

**Exploring Social Determinates
of Health for a Community
Health Needs Assessment as a
Platform for Interprofessional
Education**

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Learning Objectives

- Attendee will list resources needed to provide components of this interprofessional educational (IPE) experience.
- Attendee will list curricular components of this interprofessional educational experience.
- Attendee will list evaluative components of this interprofessional educational experience.

Background for Project



- IPE Accreditation Requirements for MD and PA programs-*LCME 7.9 & ARC-PA B1.08*
- Need for education in Community Oriented Primary Care-*IOM 1982*
- ACA and MACRA shift in reimbursement towards value based population health with requirement for Community Health Needs Assessment (CHNA)-*CMS Quality Strategy 2016*
- EVMS Vision & Care Forward Curriculum
- Transformative Education Advancing Community Health (TEACH)-*HRSA PCTE training grant TOBHP28570*




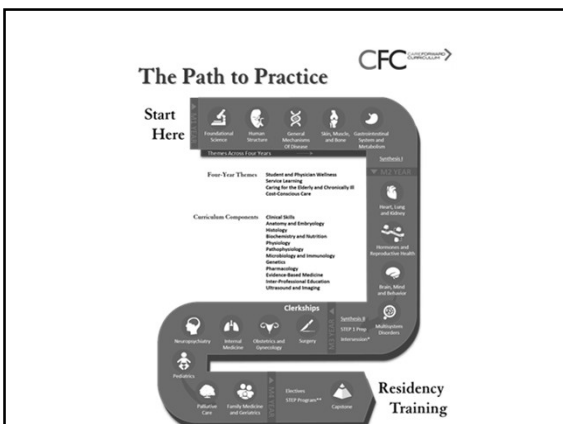
EVMS Care Forward IPE Curriculum

- Longitudinal over length of both MD and PA programs
- M1-virtual families introduced with integrated socioeconomic, behavioral, environmental determinants of health (SDOH) with needs of other health professions
- PAs semester's 1 and 2-Asynchronous online; IPE competencies based on Interprofessional Education Collaborative (IPEC) Core Competencies

EVMS Care Forward IPE Curriculum

- **M2 & PA second year joint project on SDOH for Community Health Needs Assessment (CHNA)**
- M3 and PA clinical year observation of Team Care at teaching sites and experience with integration of Social Determinants of Health (SDOH) into chronic disease management at teaching safety net clinics
- M4 student with other Health professions with online course on IPE competencies, healthcare finance, Health information technology and tele-health





Why include SDOH and Community Needs Assessment in IPE?

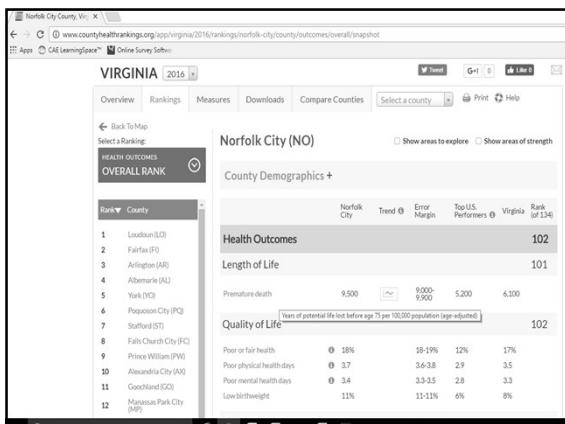


- Provide education to MD and PA learners on non clinical topics needed for both professions
- Make the education on these non clinical topics meaningful to students by providing
 - clinically meaningful impact on patient care
 - meaningful impact on community health
- Create informed health professionals who can advocate for healthy communities


SDOH and CHNA Curriculum-Course Introduction



- Meet and greet icebreaker exercise while goals and objectives of project presented
- Students randomly assigned to library rooms where small groups of MD/PA students get together and learn about each others educational curriculum
 - Brock Center for Community and Global Health presentation of local Community health disparities and need to help teaching Safety Net Clinics address SDOH issues for their patient population
 - Brock Center for Community and Global Health present need for EVMS CHNA
 - Review of Course Syllabus, Blackboard IPE Course site, and specific course requirements



IPEC Core Competencies for Interprofessional Collaborative Practice



- **Values and Ethics for Interprofessional Practice:** Work with individuals of other professions to maintain a climate of mutual respect and shared values.
- **Roles and Responsibilities:** Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the *health of populations*.
- **Interprofessional Communication:** Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention of disease.
- **Teams and Teamwork:** Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate *patient/population-centered care and population health programs* and policies that are safe, timely, efficient, effective, and equitable.

Interprofessional Education Collaborative (2016).
Core Competencies for interprofessional collaborative practice: 2016 update. Washington, DC: Interprofessional Education Collaborative.

Course Objectives

- Given a patient in a Safety Net Clinic identify modifiable barriers to patient care.
- Given a patient in a Safety Net Clinic working in Interprofessional Collaborative Student Teams develop a plan that addresses the Social Determinates of Health specific to the patient.
- Identify elements of both effective and ineffective Interprofessional Teams by direct observation of patient(s), staff, and other providers in Safety Net Clinics.

Methods of Assessment

Item Description	Item Points
1. Identification of Teams (Scheduling)	1. 20
2. Online-Pre-clinic Orientation (Pretest)	2. 30
3. Patient Interview SDOH screen (Clinic)	3. 50
4. Interprofessional Practice Clinical Observation Survey (Post Clinic)	4. 50
5. Team Assignment-resource identification and recommendations (Clinic/Post Clinic)	5. 50
	<i>Total= 200 points</i>

SDOH and CHNA Curriculum-Safety Net Clinic Assignment

- Student individual/teams administer structured survey to elicit SDOH that impact the individual patient. At least 2 interviews needed over half year.
 - Patient consent obtained at check in from patient to participate.
 - Meet patient in waiting room.
 - Follow and observe patient throughout clinic visit.
 - Student teams will ask the patient: What do you believe is the most important goal for your health? What do you think would prevent you from obtaining that goal?
 - Prior to or following the patient visit with the Health Care Provider teams privately discuss the SDOH questions with the patient and record responses for clinic use
 - Survey results delivered to healthcare team for inclusion in patient record.
 - Student teams will choose one barrier and report on resources available to bridge that barrier. Turned in on blackboard for tracking.



Interprofessional Team Clinic Visit Results

- Survey results of all student teams to be combined
- Information will be provided to EVMS Brock Institute and used to assess the needs of the community.
- Survey themes elicited presented at end of academic year for students.
- Resources will be provided to the safety net clinics based on the specific patient population needs to improve the health of the community.

Challenges

- Logistics and coordination of different health professions students into curriculum in light of differing schedules and class times.
 - Chief barrier is need for evening and weekend clinic hours.
- Integration of multiple educational and health information technologies into educational experience.
- Making experiences meaningful to learners in team development and success as well as experiences in population health.
- Development, choice, and utilization of effective evaluation tools for this experience.



Potential Impact for Learners

- Model for other Health Professions Academic institutions to provide meaningful IPE for learners
- Inform Academic Institutions of Community Health Needs
- Create healthcare professionals who understand SDOH and resources available in their community to reduce healthcare disparities
- New opportunities for service learning
- Create new clinical clerkship/rotation sites for MD and PA students



Pre-Clinic Orientation

- TeamSTEPPS Teamwork Attitudes Survey
- Social determinants of health/community health-video
- Health reimbursement as it relates to Interprofessional teams-video
- Clinical sites-information about each site, population, directions, website
- SDOH screening tool
- Detailed instructions on expectations of learners at clinical sites (HIPPA, etc.)

SDOH Screen



Interprofessional Practice Clinical Observation Survey



Team Assignment



Example of Resources for Students


- www.countyhealthrankings.org
- www.accesspartnership.org
- www.211virginia.org
- www.livewellsd.org/content/livewell/home.html
- <https://innovations.ahrq.gov/>
- www.practicalplaybook.org/
- www.ghrconnects.org

Questions?

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Disclosures

- Bruce Britton, MD-None
- Jennifer Wohl, DHSc, PA-C-None

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