



NATIONAL CENTER for  
INTERPROFESSIONAL  
PRACTICE and EDUCATION



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INTERPROFESSIONAL CONTINUING EDUCATION

# LEVERAGING INTERPROFESSIONAL EDUCATION TO ADDRESS GAPS IN MEETING HEALTH AND SOCIAL SERVICES NEEDS IN INDEPENDENT SUBSIDIZED COMMUNITY HOUSING

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All workshop participants are asked to scan their barcode (from nametag) upon entrance to session and complete the evaluation distributed at the end of the workshop. Those who registered to receive continuing education credit will also receive a certificate of completion following the Summit.

# LEARNING OBJECTIVES



- Discuss key interprofessional learning outcomes for students providing collaborative services at the Westward Ho.
- Describe strategies for using interprofessional collaboration to strengthen health literacy among tenants and promote effective communication and problem solving among students.
- Articulate interprofessional approaches to minimize barriers to service access associated with student management of ethical dilemmas and perceived tenant stigma.



# PROJECT OVERVIEW



- Nexus Innovations Network Project at the Westward Ho Collaboratory.
- Uses a community health model of service delivery within an urban high-rise low income apartment building with 300 tenants.
- Onsite delivery of health and social services by students from four health disciplines: nursing, nutrition, social work, and recreational therapy.
- Combination of student internships and service learning projects.



# PROJECT OVERVIEW



- Services provided:
  - Health screening
  - Health education
  - Nutritional information
  - Meaningful leisure activities
  - Social engagement
  - Individual counseling
  - Group counseling
  - Information and referral
  - Case management



# PROJECT OVERVIEW



- Tenant characteristics:
  - High emergency service utilization
  - Low health literacy
  - High prevalence of chronic illnesses (e.g., diabetes) and mental comorbidities (e.g., depression)
  - Poor general health
  - Social isolation
  - Limited social support
- Students' collaborative services address important gaps in tenants' health and social services needs!



# STUDENT LEARNING OUTCOMES



- Pre-post test findings using Lamb and Saewert (2013) self report measure ( $n = 58$ )
  - **Modest improvements in communication and teamwork** ( $p = .013$ )
    - Example - “I am comfortable expressing my own opinions in a group, even when I know that other people don't agree with them.”
  - **Modest improvements in interprofessional interactions** ( $p = .014$ )
    - Example - “It is easy to communicate openly with people from other health care disciplines.”



# LEARNING OUTCOMES



- **Modest improvement in interprofessional relationships** ( $p = .014$ )
  - “I have a good understanding of the roles of the different health care professionals.”
- **Substantial improvement in communication processes** ( $p = .000$ );
  - “I am confident in my readiness to let health care team members know exactly what I need or want from them.”



# LEARNING OUTCOMES



- **Substantial improvement in dimensions of relationships** ( $p = .000$ );
  - “I am confident in my readiness to keep a health care teams' focus on the patient/family needs and preferences”



# CHALLENGES



- To providing services
  - Students focused on skills of their own profession.
  - Students had difficulty seeing how their disciplines fit together.
  - Students' schedules interfered with synchronous service delivery.
- To engaging tenants
  - Limited number of tenants seeking services.
  - Tenants who came focused on spending time with students rather than receiving services.
  - Low health literacy interfered with perceived service need.



# KEY FACILITATORS



- Tenants
  - Improving health literacy through fun and meaningful activities.
  - Enhancing sense of community via Community Chat support group.
  - Limiting friendly conversation to 20 minutes then switching focus to service needs.
  - Providing computer access to encourage clinic visits for relationship building.



# KEY FACILITATORS



- Students
  - Collaboration fostered through an interprofessional referral system.
  - Interprofessional team discussions from 12 noon to 1:00pm
    - Develop collaborative service delivery calendar
    - Complete chart reviews to promote interprofessional problem-solving
    - Examine challenges that arise in practice guided by faculty and other community experts.
    - Gaining knowledge about specific tenant conditions and needs.



# KEY BARRIERS



- Students
  - Managing safety-related issues
  - Negotiating ethical dilemmas
- Tenants
  - Addressing misperceptions about University involvement
  - Navigating cultural divisions and disconnections among tenants that contributed to perceived stigma and hindered service access



# THINK-PAIR-SHARE



- Jot down your ideas for ...
  - Addressing stigma
  - Negotiating ethical dilemmas
- Share your ideas with a partner
- Discuss in small groups
- Share highlights with all workshop participants



# NEW DEVELOPMENTS

- Expanded to 40 hours per week with two social work field instructors and 8 social work students.
- New internal grant focused on increasing physical activity and reducing obesity.
- Integrative health student conducting final project related to mindfulness practice.
- Added new measures to tenant evaluation component to capture initially unrecognized issues related to trauma history and spirituality.



# OUR TEAM



Not pictured: Lisa Jaurigue,  
nursing



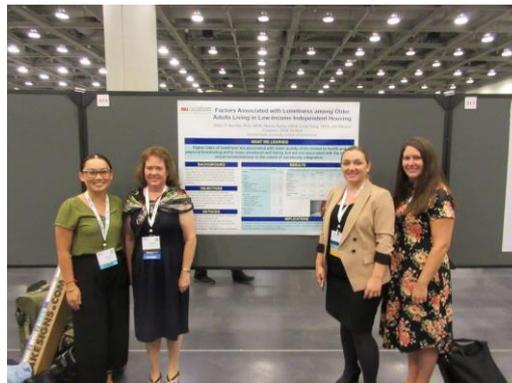
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