



WORKFORCE DEVELOPMENT THROUGH PARTNERSHIP WITH MEDICAL SCHOOLS & IPE PROGRAMS

Pipeline to Compassionate Care: Cultivating Careers in Community-Based Healthcare *Proposal for funding (Due: March 31st)*

This multi-year proposal requests 5-years of funding to support the sustainable development and integration of longitudinal learning experiences at each academic institution and has three primary goals: (1) further integrate topics on care delivery to the underserved into MS1 curriculum as appropriate and feasible, (2) add an interprofessional education component so students from multiple health professions can explore team based care together, and (3) provide longitudinal applied learning opportunities for students of health professions who are interested in underserved populations.

The IHN goal is to engage in collaboration to develop and retain a regional healthcare workforce. This project works with medical students to develop their intention to enter primary care, community medicine or care for the underserved and support their training to work as collaborators with other health professionals to manage population health outcomes. This project is aligned with the expanding guidance across medicine and health professions programs to address an interprofessional education and practice approach to improving patient care and outcomes.

Learning Objectives:

- Explore the fields of primary care and community medicine including training on how to work as collaborators with other health professionals to manage population health outcomes
- Develop skills at effective team-based care and interprofessional collaborative practice approaches to improving patient care and outcomes
- Identify social, behavioral, economic, and access factors that affect an individual's health status, particularly for underserved patients
- Develop applied knowledge and skills at integrating and addressing social determinants of health in the context of a clinical encounter and care coordination
- Learn how to approach a trauma-aware patient interview; developing future providers who will provide care within an anti-oppression framework, with equity and cultural sensitivity in the forefront of their mind
- Develop and demonstrate patient care and patient education skills that provide added-value to support primary care providers in the clinical setting
- Develop foundational knowledge and skills addressing oppression and racism in the health care system and community that impact care and outcomes.
- Increase knowledge and ability to describe areas of improvement to the health care system, basic advocacy skills and initiatives that are designed to improve the health of whole communities

Proposed Longitudinal Applied Learning Activities for Medical School & Other Health Professions:

1. **First year standardized patient (SP) sessions:** These sessions are designed for first year medical students and students of other health professions to learn content and applied skills with Standardized Patients. The focus of these applied skill sessions is on cultural sensitivity and trauma-aware patient interview skills with underserved populations. The aim is for students to increase knowledge and skills in addressing trauma in the clinical setting

and utilizing a trauma aware approach in simulations and group role play with standardized patients. Groups will be facilitated by community providers and IHN staff to ensure proper debriefing and processing of the issues addressed in the scenario.

2. **Second year value-added skills class:** These sessions are designed for second year medical students and students of other health professions to have more practice with specific patient education/engagement skills that will be beneficial for their third-year clinical rotations. Community Health Center providers will provide input as to which skills will be most useful for the students to bring to the clinical setting. The goal is for Community Health Centers to find it more appealing to take on students in clinical rotations when the students are able to provide value-added interventions for the patients. Skills topics will also be linked with the competencies that the universities want students to master by graduation. Skills topics may include: smoking cessation, exercise and nutrition coaching, follow up coordination, lifestyle management, and motivational interviewing. These sessions will also include small groups with a SP, community provider, and mix of medical school and pharmacy students. Students will be assessed on mastery of each skill and provided documentation.
3. **Third year clinical rotations:** IHN is not proposing any extra programming during the 3rd and 4th year rotations. Rather the goal is to be supportive of existing partnerships between St. Louis health profession schools and Community Health Centers as well as cultivating new partnerships that are mutually beneficial.
4. **Investigative Inquiry component:** IHN is proposing to fund an interested student (or student team) to conduct a summer project on a topic relevant to Community Health Centers. These projects could take the form of research, quality improvement, program development, experiential learning, community engagement initiatives, practice management, or an administration/health center operations-based project. CHC staff will provide key clinical research questions or administrative needs they would like explored but do not have capacity to investigate or other areas where a dedicated student resource would be helpful. Preference will be given to interprofessional student partnerships. All students are expected to give an oral presentation of their findings to their host Community Health Center as well as develop a written poster to present to faculty at their academic institution and to be shared with the IMER funder. Students will be encouraged to seek additional summits or conferences to share their work with the larger medical community.
5. **Provide social opportunities for students from different schools to interact:** After the longitudinal applied learning activities, we propose to have social time with snacks and refreshments so that the students can socialize and network with individuals from the other medical and health profession schools. When offered in previous iterations of this project, these social components were well attended and there was a high level of excitement among the student attendees. While this is a secondary component to the overall proposal, the IHN felt it was important to create an avenue for socialization and networking across academic institutions.

The IHN proposes to use the **St. Louis Regional Health Commission's Provider Services Advisory Board (PSAB)** as the ongoing mechanism for feedback and advisement on the implementation of this project. More specifically, the roles and responsibilities of PSAB would include:

- IHN will give status updates on implementation regularly
- Board shall advise on development of activities and specific topics/content-area to be presented to students
- Role of PSAB is to be the voice of community providers regarding pipeline training
- Members shall engage in volunteer opportunities to work directly with medical students/other health profession students as able

	Year One	Year Two	Year Three	Year Four	Year Five
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
1st Year Students	Themes from previous IMER elective woven into academic curriculums, as appropriate & feasible		Support development of an Underserved Certificate for interested students		
	2 SP sessions in spring semester (30 students)	3 SP sessions in spring semester (40 students)	3 SP sessions in spring semester (50 students)		
	Social component				
	Include STLCOP students in activities	Expand to include a 3rd health profession	Expand to include a 4 th health profession	Expand to include additional health professions as feasible	
2nd Year Students	1 value-added practice session between Nov & Mar (30 students)	2 value-added practice sessions between Nov & Mar (40 students)	2 value-added practice sessions between Nov & Mar (50 students)		
	Social component				
	Include STLCOP students in activities	Expand to include a 3rd health profession	Expand to include a 4 th health profession	Expand to include additional health professions as feasible	
3rd/4th Year Students	IHN will support current CHC clinical rotation opportunities available at each school				
Investigative Inquiry Component	2 students/ student teams for summer project	3 students/ student teams for summer projects	4 students/ student teams for summer projects	4 students/ student teams for summer projects	5 students/ student teams for summer projects