with patients, in both group and individual settings, which provided ample opportunity for learners to share their expertise with patients in ways which were appropriate for the degree of health literacy. Feedback from learners at all levels and disciplines was universally positive. Positive aspects as noted by learners were: 1) exposure to a non-traditional site for patient care, 2) understanding management issues unique to the setting and population, and 3) the value of exposure to and participation in CDM individual and group sessions.

Lessons Learned and Significance
We believe the CDM program at CCJ is a unique way to involve and engage learners in the primary care of a vulnerable population. Learners in all disciplines at all levels appreciate the unique approach to CDM and their full involvement in management and counseling.

Future questions include:
Will the program be as valuable to Family Medicine residents as it has been to students?
Will this involvement help recruit and retain primary care providers, particularly those interested in care of the underserved? Future investigation and surveys will be conducted to determine the impact of this intervention on the career decisions of involved learners.

Level of Audience: Early-career
Focus of Presentation: UME
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