

STUDENT HEALTH OUTREACH FOR WELLNESS- A COLLABORATIVE COMMUNITY INITIATIVE

*Whenever I am with energetic young people
... I feel like a recharged battery.*

— Nelson Mandela



Student Health Outreach for Wellness



- ▶ Liz Harrell, DNP, PMHNP-BC: Clinical Assistant Faculty – Honors Faculty, Program Director for the Student Health Outreach for Wellness Community Initiative, College of Nursing and Health Innovation, Arizona State University. Crossroads Inc. Chief Medical Officer.



- ▶ Oaklee Rogers, OTD, OTR/L: Chair, Occupational Therapy Program at Northern Arizona University; Administrative Director for the Student Health Outreach for Wellness Community Initiative



- ▶ Jennifer R. Hartmark-Hill, MD, FAAFP, Director- Capstones Course, Director- UA Primary Care Faculty Development Fellowship, Director- Faculty Instructional Development, Office of Faculty Affairs & Career Development, Director- The Program for Narrative Medicine & Medical Humanities, Assistant Professor, Department of Bioethics and Medical Humanism, Assistant Professor, Department of Family, Community and Preventive Medicine, The University of Arizona College of Medicine-Phoenix, Medical Director- S.H.O.W. Community Health Initiative



- ▶ Bonnie Ervin, MSW, Instructor - Honors Faculty, School of Social Work, Field Instructor/Outreach Director, Student Health Outreach for Wellness (SHOW) Community Initiative, College of Public Service and Community Solutions, Arizona State University

“Community service learning (CSL) is an educational approach that combines community service with explicit learning objectives, preparation, and reflection and as such, it is a valuable tool in the delivery of education that aims to foster socially accountable practice in health professionals [1,2,3].”



COMMUNITY SERVICE LEARNING



- ▶ Calling attention of current and future practitioners to the health needs of underserved areas.
- ▶ Development of connections between the different health system partners, in particular with underserved communities.
- ▶ Exposure of community members, including youth, to positive examples of health professionals.
- ▶ Development of leadership and management skills among students.
- ▶ Countering the phenomenon of “vanquishing virtue” (that is, the tendency for students to become less altruistic as a function of professional socialization) [4,5].

BENEFITS OF COMMUNITY SERVICE LEARNING

STUDENT HEALTH OUTREACH FOR WELLNESS COMMUNITY INITIATIVE (SHOW)

- ▶ Arizona's first tri-university collaborative project
- ▶ Run by students and guided by faculty
- ▶ Diverse backgrounds: traditional health care disciplines, business, journalism, law, global health, and computer science
- ▶ Unites students, faculty, community providers, community & government organizations, and underserved populations
- ▶ Mission: To provide holistic, client-centered health care services
- ▶ Interprofessional team-based care model







COMMUNITY PARTNERSHIPS



HUMAN SERVICE CAMPUS HEALTH PROMOTION TEAMS

Program Date	Health Promotion Topic	# Of Participants	# Of Students	Student Description
1/19/2019	Stress Relief	10	2	ASU Undergraduates
1/26/2019	Nutrition Program	4	1	ASU Undergraduates
1/26/2019	RT Program	7	1	ASU Recreational Therapy, ASU Undergraduates
1/26/2019	Dental Hygiene	NR	NR	Fortis College Dental Hygiene, ASU Undergraduates
2/2/2019	Resume Building	3	5	ASU Undergraduates
2/16/2019	SHOW the Love	20	2	ASU Undergraduates
2/16/2019	RT Program	7	4	ASU Recreational Therapy, ASU Undergraduates
2/23/2019	Dental Hygiene	19	2	Fortis College Dental Hygiene, ASU Undergraduates
3/16/2019	RT Program	6	2	ASU Recreational Therapy, ASU Undergraduates
3/16/2019	Nutrition Program	4	2	College of Health Solutions, ASU Undergraduates
3/23/2019	Dental Hygiene	9	4	Fortis College Dental Hygiene, ASU Undergraduates
3/30/2019	Nutrition Program	4	3	College of Health Solutions, ASU Undergraduates
4/20/2019	Painting Program	11	3	ASU Undergraduates, Nursing
4/20/2019	RT Program	11	4	ASU Recreational Therapy, ASU Undergraduates
Total	14 programs	115	35	

5th Annual HEALTH FAIR

Thank you to the 206 volunteers from four universities and thirteen health professional programs that made our annual Health Fair on October 27, 2018 possible! Together, we served 167 individuals experiencing homelessness via 16 health assessment booths and 16 community partner booths. At the event, 81 books and 75 "giveaway" items were donated.

Thank you to our sponsors: Magellan Complete Care, Crossroads, Inc., Panera Bread, Changing Hands Bookstore, Arizona State University, Northern Arizona University, and the University of Arizona.





crossroads

CHANGING LIVES, ONE PERSON AT A TIME.

This is an Accelerating Interprofessional Community-Based Practice Grant Sponsored Project
Proposal No. FP00008530/Agreement/Sub-award P005533501;
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Dr. Liz Harrell is Crossroad's Inc. Chief Medical Officer of Integrated Care

ACKNOWLEDGEMENTS & DISCLOSURES



Crossroads

1. Provide health assessments
2. Enhancing the care for residents due to complex cases
3. Improve outcomes
4. Keeping costs low

Academic

1. Offer clinical experiences to address opioid epidemic
2. Help to meet course objectives (social determinants of health)
3. Address population health, beyond what is typically provided in healthcare education

HISTORY OF RELATIONSHIP: CROSSROADS & ACADEMIC

Interprofessional Health Management Team



Health Management Team
 Fridays- 10 a.m.-3 p.m.
 602 client visits (2016)

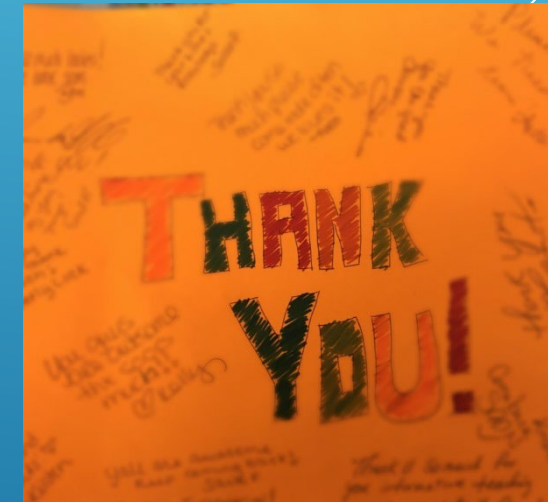
2016- Quality Improvement
 2 pilot houses Pre/Post

1 Preceptor	# Students	Affiliation
Psych DNP	5	Arizona State University
Family DNP	6	Arizona State University
Social Work	6	Arizona State University
Physical Therapy	22	Northern Arizona State



Crossroads Health Promotion Teams 2017 Snap Shot

Pilot Site	Profession	Total Students	Programs
Flower	Arizona State University Social Work	6	Recovery Quilt
			Family Education
			AHCCS Enrollment
	Northern Arizona University Occupational Therapy	7	Life Skills
			Vocational Training/ GED
	Northern Arizona University Physical Therapy	6	Exercise & Wellness Education
East	Arizona State University Social Work	2	Family Education
	Northern Arizona University Occupational Therapy	10	Vocational Training
			Stress Management
Northern Arizona University Physical Therapy	4	Exercise & Wellness Education	



Interprofessional Health Management Team

Health Management Team
Fridays- 8 a.m.-5 p.m.
(587 episodes of Integrated Care)

1 Preceptor	# Students	Affiliation
Psych DNP	3	Arizona State University
Family DNP	4	Arizona State University
Social Work	8	Arizona State University
Physical Therapy	10	Northern Arizona State

Graduate Level Quality Improvement and Evidenced Based Applied Projects:

- Triple Aim- LOS, Patient Satisfaction, Incident Reports
- Care Coordination
- Smoking Cessation
- Mindfulness Practices
- Sponsorship
- Hepatitis C Identification and Treatment

Street Medicine - Phoenix

Notable Accomplishments



- **383** health screening assessments
- **185** care kits dispensed
- **78** referrals provided
- **373** donated clothes
- **22** Street Runs
- **163** volunteers
- **12** preceptors
- **391** volunteer hours

Catch SMP in the news!



Street medicine: Bringing health care to Phoenix's unsheltered hom...

Cronkite News - Dec 12, 2018

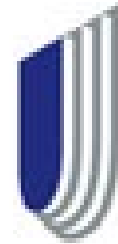
PHOENIX – Expect people who are living on the streets to be exhausted from carrying around everything they own, all the time, Bonnie Ervin ...



'Street Medicine' helps Phoenix homeless get health care

Ahwatukee Foothills News - Jan 5, 2019

The volunteers' work is part of **Street Medicine Phoenix**, a new program created to provide medical outreach to the homeless where they live ...



UnitedHealthcare®

Community Plan



MARICOPA INTEGRATED HEALTH SYSTEM

Maricopa County Special Health Care District

Hotspotting

LESSONS LEARNED-Spring 2018 Pilot

Faculty needs to be a resource to the team and not take over.

- Difficult to find a patient to participate in this program, important to find clinical and/or community support to provide a referral.

FUTURE PLANS

Grow partnership with Maricopa Integrative Health Services (MIHS)

Set up an electronic referral system through the ED (establish if person meets criteria, consent to program, etc.)

- ED Pilot (Fall 2019 semester)
- SHOW students
- Biweekly or monthly meetings to learn from process
- Expand to other locations in the future (possibly Westward Ho, Maryvale, etc.).
- Data collection/Publishing – cost impact and outcomes, population reached, etc.



SHOW 2013-2019

“At a Glance”

2,500+

CLIENTS SERVED



VOLUNTEER
BREAKDOWN

500+ UNDERGRAD
300+ HEALTH
PROFESSIONAL &
GRAD STUDENTS
150+ PROVIDERS

30,000+

VOLUNTEER HOURS
SERVED



3

UNIVERSITIES



4

CLINICAL
VOLUNTEERING
PROGRAMS

85

HEALTH
EDUCATION
PROGRAMS



6

STUDENT-RUN
COMMITTEES

18

DISCIPLINES
REPRESENTED



1,000
volunteers

5

HEALTH
FAIRS



\$350k+

health care
dollars saved

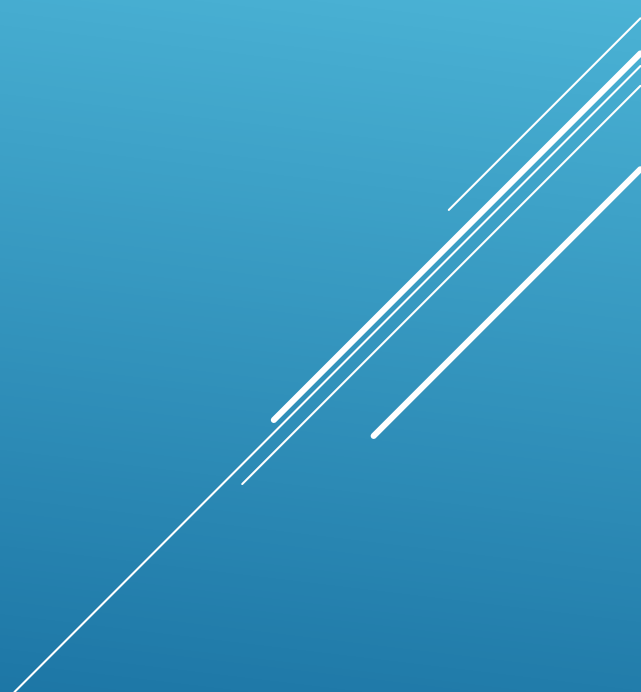
2013-2019
AT A GLANCE

SHOW
Student Health Outreach for Wellness



Student Health Outreach for Wellness

SUSTAINABILITY





IOM Interprofessional Learning Continuum (IPLC) Model

FIGURE: The Interprofessional learning continuum (IPLC) model

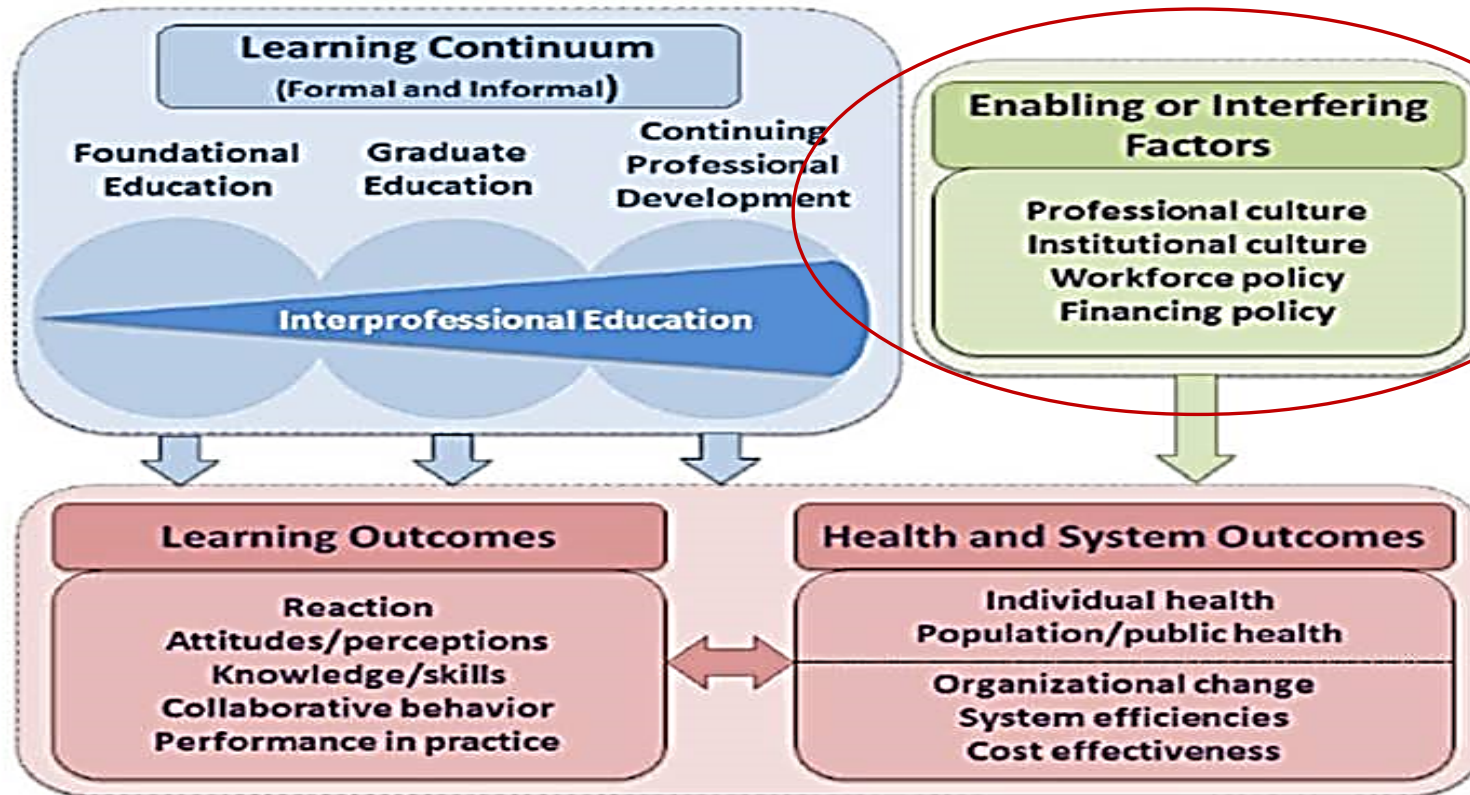


Figure 3-2, Reprinted with permission from *Measuring the Impact of Interprofessional Education on Collaborative Practice and Patient Outcomes*, 2015 by the National Academy of Sciences, Courtesy of National Academies Press, Washington, D.C.

NOTE: For this model, "graduate education" encompasses any advanced formal or supervised health professions training taking place between completion of foundational education and entry into unsupervised practice.

Community Learning Course Outline

	Semester 1	Semester 2	Semester 3
Student Leveling (Based on Role and Responsibility of Each Activity)	Undergrad-Non Health Undergrad-Health Graduate-Health	Undergrad-Non Health Undergrad-Health Graduate-Health	Undergrad-Non Health Undergrad-Health Graduate-Health
Activity Leveling	Exposure	Immersion	Integration
Community Leaving Activity/Placement	Activity Based Intervention	REACT Health Promotion Education SHOW Health Promotion Education Hotspotting Street Medicine	SHOW REACT
Population Topics	Vulnerable Pops	Homeless Substance Use Refugee	Population Health
Intervention Topics	IPE FM1: What is Interprofessional Education Lamb, G. (2015, Sept.) FM2: Interprofessional Communication: Communication in Healthcare Settings Bonifas, R. (2015, Sept.) Social Determinants of Health Community Based Care	IPE FM3: Roles and Responsibilities: It Takes a Team! Kennedy, T. (2016, February) PCM3: Developing an Integrated Plan of Care Manson, L. (2015, November) Risk Stratification Integrated Care	HEDIS MIPS Billing & Coding
Education/Activity Based Evaluation	Demographic Survey Post semester workload, satisfaction surveys	ICCAS IPA PSCAT HPATHI Post semester workload, satisfaction surveys	Activity Project specific?? Post semester workload, satisfaction surveys
Accreditation Considerations	Education	Practice	Systems Design/Population Health/Quality Improvement/Policy

Students from any university/program interested in vulnerable population community based practice.
 Methods of Instruction: Open source, hybrid model.
 Tuition or some sort of support (\$\$) TBD
 Class is offered each semester and is rolling meaning, students enter and move through
 Exposure- semester 1
 Immersion semester 2
 Integration semester 3
 Practice Lead: No one community based opportunity (SHOW, REACT, Etc.) "owns" the class.
 There are a plethora of academic/community based activities and we do not want to alienate.

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- ▶ 2. Faulkner, L.R. & McCurdy, R.L.(2000). Teaching medical students social responsibility: The right thing to do. *Academic Medicine*, 75, 346-350.
- ▶ 3. Meili, R., Ganem-Cuenca, A., Leung, J.W., & Zaleschuk, D. (2011). The CARE model of social accountability: Promoting cultural change, *Academic Medicine*, 86(9), 1114-1119.
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- ▶ 6. Holmqvist, M., Courtney, C., Meili, R., & Dick, A. (2012). Student-Run Clinics: Opportunities for Interprofessional Education and Increasing Social Accountability. *Journal of Research in Interprofessional Practice and Education*, 23.

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