

# INTERPROFESSIONAL TEAMS

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**LCME Webinar**

**June 23, 2016**

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# LEARNING COMMUNITIES ARE FOUNDATION FOR PEER AND INTERPROFESSIONAL COLLABORATION

## Panther Learning Communities



- 1/4 of M1 students
- 1/4 of M2 students
- 1/4 of M3 students
- 1/4 of M4 students
- Faculty fellows
- Staff coordinators
- Faculty academic advisors
- Faculty physician scholars

## Student-to-Student Benefits

- Camaraderie and teamwork
- Peer mentoring and support system
- Continuity of programs
- Service learning and community service opportunities
- Continuity of care

## Faculty and Staff Support

- Logistical support
- Academic advising
- Clinical skills development
- Small-group facilitators
- Family Medicine Clerkship
- NeighborhoodHELP™

FIU HWCOC Green Family Foundation  
**NeighborhoodHELP™**

**H**EALTH

**E**DUICATION

**L**EARNING

**P**ROGRAM

# NeighborhoodHELP™

## OUR SOCIAL MISSION

- As reflected in our mission statement, we are committed to preparing “**...socially accountable health professionals who are uniquely qualified to transform the health of patients and communities.**”

# NeighborhoodHELP™

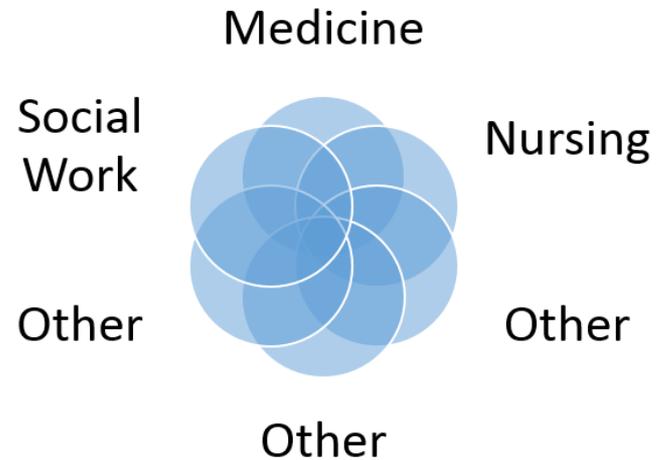
- **Baseline study of community needs**
- **Community partners**
  - Help identify concerns in their neighborhoods
  - Help identify households for referral to NeighborhoodHELP™
- **Outreach team staff**
  - Help household members find and access existing health and social support services in their community
  - Help household members understand NeighborhoodHELP™ and how they can get the most out of the program
- **Faculty physicians**
  - Supervise students on every home visit and in the mobile clinics
  - Teach and assess students in curricular requirements

# FIU HWCOC Green Family Foundation Neighborhood Health Education Learning Program: **NeighborhoodHELP™**

**HWCOC Panther  
Learning Communities**



**Interprofessional FIU Student Teams**



# NeighborhoodHELP™

- Interprofessional teams are assigned households in the community
- Through repeated visits throughout their education, they identify and address health care needs and factors affecting health outcomes
- **Safety is always a priority**



# NeighborhoodHELP™

- Medical students are supervised by faculty physicians at every home visit
- They learn to conduct biopsychosocial assessments
- They learn when and how to refer household members to educational, primary care, social, and behavioral health services
- They learn to assist household members in navigating those services
- They act initially as advocates, facilitators, and patient educators, later evolving into health care providers

# NeighborhoodHELP™

- The college has acquired four mobile health clinics, including a mobile 3-D mammography center
- Mobile clinics allow students, under faculty supervision, to provide basic primary care services and screenings

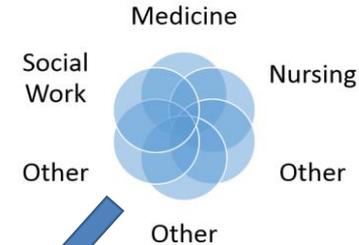


# NeighborhoodHELP™

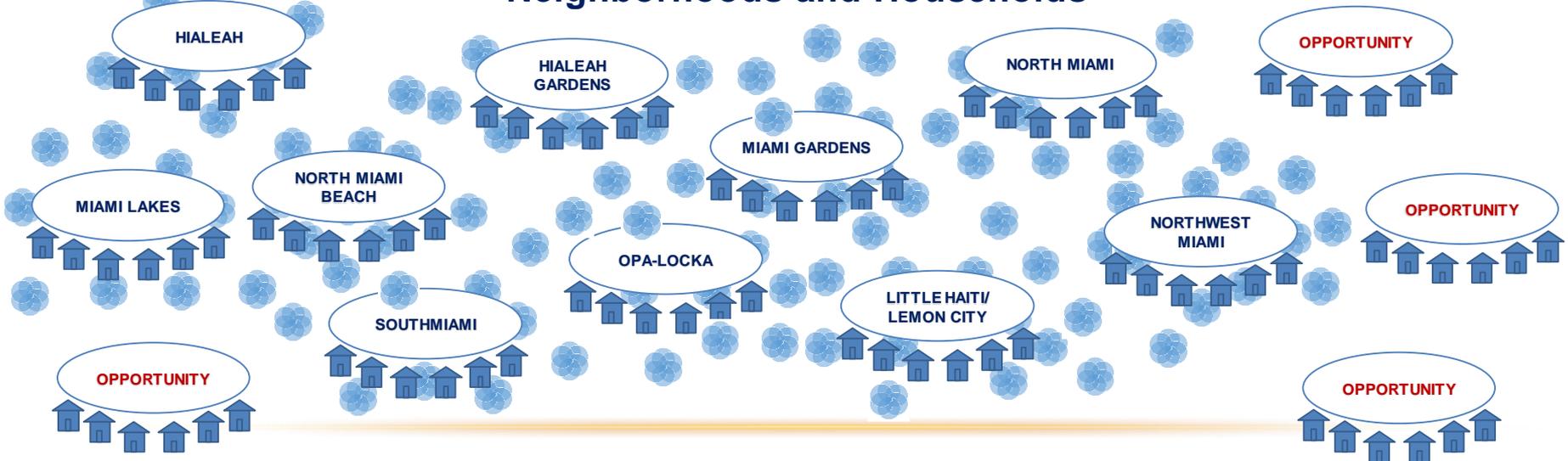
## Panther Learning Communities



## Interprofessional FIU Student Teams



## Neighborhoods and Households



# IMPROVING HEALTH CARE INDICES

**Table 3. Interventional effects on healthcare/health impact measures comparing intervention households and control households\***

Health care/health impact after 1 y follow-up	Unadjusted OR		Adjusted OR	
	95% CI	P	95% CI	P
Regular place of care is hospital ER	0.5 (0.1–2.0)	0.29	0.4 (0.1–1.8)	0.23
Adherence to preventive measures <sup>†</sup>				
Physical examination	7.8 (1.6–38)	0.01	7.2 (1.3–38)	0.02
Blood pressure monitoring	8.9 (1.6–51)	0.01	7.9 (1.2–52)	0.03
Cholesterol screening in last year	7.4 (1.3–42)	0.02	6.6 (1.0–42)	0.05
Cervical cytology screening in last 2 y (female) <sup>‡</sup>	6.4 (2.3–18)	<0.00	7.5 (2.4–23)	<0.01
Mammogram in the last 2 y (females aged 40 y and older) <sup>§</sup>	5.0 (1.2–21)	0.03	4.5 (0.9–22)	0.06
Screening for prostate cancer (males aged 40 y and older) <sup>  </sup>	1.0 (0.2–6.3)	0.10	0.6 (0.1–5.0)	0.66
Blood stool test (aged 50 y and older) <sup>¶</sup>	4.1 (0.9–18)	0.06	3.9 (0.8–21)	0.11
Sigmoidoscopy/colonoscopy (aged 50 y and older) <sup>¶</sup>	0.7 (0.2–1.8)	0.44	0.7 (0.3–2.2)	0.58
Health literacy <sup>#</sup>	0.9 (0.4–2.1)	0.84	0.9 (0.2–4.2)	0.89

\* OR compare the rate of the event in intervention versus control households.

<sup>†</sup> Compliance based on completion of the screening during the past year.

<sup>‡</sup> Denominator only included households with at least one female member. Intervention N = 24, control N = 49.

<sup>§</sup> Denominator only included households with at least one female member 40 years old and older. Intervention N = 24, control N = 43.

<sup>||</sup> Denominator only included households with at least one female member 40 years old and older. Intervention N = 18, control N = 33.

<sup>¶</sup> Denominator only included households with at least one member 50 years old or older. Intervention N = 22, control N = 38.

<sup>#</sup> Included only households that completed the Rapid Estimate of Adult Literacy (English version).

CI, confidence interval; OR, odds ratio.

Impact of an Academic – Community Partnership in Medical Education on Community Health: Evaluation of a Novel Student-Based Home Visitation Program. *Southern Medical Journal*. 2014;107(4):203-211.

# MEASURING SUCCESS

- Three sequential required courses each with course learning objectives relevant to NeighborhoodHELP™:
  - **Community-Engaged Physician I (MDC 6103, Period 2)**
  - **Community-Engaged Physician II (MDC 6103, Period 3)**
  - **Community-Engaged Physician III (MDC 6103, Period 4)**
- Each course learning objective is aligned to educational program objectives
- One educational program objective specifically addresses interprofessional teamwork
- A capstone course in Period 4 is a culmination of the NeighborhoodHELP™ experience, and provides opportunities for students to reflect on their service learning.

# 7.9 INTERPROFESSIONAL COLLABORATIVE SKILLS

The faculty of a medical school ensure that the core curriculum of the medical education program prepares medical students to **function collaboratively on health care teams that include health professionals from other disciplines** as they provide coordinated services to patients. These curricular experiences include practitioners and/or students from the other health professions.

Table 7.9-1   Collaborative Practice Skills in Learning and Program Objectives	
Illustrate the linkage between course and clerkship learning objectives related to collaborative practice skills and the medical education program objectives.	
Course/Clerkship Learning Objective(s) Related to Collaborative Practice Skills	Medical Education Program Objective(s)
<p><b>Community-Engaged Physician I (BMS 6071, Period 2)</b></p> <ul style="list-style-type: none"> <li>• Apply evidence-based preventive and health maintenance practices to the care of households.</li> <li>• Demonstrate interpersonal skills that build rapport and empathic interactions with household members, their families, and other health care professionals.</li> <li>• Demonstrate a collaborative relationship with household members and interprofessional team members by communicating in a respectful and timely manner, and maintaining continued personal responsibility for care of households.</li> <li>• Effectively use communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function for patient-centered, household-centered, and community-focused care.</li> <li>• Effectively collaborate with health care teams to meet patients' health-related needs.</li> </ul>	<ul style="list-style-type: none"> <li>• EPO 22. Interact effectively with other professionals to address health care needs of patients.</li> </ul>

# READ MORE ABOUT NeighborhoodHELP™

- Impact of an Academic – Community Partnership in Medical Education on Community Health: Evaluation of a Novel Student-Based Home Visitation Program. *Southern Medical Journal*. 2014;107(4):203-211.
- Commentary on “Impact of an Academic – Community Partnership in Medical Education on Community Health: Evaluation of a Novel Student-Based Home Visitation Program.” *Southern Medical Journal*. 2014;107(4):212-213.

# QUESTIONS?



## 6.6 SERVICE LEARNING – GLOSSARY DEFINITION

Educational experiences that involve:

- 1) medical students' service to the community in activities that respond to community-identified concerns,
- 2) student preparation, and
- 3) student reflection on the relationships among their participation in the activity, their medical school curriculum, and their roles as citizens and medical professionals.

## 7.8 COMMUNICATION SKILLS

- The faculty of a medical school ensure that the medical curriculum includes specific instruction in communication skills as they relate to communication with patients and their families, colleagues, and **other health professionals**.

**Table 7.8-1 | Communication Skills**

Under each heading, provide the names of courses and clerkships that include explicit learning objectives related to the listed topics areas.

Topic Areas		
Communicating with Patients and Patient's Families	Communicating with Physicians (e.g., as part of the medical team)	Communicating with Non-physician Health Professionals (e.g., as part of the health care team)
		Clinical Skills I (BMS 6015, Period 1)
		Clinical Skills II (BMS 6016, Period 2)
		Community-Engaged Physician I (BMS 6071, Period 2)
		Community-Engaged Physician II (MDC 6102, Period 3)
		Community-Engaged Physician III (MDC 6103, Period 4)