

**“An Innovative Inter-professional
Population Health Classroom
Strategy: Neighborhood-based
Partnership with North Portland
Community Health Workers”**

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1. Examine the contributions of **inter-professional teaching strategies** through a classroom partnership with CHW's, students, and faculty to **foster authentic relationships with community members.**
2. Describe the planning and implementation process for the **New Columbia Health Fair** as an interactive partnership activity.

Presentation Objectives

The goals of this inter-professional partnership supported **bringing the “neighborhoods” into the classroom** to strengthen students’ understanding of local vulnerable populations’ health needs, foster deeper cultural awareness, stimulate understanding of social determinants of health and how to develop strong community partnerships.

Project Aim/Purpose

- ✓ **New models** of inter-professional preparation of nurses are needed for better integration of population health concepts (Tourse, Mooney, Shindul-Rothschild, Prince, Pulcini, Platt, & Savransky, 2008)
- ✓ **Interprofessional:** “two or more professions associated with health or social care ...team members are engaged in learning with,from and about each other” (Purden, 2005)
- ✓ **Community-campus partnerships** have been demonstrated as an effective strategy to address society’s complex health concerns. Recently these partnerships have been grounded in CBPR – a collaborative approach where community and academia can partner as coteachers and colearners.
(Zandee, Bossenbroek, Friesen, Bleck & Engbers, 2010)
- ✓ “**Community engagement** bridges the gap between academia and society by promoting application of skills to real life situations”
(Kolomer, Quinn, & Steele, 2010)

Background - Issues

Population – 27, 689

Median income - \$33, 220

Median age – 31

Diverse population – over 21 nationalities

Education level – high school or lower

Primary employment – service jobs

North Portland Neighborhood & Population Context

- “Frontline public health workers who are trusted members of and/or **have an unusually close understanding of the community served.**”

(APHA, 2009)

- Institute of Medicine (IOM) has called for **expanded roles for CHW’s** to improve access to care, control costs and help eliminate health disparities

(Balcazar, Rosenthal, Brownstein, Rush, Matos, & Hernandez, 2011)

- Select **current roles** include: liaison, participants in CBPR, case-finding, referrals, health education, coaching, patient navigation, promoters of wellness, capacity building, provide social support to reduce social isolation

(Balcazar et al., 2011)

- **Strength of CHW’s...commonalities of shared life experiences with persons in their communities**

(Ingram, Reinschmidt, Schachter, Davidson, Sabo, Guernsey De Zapien, & Carvajal, 2012)

Community Health Workers (CHW’s)

Community Partnership

Course Activities

1. **Undergraduate course** – Introductory Population Health Course
 - Utilization of virtual “Neighborhood” program**
 - Mock health fairs for diverse populations** presented by students
 - Mock community newsletters**
2. **CHW class presentations and attendance in both classes**
3. **Graduate Population Health Course**
 - Collaborative population & community assessments** by graduate students and CHW’s
 - Local health fair planned by graduate students** with neighborhood **CHW’s**, community partner agencies, and nutrition course students

Methods



Preliminary Outcomes

Community Partnership Benefits

Benefits for Learning outcomes:

- “Helped to integrate concepts learned”
- “Applied what we learned to real life”

Class Partnership limitations:

- Some communication issues – students needed support and guidance to foster strong interactions

Undergraduate Students

Overall Benefits:

- “Hearing voices from community”
- “Meeting actual community members”
- “Learning actual community concerns and communication challenges”

Promotion of Learning Outcomes:

- CHW’s role as key informants very supportive in population assessment
- “Good challenge for organizational skills/leadership”
- Enhanced communication skills
- Promoted development of networking & knowledge of resources

Recommendations for Future: Continue to do this!

- Transition some of these class experiences to clinical rotation
- Help CHW’s see this as a collaborative process with opportunities and limitations
- Open health fair to students from other health disciplines
- More meetings between CHW’s and students requested

Pre-Licensure Graduate Students

Benefits:

- **“Got more involved in my community”**
- **“Stronger understanding of nursing students and the extent of their knowledge”**
- **“Strong partnership beginning”**
- **“Made me feel younger”**

Future Recommendations:

- **“Use a facilitator/broker to encourage partnerships”**
- **“More collaborative meetings between partners”**
- **“More interaction with workshops at both sites”**

Community Health Workers

- **Face-to-face class interactions** with CHW's and neighborhood partners **far exceeded** virtual community applications
- Benefits for community partners include a **stronger, sustainable academic/community partnership**
- Partnerships may **enhance students' commitment to future community engagement, teamwork, and collaboration skills** ((Kolomer, Quinn, & Steele, 2010))
- **Time consuming but very high rewards**
- Faculty & students' **role in CBPR offers the foundation for strong partner relationships** with community members

Implications for Future Educational Practices

Will continue to extend the partnership...

1. Emphasis on **collaboration** with community partners – all partners need an active voice in decisions
2. **More integrated class discussions/presentations between CHW's and students** on course concepts such as health disparity, poverty, and vulnerability concepts
3. **Early decisions** for potential partnered activities

Next steps

- More research is needed to generalize key elements of inter-professional education and its effectiveness (Kolomer, Quiz, & Steele, 2010)
- Innovations in educational strategies are needed to match the changes in community health care delivery models – CHW's present opportunities for new partnerships to enhance students' community competencies in culture, communication, assessment, and effective interventions

Conclusion

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References

The community inter-professional neighbors...

- ❑ Village Garden/Janus Youth Program directors: Jason Skipton & Eca-Etabo D. Wasongolo
- ❑ Village Garden Community Health Workers, North Portland, Oregon (New Columbia, St. John's Woods & Tamaracks)

University of Portland colleague...

- ❑ Kim Nguyen, nutrition adjunct faculty member, University of Portland

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