Enhancing Community Partnerships to Improve Students’ becoming Collaboration Ready for Population Health

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David Pole, Leslie Hinyard & Eileen Toomey
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Those participants that paid the interprofessional continuing education credit fee must do the following for each workshop attended to secure credit for the session:

1) Sign the session attendance roster.
2) Complete the session evaluation.
Learning Objectives: By the end of the session, participants will:

1. Describe the design of an IP community practicum course.
2. Discuss the process of engaging community partners to identify goals, outcomes, and links to practicum objectives.
3. Demonstrate assessment and discussion of learning assignments from an IP community practicum.
4. Describe the impact of a community practicum on both the learners and the community partners.
Part 1: SLU IPE Curriculum and the IPE Community Practicum

Defining course goals and collaboration ready for population health
Course design and embedding competency behaviors
Activity #1 – Sample student activity – Prep for agency site visit
Activity #2 – Project posters, abstracts, critical reflections, and evaluation rubrics
Definition of IPE

- Interprofessional education (IPE) occurs when students (learners) from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes (WHO, 2010)
What is Interprofessional Collaborative Practice or IPCP?

- When multiple health workers from different professional backgrounds work together with patients, families, caregivers, and communities to deliver the highest quality of care (WHO, 2010)

- Collaboration-ready members of interprofessional health care teams are able to optimize the skills of team members, share in care management, and provide better health services to patients and communities

- Interprofessional Collaborative Practice (IPCP) helps strengthen the health care system and improves outcomes (WHO, 2010)
Collaboration-Ready for Population Health

As a result of the SLU Community Practicum, Students...

- Identify and describe a given community and population health needs
- Describe a community agency, their efforts to meet community needs and existing gaps (goal areas)
- Collaborate with the agency to identify a project that will support/advance the agencies capacity to accomplish agency determined goals
- Develop, implement, and present a project as an IP team
- Place the community goals and projects in the context of Healthy People 2020 national goals
- Engage in a critical reflection to deepen meaning and identify areas of personal growth/improvement
Domain 1—Interprofessional Practice:

- Discuss the unique contribution of each health care profession, including your own, for the care of patients/clients, families, and communities
- Refer the care of patient to appropriate health professional based on the scope of practice and unique expertise of the provider
- Explain the value of the interprofessional team working together
- Participate in effective collaboration with health care providers, patients, families, and communities
- Able to identify and practice communication skills associated with effective IP teams

Domain 2—Patient-Centered Care:

- Make health care decisions consistent with relationship-centered care respecting persons and attending to medical condition, social system, socioeconomic condition, and physical and emotional circumstances to provide comfort and optimal health outcomes
- Demonstrate ability to adapt and practice skills with patients of different cultures that include their perspectives on health/wellness/illness
- Recognize the implication of bias for relationships at a personal, professional, and healthcare systems level including understanding behaviors that can overcome this bias
- Demonstrate high standards of ethical conduct and quality of care in one’s contributions to team-based care
Domain 3—Wellness:
- Recognize the effect of the social determinants of health and take steps to alleviate these factors in personal and community health
- Incorporate clinical prevention and health promotion in the plan of care for all patients
- Implement community health improvement programs in collaboration with public and private community organizations
- Identify and recommend clinical prevention services based upon a patient’s age, gender, and risk factor status

Domain 4—Patient Safety and Quality:
- Be vigilant and communicative about the processes of care that lead to reduced risk and improved safety
- Participate in developing and implementing models for continuous quality improvement at a personal and systems level
- Use process improvement strategies to increase the effectiveness of interprofessional teamwork and team-based care
- Be thorough in communication during times of transition of care

Domain 5—Social Justice:
- Demonstrate ability to assess the health needs of a specific population or community
- Implement interventions for improving health for a specific population or community
- Evaluate interventions to improve the health of a community or society
- Actively promote to alleviate the health care disparities of individuals, families, communities, and for health care system change
- Identify the role of health professional collaboration in alleviating the inequitable distribution and improve quality of health sciences
Conceptual Framework of SLU Minor in Interprofessional Practice (IPP)

(Concentration in IPP: 4 courses/9 credits. Minor in IP Practice 7 courses/16 credits)

IPE 1100*: Introduction to IP Practice, Roles and Responsibilities of Health Professions; Collaboration Skills, Teams and Teamwork, and the SLU IPE Domains**

IPE 3500*: IPCP in the context of the health care system and health promotion

HCE 2010: Foundations of Clinical Health Care Ethics

IPE 4200*: IPCP in the context of individual patient care (caring response) decision making

IPE 4900*: IPCP in the context of community/population health, HP/DP, Comm Practicum

IPE 4905: IPCP in the context of the clinical care team, Clinical Practicum

ORES 2320: IPCP in the context research, IP care team and impact on patient care/outcomes

The IPE and IPCP principles and skills introduced in IPE 1100 are then applied in the various contexts where health professions work together to accomplish the Triple Aim...

David Pole/Irma Ruebling 5/23/14  *Concentration in IP Practice

** Five SLU IPE Domains include: Interprofessional Practice, Patient-Centered Care, Wellness, Patient Safety & Quality, and Social Justice
Logistics and Participation in the IPE Community Practicum

- 30 teams of 5-6 students (150-175/semester)
- Undergraduate Health Professions, Juniors/Seniors
- At least three professions per team
- 25-30 community partner agencies
- Faculty Facilitators
- Site Coordinators
- Engage with community, determine project, implement, evaluate, & present, discuss in context of learning objectives.
## Values and Ethics of IP Collaborative Practice

| 1.1 | Places of interests of patients and populations at the center of interprofessional health care delivery. |
| 1.3 | Accepts & embraces the cultural diversity and individual differences that characterize patients, populations, & the health care team. |
| 1.5 | Works in cooperation with those who receive care, those who provide care, and those who contribute to or support the delivery of prevention and health care services. |
| 1.8 | Manages ethical dilemmas specific to interprofessional patient/population centered care situations. |

## Roles and Responsibilities for IPCP

| 2.2 | Recognizes one’s limitations in skills, knowledge, and abilities and engage others when appropriate. |
| 2.3 | Engages diverse health care professionals who complement one’s own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs. |
| 2.6 | Communicates with team members to clarify each member’s responsibility in executing components of a treatment plan or public health intervention. |
| 2.7 | Forges interdependent relationships with other professions to improve care and advance learning. |

## Interprofessional Communication Practices

| 3.3 | Expresses one's knowledge and opinions to team members involved in patients care with confidence, clarity, and respect, and work to ensure common understanding of information, treatment, and care decisions. |
| 3.4 | Listens actively and encourage the ideas and opinions of other team members. |
| 3.5 | Gives timely, sensitive, instructive feedback to others about their performance on the team, and respond respectfully as a team member to feedback from others. |
| 3.6 | Uses respectful language appropriate for a given difficult situation, crucial conversation, or interprofessional conflict. |

## IP Teamwork and Team-based Practices

| 4.4 | Integrates the knowledge and experience of other professions- appropriate to the specific care situation- to inform care decisions, while respecting patient and community values and priorities/preferences for care. |
| 4.7 | Shares accountability appropriately with other professions, patients, and communities for outcomes relevant to prevent and health care. |
| 4.8 | Reflects on both individual & team performance improvement |
## Change the Curriculum Ideology

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Social Efficiency (Behaviors)</th>
<th>Learner Centered (Meaning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aim of Ed.</td>
<td>Education prepare for life, workforce, meaning in contribution to society need</td>
<td>Interests of learner dictates program, ideas, become agent of own active learning</td>
</tr>
<tr>
<td>Student/ Learner</td>
<td>Has meaning because can develop to serve others</td>
<td>Integrated whole, possesses capacity for learning, unique individual</td>
</tr>
<tr>
<td>Education/ Learning</td>
<td>Process of shaping, behaviors, learn by doing</td>
<td>Enrich development &amp; growth, interaction with environment, Learners construct meaning</td>
</tr>
<tr>
<td>Teacher</td>
<td>Prep learning environment, manage and motivate towards work, outcome</td>
<td>Observe and diagnose needs, provide environment for learning, facilitate learning, active process</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Correct behavior valued over correct info/knowledge</td>
<td>Less important than growth of individual, personal meaning, reflective, no standard eval.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Student achievement is compared to standards, competencies, context</td>
<td>Subjective, journals, reflection, assesses broader development vs. specific point, holistic</td>
</tr>
</tbody>
</table>

IPE 4900 Course Activities/Assignments

- Agency and Community Assessment – Plan Site Visit
- Agency and Community Assessment – Present
- Team Fitness Test* (Pilot Sp.2016, Integrate Fall ‘16)
- Critical Reflection #1 (Qualitative/ Meaning)
- Project Work Plan
- Poster Presentation, Agency Report, and Abstract
- Critical Reflection #2
- Team Fitness Test (point two)
- Faculty Adviser mentors, coaches, engage in CR

ACTIVITY #1 (Handout)
Review Student Prep for Site Visit

- Student Assignment – Agency and Community Assessment Plan for Site Visit
- Review Site Information, Google Site, Previous Proj.
- Discuss as a team
- Complete the Plan for the Site Visit
- Faculty reviews, comments, makes suggestions prior to the site visit
- Students must create a 10 min PPT and present to group after completing the Agency Site Visit
<table>
<thead>
<tr>
<th>Site Profile</th>
<th>Important Project Resources</th>
<th>Past Posters</th>
<th>Past Project Abstracts</th>
<th>Other IPE 4900 Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 Black Men</td>
<td></td>
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<td></td>
<td>- Our Lady’s Inn (Health Focus)</td>
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<tr>
<td>American Diabetes Association</td>
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<td>- Our Lady’s Inn (Employment Focus)</td>
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<td>Annie's Hope</td>
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<td>- Peter &amp; Paul - Emergency Shelter</td>
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<td>Asthma and Allergy Foundation of America</td>
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<td>- Peter &amp; Paul - Labre Center</td>
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<td>Boys Hope Girls Hope</td>
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<td>- Peter &amp; Paul - Positive Directions</td>
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<tr>
<td>Brain Injury Association of Missouri</td>
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<td>- Peter &amp; Paul - Safe Haven</td>
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<tr>
<td>Christian Friends of New Americans</td>
<td></td>
<td></td>
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<td>- Queen of Peace Center</td>
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<tr>
<td>Connections to Success</td>
<td></td>
<td></td>
<td></td>
<td>- Roosevelt High School (School Staff)</td>
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<tr>
<td>Criminal Justice Ministry</td>
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<td>- Roosevelt High School (Mercy SBHC Staff)</td>
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<td>Deaconess Faith Community</td>
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<td>- St. Cronan’s Parish</td>
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<td>Family Care Health Centers</td>
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<td></td>
<td>- Seasons Hospice &amp; Palliative Care</td>
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<tr>
<td>Hope Lodge</td>
<td></td>
<td></td>
<td></td>
<td>- SLUCare Mental Health</td>
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<tr>
<td>Midtown Catholic Charities</td>
<td></td>
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<td></td>
<td>- St. Louis Area Agency on Aging</td>
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<tr>
<td>Nazareth Living Center</td>
<td></td>
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<td></td>
<td>- St. Louis County Department of Health ( Corrections Medicine)</td>
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<tr>
<td>Neighborhood Houses (After School Program)</td>
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<td></td>
<td>- The Bridge</td>
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<td>Neighborhood Houses (Early Education)</td>
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<td>- Ujamaa</td>
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<tr>
<td>Neighborhood Houses (Girls Night Out)</td>
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</tbody>
</table>
Site Name: The Bridge
Address: 1520 Market Street, St. Louis, MO
Phone: (314) 421-3136, x 118
Website: http://www.bridgestl.org/

Site Coordinator Name: Tamara Blanke
Site Coordinator Title:
Site Coordinator Email: volmanager@bridgestl.org
Site Coordinator Phone: (314) 427-3136, ext. 112

Site Since:

Faculty Advisor as of Spring 2016: Ginge Kettenbach

Population:

Site Mission/Goal: The Bridge Outreach provides sanctuary for homeless and at-risk persons in St. Louis. Meals and support services for basic human needs are offered by a staff intent on eradicating homelessness by guiding guests on a path to self-sufficiency.

We agree to:

- Demonstrate, through both our words and behavior, respect for
# Final Poster Presentation Integrates All Assignments

## Describe the community agency and your project (Agency Assessment)
- Rationale, literature or program model that informed your project design or plan

## Outline the components of your project – what you did (Work Plan)
- Project outcomes – info, participant comments, or pictures (documentation of outcomes and analysis)

## Key reflection points from your team members (reflection assignment)
- Recommended next steps or needs to move the project forward (promote sustainability and reflects lessons learned for QI)

- Professional Poster Presentation with 2 min “poster talk”
- Brief Write Up of Project Abstract
- Posters and Abstracts provided to the community agency
Building a Bridge for a Better Tomorrow

The Bridge Outreach

Team 8: PT (2), OT (2), RN (2)

**Setting**
- Non-profit day shelter for homeless and high risk individuals
- Estimated active population: 80
- Located in the multipurpose room of a church
  - Centenary United Methodist Church
  - 1610 Olive St, St. Louis, MO
  - Open Monday-Saturday, 6am-6pm
- Provides a number of services including:
  - Breakfast, Lunch, Dinner
  - Daily care services/supplies (showers, soap, toothbrush, etc.)
  - Access to internet and educational resources
  - Medical and mail services

**Outcomes and Evaluation**
- Successfully developed a health survey that was approved by the agency
- Learned from the process of creating the survey how to better to ask questions
- Personally interacted with the population achieving high percentage of participation
- Sizeable cohort of 29 completed surveys from estimated 80 possible clients (roughly 36%)
- Short handed responses showed unedited/unfiltered opinions of the client’s view of The Bridge

**Project Description**
**Goal:** develop a health survey that could be used by the staff and following IPE groups to develop medical and health-related interventions for the homeless population of St. Louis

**Agency’s Goal:** learn about the primary health concerns of the population they serve to see what services should be implemented in the future

**Our Project:**
1. Develop a health survey that covered the basic health disparities of the population served
   - Topics included:
     i. Current health conditions
     ii. Use of services provided by the agency
     iii. Understanding of current health conditions
     iv. Specific areas of medical concern (i.e. foot care)
     v. What The Bridge Outreach meant to them (open-ended)
2. Implementation of the survey on multiple occasions
   - over the course of 2-3 weeks
3. Gather, organize, and interpret results
4. Present our findings to staff members at The Bridge

**Reflection**
- As an interprofessional team:
  - We utilized collaboration to address our goal from each profession’s perspective
  - Used effective communication to better engage with our population
  - Analyzed the needs of our agency to direct future programs
- The results of the survey indicated a discrepancy between how the population viewed their overall health and their actual health conditions
  - Just under 50% of the population said they were in ‘good health’, yet the results indicate that the majority are living with one or more health conditions.
- Lack of agency communication pushed us to develop problem solving skills that will help us in future practice.

**“It means the difference of having a safe place to feel safe, treated like a person. Having a meal when you are unable to have it anywhere else. Services that keep us healthy when we can’t transport ourselves.”**
- Anonymous

**Possible future actions for site or other 4900 teams**
- Connect outside agencies to the homeless population to better address needs related to health concerns
- Link individuals interested in quitting alcohol/tobacco use with programs to assist them
- Reintegrate the homeless population into the community
- Implement educational panels to provide additional information concerning health conditions

**Challenges:** Midway through the semester we learned that due to insufficient funds and inability to renew their lease, The Bridge Outreach would need to close until further notice. Unfortunately, this meant our long term goals for our survey would not be able to be carried out.

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ACTIVITY #2
Assessment of Poster and Project Abstract

- Sample Poster
- Corresponding Project Abstract
- Complete grading rubric
Key Points of Presentation so far...

1. Start with the outcomes
2. We developed a description of collaboration-ready for population health
3. Grounded the course design using appropriate curriculum ideology and embedded IPEC Comps
4. Designed activities that engaged students with the community and required practice of IPEC behaviors
5. Created resource repository that strengthens longitudinal projects, supports faculty and agencies
6. **Asked a key question:** We know 4900 benefits the student learning experience, how does it benefit the community & agency?
Part 2: Site Development, Engagement, and Satisfaction

Community Coordinator role, site criteria, and relationship
Development of the site satisfaction survey
Types of data
Outcomes and improvements
Site visits and developing agency driven goals and projects
Community Sites at the Center

Students

Faculty Advisors

St. Louis Region Health

Site Coordinator/Agency

Community Coordinator

Course Advisor Team

Course Director
Site Criteria

- Site Readiness tool
  - Initial work was to adapt the IP Compass Tool to Community
  - Community Advisory Board input
  - Revised to Site Satisfaction Tool
Development of Site Satisfaction Survey

- Initial question development Fall 2014
- Community Coordinator & Research Assistant met to discuss item content
  - Site experience, opinions, and reactions to involvement in 4900 and collaboration with students
- Developed items based on that discussion
- Program Director gave feedback on item content
- Pilot tested survey through 5-6 community partners
  - Feedback on wording and content
Site Satisfaction Survey

- **Quantitative Questions on:**
  - Satisfaction on the experience with SLU IPE
  - Student involvement with the agency
  - Needs and services addressed by the IPE teams
  - Additional resources desired by agency

- **Qualitative Questions on:**
  - Collaboration behaviors that demonstrate students are ready to collaborate on community health projects
  - Additional comments on the experience with SLU IPE
<table>
<thead>
<tr>
<th>Item</th>
<th>FL 14 Mean (SD)</th>
<th>Mode</th>
<th>SP 15 Mean (SD)</th>
<th>Mode</th>
<th>FL 15 Mean (SD)</th>
<th>Mode</th>
<th>SP 16 Mean (SD)</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, I was satisfied with the partnership between my agency and SLU IPE.</td>
<td>4.45 (0.52)</td>
<td>4</td>
<td>4.88 (0.32)</td>
<td>5</td>
<td>4.50 (0.53)</td>
<td>5</td>
<td>4.50 (0.53)</td>
<td>5</td>
</tr>
<tr>
<td>The IPE program welcomes and uses input from my agency in a way that makes us feel like equal partners.</td>
<td>--</td>
<td>--</td>
<td>4.75 (0.4)</td>
<td>5</td>
<td>4.75 (0.46)</td>
<td>5</td>
<td>4.40 (0.84)</td>
<td>5</td>
</tr>
<tr>
<td>My agency and the IPE program have established trust between one another.</td>
<td>--</td>
<td>--</td>
<td>4.69 (0.60)</td>
<td>5</td>
<td>4.50 (0.53)</td>
<td>4, 5</td>
<td>4.30 (0.82)</td>
<td>5</td>
</tr>
<tr>
<td>I felt well informed about the purpose of the IPE Program at SLU.</td>
<td>4.36 (0.92)</td>
<td>5</td>
<td>4.63 (0.50)</td>
<td>5</td>
<td>4.62 (0.70)</td>
<td>5</td>
<td>4.40 (0.70)</td>
<td>5</td>
</tr>
<tr>
<td>I feel the activities student must do to complete this course offers an adequate opportunity for students to learn about and perform community health practice.</td>
<td>--</td>
<td>--</td>
<td>4.56 (0.63)</td>
<td>5</td>
<td>4.38 (0.57)</td>
<td>4</td>
<td>4.10 (0.57)</td>
<td>4</td>
</tr>
<tr>
<td>In general, the benefits of working with the students outweighed any burdens it may have added to our work.</td>
<td>--</td>
<td>--</td>
<td>4.56 (0.73)</td>
<td>5</td>
<td>4.38 (0.74)</td>
<td>5</td>
<td>4.00 (0.82)</td>
<td>4</td>
</tr>
<tr>
<td>Participation in the Community Practicum Course has resulted in valuable benefits for my agency.</td>
<td>--</td>
<td>--</td>
<td>4.50 (0.63)</td>
<td>5</td>
<td>4.25 (0.89)</td>
<td>5</td>
<td>4.30 (0.48)</td>
<td>5</td>
</tr>
<tr>
<td>Communication with the faculty advisor was satisfactory.</td>
<td>3.91 (1.30)</td>
<td>5</td>
<td>4.50 (0.52)</td>
<td>4, 5</td>
<td>4.25 (0.71)</td>
<td>4</td>
<td>3.50 (1.35)</td>
<td>3, 5</td>
</tr>
<tr>
<td>This partnership positively affected the community.</td>
<td>--</td>
<td>--</td>
<td>4.50 (0.52)</td>
<td>4, 5</td>
<td>4.00 (0.53)</td>
<td>4</td>
<td>4.30 (0.68)</td>
<td>4</td>
</tr>
<tr>
<td>The student team project(s) helped address our agency’s overarching goals and objectives.</td>
<td>--</td>
<td>--</td>
<td>4.44 (0.51)</td>
<td>4</td>
<td>4.12 (0.74)</td>
<td>4</td>
<td>4.10 (0.74)</td>
<td>4</td>
</tr>
<tr>
<td>The students engaged me and/or my agency in planning, implementing, and evaluating their project.</td>
<td>4.10 (0.74)</td>
<td>4</td>
<td>4.40 (0.74)</td>
<td>5</td>
<td>4.40 (0.74)</td>
<td>5</td>
<td>3.90 (1.20)</td>
<td>4, 5</td>
</tr>
<tr>
<td>Communication with the student team was satisfactory.</td>
<td>3.91 (1.14)</td>
<td>4, 5</td>
<td>4.25 (1.00)</td>
<td>4</td>
<td>3.75 (0.89)</td>
<td>4</td>
<td>3.20 (0.57)</td>
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</tr>
<tr>
<td>The students engaged my agency’s target audience/ client population in planning, implementing, evaluating their project.</td>
<td>4.22 (0.97)</td>
<td>4, 5</td>
<td>4.13 (0.72)</td>
<td>4</td>
<td>4.12 (0.99)</td>
<td>4</td>
<td>4.10 (0.99)</td>
<td>4, 5</td>
</tr>
</tbody>
</table>

*Note: FL = Fall 2014, SP = Spring 2015, FL15 = Fall 2015, SP16 = Spring 2016.*
Table 3. Results of student involvement with organization

<table>
<thead>
<tr>
<th>Results</th>
<th>Frequency Selected (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New energy brought to the agency</td>
<td>4 (40.0%)</td>
</tr>
<tr>
<td>Increased public awareness of organization operations</td>
<td>6 (60.0%)</td>
</tr>
<tr>
<td>Increased agency access to SLU resources</td>
<td>3 (30.0%)</td>
</tr>
<tr>
<td>Improved networking with other community agencies</td>
<td>3 (30.0%)</td>
</tr>
<tr>
<td>Money saved because of additional help</td>
<td>1 (10.0%)</td>
</tr>
<tr>
<td>Other</td>
<td>1 (10.0%)</td>
</tr>
</tbody>
</table>

Note. Total $N = 10$ locations
Other comments include “New guest activity/ additional fitness resource”

Table 4. Selection of needs/services of the agency that were addressed by IPE teams

<table>
<thead>
<tr>
<th>Needs/Services of the Agency</th>
<th>Frequency Selected (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Health Literacy</td>
<td>6 (60.0%)</td>
</tr>
<tr>
<td>Strengthening Self-Care</td>
<td>3 (30.0%)</td>
</tr>
<tr>
<td>Shaping Services at our Agency</td>
<td>5 (50.0%)</td>
</tr>
<tr>
<td>Ensuring Safer Care</td>
<td>1 (10.0%)</td>
</tr>
<tr>
<td>Improving care processes</td>
<td>2 (20.0%)</td>
</tr>
<tr>
<td>Participating in Research</td>
<td>1 (10.0%)</td>
</tr>
<tr>
<td>Selecting Treatments</td>
<td>1 (10.0%)</td>
</tr>
<tr>
<td>Training Health Care Professionals</td>
<td>1 (10.0%)</td>
</tr>
<tr>
<td>Other</td>
<td>2 (20.0%)</td>
</tr>
</tbody>
</table>

Note. Total $N = 10$ locations
Other comments include “Health promotion/walking program”
Collaboration behaviors that demonstrate students are ready to collaborate on community health projects

“Desire to learn more about agency, ability to look at results and determine next steps”

“Interest in working with the population in our community. Flexibility in finding time to be present in the community. Reliability in doing what they say they will do.”

Additional comments on the experience with SLU IPE

“The team was very engaging with our guests. They made a great walking path to incorporate different aspects of fitness health. It is a very useful to our guests, and they continue to use it after the project.”

“I always enjoy the students of SLU coming to work with the after school program. All the time their visits increase students awareness on subject area chosen.”

<table>
<thead>
<tr>
<th>Table 2. HP2020 Topic*</th>
<th>FL 14 Projects (n)</th>
<th>SP 15 Projects (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy Behaviors</td>
<td>46</td>
<td>27</td>
</tr>
<tr>
<td>Maternal and Infant Health</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Access to Care</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Quality of Care</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Injury Prevention</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Responsible Sexual Behavior</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Social Determinants</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Substance Abuse</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Mental Health</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Chronic Disease</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Environmental Determinants</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tobacco</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Site Visits and Agency Development

- **Site visit goal**
  - Improve the long-term sustainability of projects
  - Improve the communication with the sites
  - Identify what kind of projects will best help the site
  - Increase contact between students and target population

- **Occur annually**

- **Utilize a template and excel database**
  - Identify interventions, agency objectives, potential topics for team projects, target population served, & possible HP2020 objectives
Site Visit Template

Saint Louis University
Center for Interprofessional Education and Research
Site Profile/Site Visit Template

Agency name:
Partner Since:
Address:
Phone:
Website:

Site coordinator:
Title/Position:
Email:
Phone:
Preferred contact method:
Secondary contact name:
Secondary contact email:
Secondary contact phone:

Population:

Services:

Health professions represented in staff:

What are the main objectives? Formal/informal? Do staff have a working knowledge of them?

Any use of evidence-based strategies/decision-making to achieve objectives?

Any gaps/challenges in services?

Amenable to projects that target site’s ability to address factors at lower levels of impact pyramid?

Where will students spend time with target population?

What are some strategic initiatives your site is working toward?

Does the site require any additional orientation/consent to have student teams?

Additional notes (e.g., site coordinator preferences, what’s worked well and poorly in past teams?)

Possible HP2020 objectives
<table>
<thead>
<tr>
<th>EBs or ideas to link objectives and site goals</th>
<th>Semester projects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Potential for site coordinator to be faculty (experience and masters level)?

☐ Yes ☐ No

Other sites that may benefit this agency:
Key Points of Presentation so far...

Part 1: Course design, resources, focus on behaviors

Part 2: Site development, satisfaction, and data

1. Added a Community Coordinator to visit and work with all practicum sites
2. Expanded the course team to a CAB that included agency site coordinators
3. Started with IPE/CP best practices and adapted based upon community partner input, value, meaningful experiences to comm. & students
4. **Asked a key question:** How do we revise 4900 to accomplish both increased satisfaction and value to the community agency AND meaningful learning to the students? What data demonstrates this?
Part 3: Outcomes Evaluation and Working with the Nexus Innovation Network
Moving from Assessment of Student Learning to Outcomes Research

- Link between course objectives, course assignments, and learning assessment

- Research perspective → transition to larger, longitudinal assessment of both student outcomes and community outcomes

- Begin with aims and research questions
### Nexus Innovations Interprofessional Team Intervention Project Workplan

<table>
<thead>
<tr>
<th>Project Domain</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Title</strong></td>
<td></td>
</tr>
<tr>
<td>Provide a short title of no more than 15 words for your project</td>
<td></td>
</tr>
<tr>
<td><strong>Nexus Innovations Network Site</strong></td>
<td></td>
</tr>
<tr>
<td>In what state is your project taking place</td>
<td></td>
</tr>
<tr>
<td><strong>Leadership of Nexus Incubator Network</strong></td>
<td></td>
</tr>
<tr>
<td>Identify the leadership people directly involved with your project:</td>
<td></td>
</tr>
<tr>
<td>• Executive sponsor (health system):</td>
<td></td>
</tr>
<tr>
<td>• Executive sponsor (academic system):</td>
<td></td>
</tr>
<tr>
<td>• IT executive leader:</td>
<td></td>
</tr>
</tbody>
</table>
**NIN Project: IPE 4900*:** IPCP in the context of community/population health

<table>
<thead>
<tr>
<th><strong>Undergraduate juniors/senior health professions students, ~175 per semester, divided into 28-32 IP teams. Each team has a faculty adviser and is assigned to a community agency/partner – same team of students, same faculty adviser, same site for 16 week semester.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students spend the first four weeks completing agency and community assessment, developing project work plan, and site visit with agency. Must present a 10 min team PPT on the agency, community need, and project, and complete written assignments. Student teams complete the Health Care Team Fitness Test (Pre) upon completing this initial team assignment and presentation.</td>
</tr>
<tr>
<td>Students spend the next 10 weeks developing, implementing, and evaluating their project that supports community agency identified goals. In week 15 of the course, students must present a conference style poster presentation on their project, including poster discussion of project, outcomes, and impact to student and community. Following the completion of this team project, students complete the Health Care Team Fitness Test a second time (Post) same team, 11 weeks later. – Pre/Post assessment of student team attributes as a result of the IPE comm. practicum</td>
</tr>
<tr>
<td>Additional data collected from the agencies, site satisfaction survey, site visit interview, feedback from the Community Advisory Committee is used along with the student information to determine impact to the community and community agency</td>
</tr>
</tbody>
</table>

David Pole, Leslie Hinyard, Eileen Toomey primary NIN Project Team for all three projects
Project Logistics

- Project Title
- Project Site
- Key Personnel
  - Organizational leaders
  - Intervention leaders
  - Clinical sites
- Project Environment
Types of Research Questions

- Effectiveness question
- Prevention question
- Assessment question
- Description question
- Risk question
Research Questions

- P—population/patient
- I—intervention
- C—comparison
- O—outcome
Student Learning Research Questions

1. **Does** IPE 4900 improve student skills & competencies for IPCP to be collaboration-ready in a community/population health setting?

2. **How does** participation in the IPE 4900 course improve the undergraduate health professions students’ ability to ID & describe attributes & behaviors of IPCP in the community setting?

3. **Does** the student narrative indicate transformational learning?

4. **Can** the transformational learning be correlated to future practice & the IPTS course experience?
Community Site Research Questions

1. Do the additional support services of the IPE Community Coordinator enhance community agency development & have a positive impact on the agency & their ability to engage IPE 4900 teams?

2. Which of the CC support services are the most successful at improving the agency-CIER collaboration?

3. How do the components of the Site Development Efforts impact the agency’s ability to have the IPE 4900 teams improve the services &/or health of the population they serve?
RQ 1: Does IPE 4900 improve student skills & competencies for IPCP to be collaboration-ready in a community/population health setting?

- P — Interprofessional students at SLU
- I — the IPE 4900 course
- C — students prior to taking the IPE 4900 course
- O — student skills & competencies for IPCP
Research Question from IPE 4900 Project

- RQ 6: How do the components of the Site Development Efforts impact the agency’s ability to have the IPE 4900 teams improve the services and/or health of the population they serve?

  - P — Community agencies
  - I — Site Development Efforts
  - C — Qualitative question/no comparison group
  - O — Improved collaboration between 4900 teams & community agencies
Your Turn: Question Development

- List one or two research aims related to interprofessional education/collaborative practice (IPE/CP)

- Attempt to frame your research problem in the form of an answerable question using the PICO format
RQ 1: Does IPE 4900 improve student skills & competencies for IPCP to be collaboration-ready in a community/population health setting?

- Outcome: Health professions students demonstrate improvement in team functioning.
Outcomes

RQ 6: How do the components of the Site Development Efforts impact the agency’s ability to have the IPE 4900 teams improve the services and/or health of the population they serve?

- Outcome: Agency-reported effectiveness of Site Development Efforts.
Based on your PICO research questions, list 1-3 expected outcomes.
Operationalizing/Measurement

- Identify your main outcome variables
  - Have these variables been measured by others? Search the literature for measurement strategies.
  - Are existing measurement strategies appropriate for your population?
  - If the answer is no to either of the above, you will need to develop a new method to measure your outcome. ENLIST AN EXPERT!
RQ 1: Does IPE 4900 improve student skills & competencies for IPCP to be collaboration-ready in a community/population health setting?

- Outcome: Health professions students demonstrate improvement in team functioning.

  - Health Care Team Fitness Test (measured pre and post intervention)
RQ 6: How do the components of the Site Development Efforts impact the agency’s ability to have the IPE 4900 teams improve the services and/or health of the population they serve?

- Outcome: Agency-reported effectiveness of Site Development Efforts.
  - Site satisfaction survey measured post 4900.
  - [INCLUDE SPECIFIC QUALITATIVE QUESTIONS HERE]
Your Turn: Operationalizing/Measurement

- Choose 1 or 2 of your outcomes and identify the variable you need to measure
- Identify potential existing measures
- How would you assess this outcome if not existing measures are available?
Other Nexus Project Considerations

- Alignment with Triple Aim
  - IPE 4900 trains health professions students to be collaboration ready to engage with community partners to improve population health programs and outcomes.
Other Nexus Project Considerations

- **Intervention description—student intervention**
  - At least 5 community site visits to meet with agency site coordinators and/or the agency service population
  - Identify 2-3 strategic goals of the agency and align student project with agency identified goal
  - Critical reflection on experiences and perspectives on the use of teams to identify and address community health issues

- **Intervention description—community intervention**
  - Agency and CIER community coordinator meetings
  - Community agency advisory group
  - Feedback of student work to the agency
Conclusion

- Partnering with Outcomes Researchers & other research and measurement experts
- Working with NIN to align outcome goals, methods, identify tools
- Finding the right instrument (HC Team Fitness Test)
- Satisfaction Survey
- Projects
- Agency Capacity
Review of Today’s Learning Objectives:

1. Describe the design of an IP community practicum.
2. Discuss the process and impact of engaging community partners to identify goals, outcomes, and links to practicum objectives.
3. Demonstrate assessment and discussion of learning assignments from an IP community practicum.
4. Demonstrate the process of linking an IPE course to outcomes research and an NIN Project.
Most Important: The Student’s Voice

- What was the biggest impact for you as a result of the IPE 4900 Community Practicum project?
Enhancing Community Partnerships to Improve Students’ becoming Collaboration Ready for Population Health

QUESTIONS? COMMENTS!