A Community Based Model of Interprofessional Service Learning to Improve the Overall Health and Wellness of Communities

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RUSH MEDICAL COLLEGE • COLLEGE OF NURSING • COLLEGE OF HEALTH SCIENCES • THE GRADUATE COLLEGE

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This activity has been planned and implemented by the National Center for Interprofessional Practice and Education. *In support of improving patient care, the National Center for Interprofessional Practice and Education is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.*

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Nurses: Participants will be awarded up to **4** contact hours of credit for attendance at this workshop.

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Disclosures:

The National Center for Interprofessional Practice and Education has a conflict of interest policy that requires disclosure of financial relationships with commercial interests.

Janice Odiaga, Joanne Miller, Chris Bruti, and Mary Jo Guglielmo

do not have a vested interest in or affiliation with any corporate organization offering financial support for this interprofessional continuing education activity, or any affiliation with a commercial interest whose philosophy could potentially bias their presentation.

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All workshop participants:

- Scan your badge barcode or sign in to each workshop
- Complete workshop evaluations (paper) and end-of-Summit evaluation (electronic)

Objectives:

1. List the ideologies that support the use of interprofessional service learning to promote interprofessional collaborative practice opportunities for students

2. Describe a model of community based service

3. Develop an interprofessional service learning model specific to their educational organization

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- **Provides a reason**

- **Framework that aligns with mission and vision**

- **Sustainability**

It's all about The why

#TRUTHBOMB   DANIELLELAPORTE.COM

DISCUSSION

Reflect on your reasoning for engaging with an IP service learning project

What's Your Where and Why?

Who's Your Who?

How can an IP service learning program align with your mission and vision?

Who are your service learners, stakeholders, and instructors?

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OUR WHY and WHERE

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Building a framework for Interprofessional Service Learning

OUR WHO

- **Recipients of service based-learning:**
  - Community Heath Mentors and their community

  - Rush community partners

  - Interprofessional student teams

  - University Faculty

OUR WHAT

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Building a framework for Interprofessional Service Learning

What is Service Learning?

- A structured learning experience which combines community service with preparation and reflection

Why Service Learning?

- Educational strategy

- Teaches civic responsibility

- Strengthens community partnerships

Goal of Service learning?

- Improve the overall health and wellness of communities through facilitated service

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Building a framework for Interprofessional Service Learning

- **Interprofessional Education and Collaborative Practice Expert Panel (2011)**

  Values/Ethics for Interprofessional Practice

  Roles/Responsibilities

  Interprofessional Communication

  Teams and Teamwork

- **Interprofessional Education Collaborative (2016)**

  Broaden the interprofessional competencies to better achieve the Triple Aim (improve the patient experience of care, improve the health of populations, and reduce the per capita cost of health care), with particular reference to population health.

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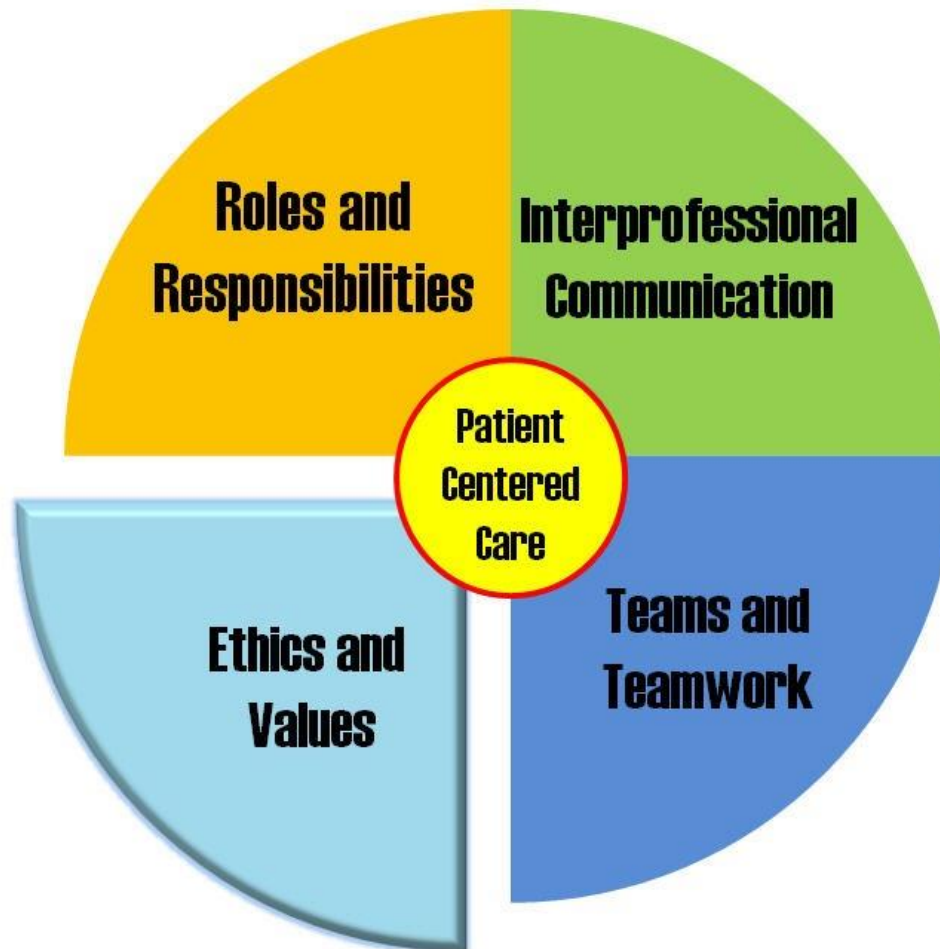
Building a framework for Interprofessional Service Learning

Curriculum Innovation for Interprofessional Education

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Preparing collaborative practice-ready Rush graduates who champion interprofessional practice that optimizes health services, improves health outcomes and strengthens health systems and improves health

Acquire competencies in interprofessional behaviors

Building foundational knowledge (team identity concurrent with professional identity)

Interprofessional curricular integration in the beginning of their educational experiences

Develop

Team learning environments curricular and extra curricular activities

Formal workshops

Clinical and community-based experiences

Team Simulation exercises

Strengthen interprofessional experiences to prepare students for the health care delivery system

Reinforced through program and college specific competencies to include leadership skills in interprofessional collaborative practice

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Building a framework for Interprofessional Service Learning
Pickards 8 Principles of Patient Centered Care

Understanding and respecting patients' values, preferences and expressed needs are the foundation of patient-centered care." –

Harvey Picker
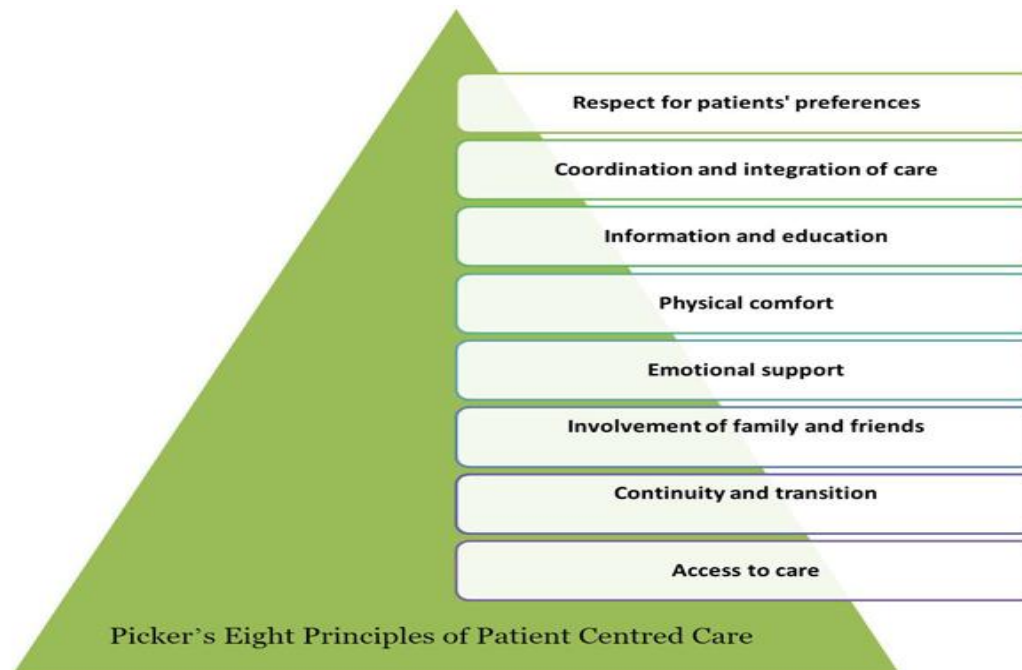
Respect for patients' preferences

Coordination and integration of care

Information and education

Physical comfort

Emotional support

Involvement of family and friends

Continuity and transition

Access to care

Picker's Eight Principles of Patient Centred Care

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Building a framework for Interprofessional Service Learning

Strategies for Community-Campus Partnerships for Health

- Mission is to promote health equity and social justice through partnerships between communities and academic institutions

- Community-campus partnerships involve communities and academic institutions that collaboratively engage in education through:

    Service-learning

    Research

    Community-oriented primary care

    Community-wide initiatives for Healthy Communities

IPE 502: Interprofessional Patient Centered Teams

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Kick off: Bench to Bedside and Back Again

Intro to IPCP
- Why teams?
- Roles & Responsibilities

Community Health Mentor
- Social determinants of health
- Interprofessional Patient Centered Care
- SMART goals

Culture of Safety
- Team communication
- Values and ethics

TOSCES
- Teams and Teamwork
- Simulation experience

Debrief
- Health Mentor wrap-up
- Health Outcomes
- Advocacy Proposal

CHM

CHM

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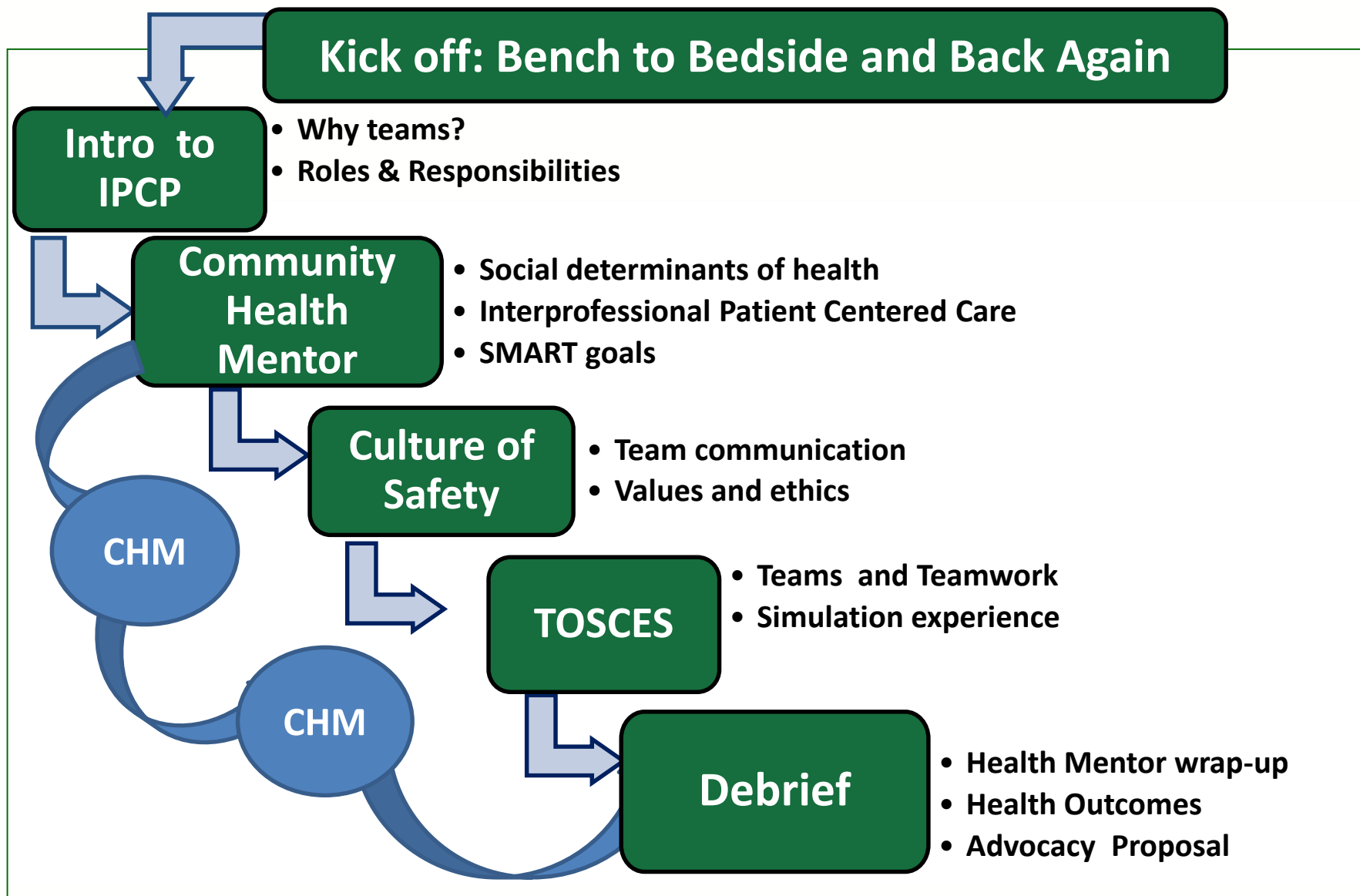
- **Engage** the Community Health Mentor (CHM) in participation and planning their own care

- **Discuss** how the social determinants of health impact management of chronic conditions

- **Use** team-based chronic care model to engage the Health Mentor to manage their own care

- **Complete a Community Assessment** of the CHM neighborhood

- **Develop a Community Advocacy Program** to improve the health of the CHM neighborhood.

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- **Community Health Mentors (CHM)**
  - Community volunteers living with one or more chronic diseases
  - Recruited from communities where the zip code makes a difference in life expectancy
  - Recruited by social workers
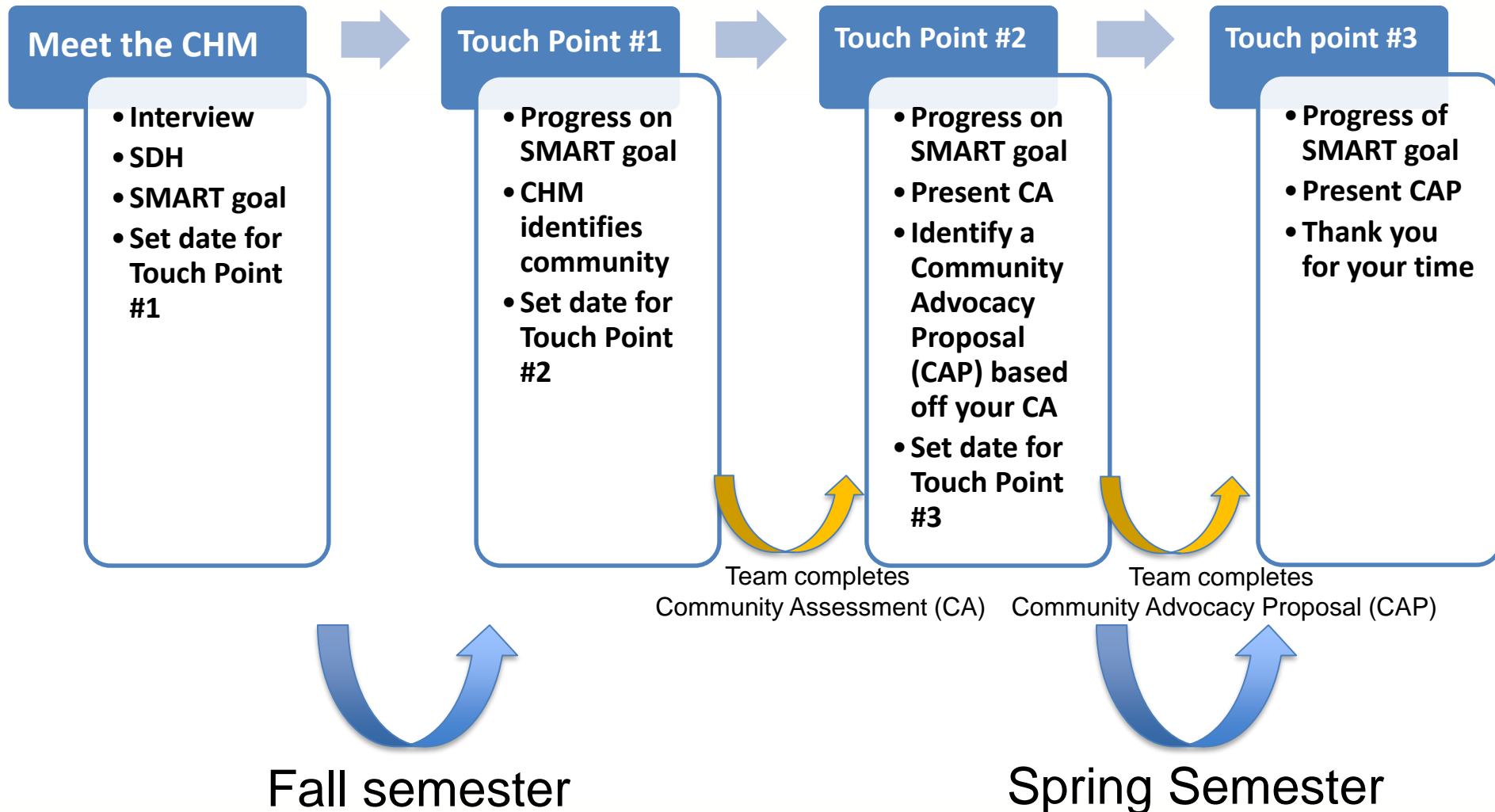 - CHM meet with their interprofessional student teams three times a year
  - Incentives

OUR WHEN

Community Health Mentor (CHM) Time Line

Meet the CHM

- Interview
- SDH
- SMART goal
- Set date for Touch Point #1

Touch Point #1

- Progress on SMART goal
- CHM identifies community
- Set date for Touch Point #2

Touch Point #2

- Progress on SMART goal
- Present CA
- Identify a Community Advocacy Proposal (CAP) based off your CA
- Set date for Touch Point #3

Touch point #3

- Progress of SMART goal
- Present CAP
- Thank you for your time

Team completes Community Assessment (CA)

Team completes Community Advocacy Proposal (CAP)

Fall semester

Spring Semester

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Three Touch Points

1. **Develop an action plan which is specific, measurable, attainable, realistic, and timely (SMART goal)**
   - motivational interviewing
   - focused on impact of social determinants of health impact on community volunteers ability to improve health outcomes and manage their chronic conditions

2. **Complete a community assessment based on the CHM's description of their community and follow up on their SMART goal**

3. **Develop a community advocacy proposal with their CHM to improve the health of individuals and their community.**

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Community Assessment (CA)

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- **Define the population/community**. (attach a google map)

- **Population description** (size and distribution of age, gender, race/ethnicity)

- **Population health** (Morbidity & mortality based on age and race)

- **Economic stability** (Employment rate, average income, number and types of businesses in the area).

- **Education** (Educational levels, types of education, schools/universities, early childhood programs)

- **Food** (Number and access to grocery stores, restaurants, community gardens, fast food restaurants)

- **Social Supports** (Houses of faith, community centers, libraries, theaters, other potentially significant support services)

- **Health Care** (Number insured and type of insurance), hospitals, primary care clinics, FQHCs (Federally Qualified Health Centers), drug stores)

- **Transportation** (Public/private, accessibility, walking paths, sidewalks)

- **Public safety statistics/Resources** (crime rate, police, fire stations)

Community Advocacy Proposal (CAP)

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1. Name the Health Mentor's Community geographically (Name and attach google map)
2. Define the benefitting community: (statistics, geographical, demographical information about the community
3. What community need was identified?
4. What is your Community Advocacy Proposal in one sentence
5. What are the expected outcomes/goals?
6. Who are the community partners that will help with the CAP
7. What is the process/action/implementation plan for change
8. What are the community resources/assets needed to complete the CAP c
9. Identify strengths of the CAP implementation
10. Identify challenges of the CAP implementation
11. How will you evaluate/assess any change/impact to the community?

SMALL GROUP WORK

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Reflect on a potential IP service project (15 min)

Your What?

What framework could you implement for an IP service learning program?

Your How and When?

How and when would you implement your program?

DISCUSSION

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Share with other groups

Your What?
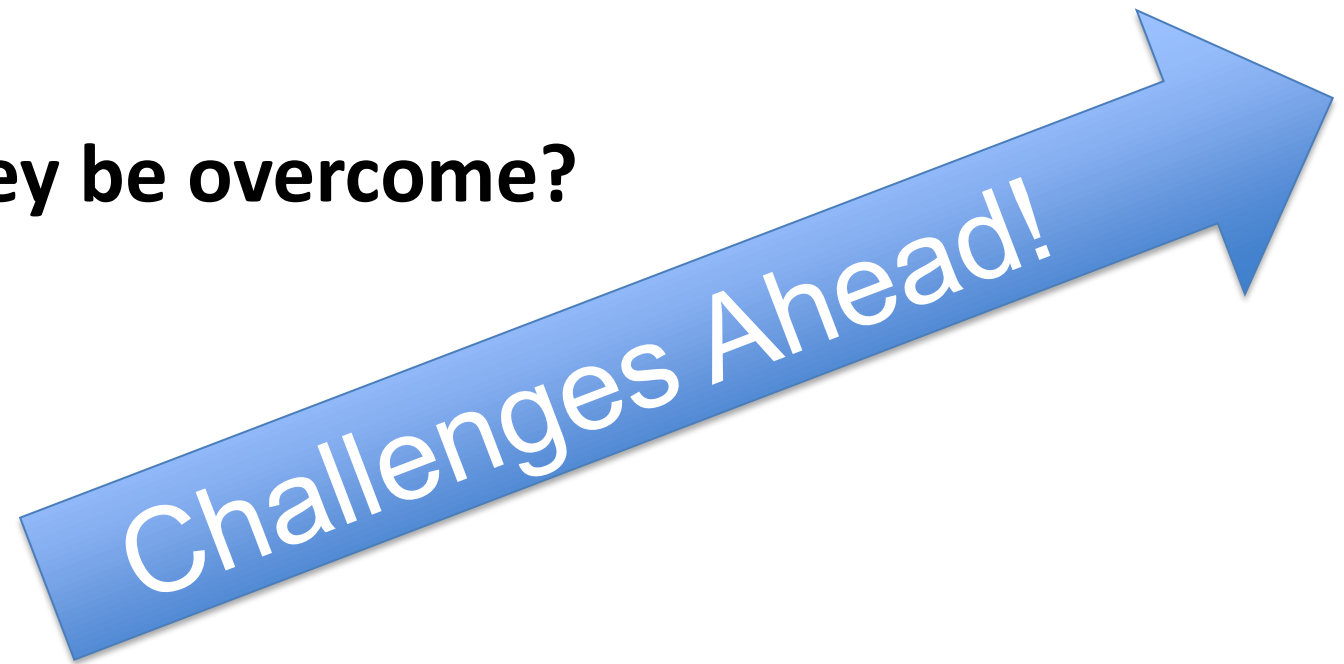
What framework could you implement for an IP service learning program?

Your How and When?

How and when would you implement your program?

DISCUSSION

- **What are your perceived challenges/barriers?**

- **How can these be overcome?**

- **Should they be overcome?**

Challenges Ahead!

CHM video

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Thank you for your support and help

Together we are better !

TIME FOR QUESTIONS