

COMMUNITY HEALTH MENTOR PROGRAM: BEST PRACTICES AND LESSONS LEARNED FROM A ONE-YEAR INTERPROFESSIONAL MENTORSHIP

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Collaborating Across Borders VI

2017

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- **Sarah Coles, MD**, Assistant Professor, Department of Family, Community, and Preventive Medicine, University of Arizona College of Medicine – Phoenix & Clinical Educator, University of Arizona College of Medicine - Phoenix Family Medicine Residency
- **Lisa Tshuma, DBH, MPA, MPAS, PA-C**, Assistant Professor, A.T. Still University of Health Sciences
- **LeeAnne Denny, MD**, Assistant Professor, Director of Longitudinal Patient Care Course, University of Arizona College of Medicine – Phoenix
- Arizona State University School of Nutrition & Health Promotion

OBJECTIVES

By the end of the session, participants will be able to:

1. Describe the best practices of an interprofessional, longitudinal, team based patient centered program.
2. Discuss how to successfully implement a longitudinal community health mentor based interprofessional program.
3. Identify potential obstacles to successful implementation and potential strategies to overcome these obstacles.

COMMUNITY HEALTH MENTOR PROGRAM



COLLEGE
OF MEDICINE
PHOENIX

MISSION

Train healthcare professionals to work collaboratively on interprofessional patient-centered teams to improve the quality of care for patients, their families, and communities.

PROGRAM OVERVIEW

- Longitudinal course
- Interprofessional
- Team based
- Mentor centered



The students do not provide any medical or rehabilitative care

HEALTH PROFESSION STUDENTS

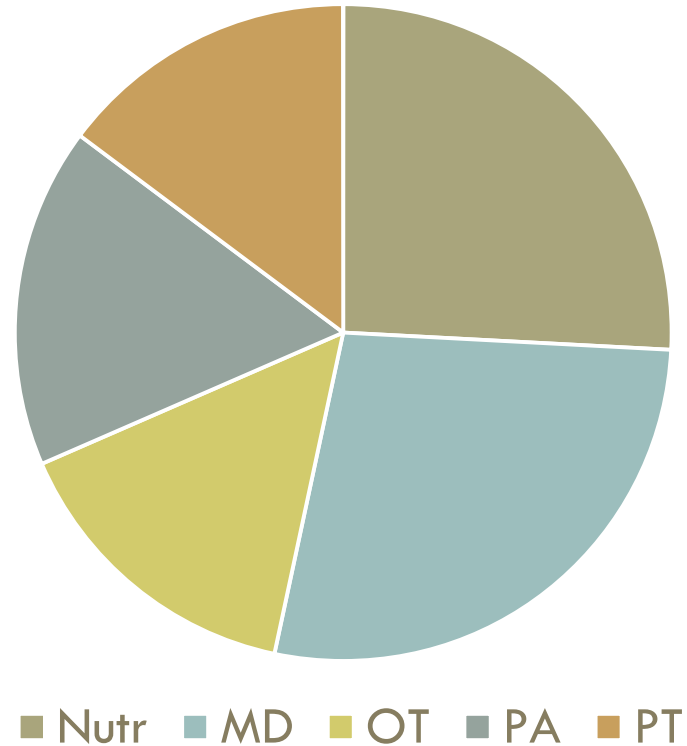
Year 1: 270
Students

Year 2: 271
Students

Year 3: 298
Students

Total: 839
Students

Year 3 Student Representation



COMMUNITY HEALTH MENTOR

- Adult in the community with a chronic medical condition and/or disability
- Willing to share experiences/thoughts
- Act as team lead and mentor



PROGRAM STRUCTURE

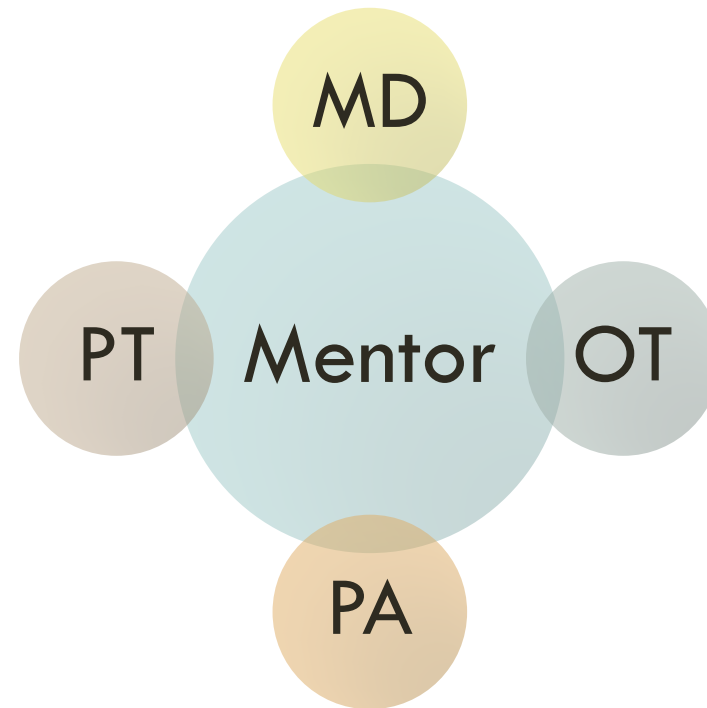
Timeline	Topic
March	Orientation
April	Medical & Social History
May	Medications
July	Functional Assessment (ADLs and IADLs)
August	Community Barriers
October	Midterm Professional Development
October	Nutrition
November	Home Needs
January	Advance Directives
February	Advocacy

BASIC ASSIGNMENT

Community Needs Assessment

- Assess mentor's community and how it might influence their health/wellbeing.
- Gather the mentor's perspective on the community.
- Identify resources to address unmet needs.
- Identify individual roles/responsibilities related to community health

Interprofessional Roles



MENTOR PERSPECTIVES



“I feel useful”

“The group is cohesive and respectful of each other”

“One thing especially stands out - I told them about my challenges and they went and did some research and the next visit they gave me help and solutions!”

“I’m so impressed, they’re committed and passionate”

“It’s been a pleasure and an honor”

“I hope I can give them experiences from the patient’s side of things. That we’re human too-not just a sick body”

“I like that they’re open to learning, we have good conversations”

STUDENT PERSPECTIVES

“I think the teamwork involved has been great”

“I really like working with and learning from other students.”

“It has been phenomenal working with our mentor.”

“I feel that working with our community mentor has really shown how the effects of what we don in the hospital and clinics translate to day to day life.”

“Our mentor has provided invaluable knowledge with regard to their personal health concerns and conditions without reserve.”

“Our mentor has been able to teach me a lot about what it is like to be a patient.”



OBSTACLES ENCOUNTERED

- Scheduling
- Time constraints
- Recruitment of mentors
- Health status of mentors
- Student perception
- Creating meaningful interprofessional assignments



BEST PRACTICES: PROGRAM DEVELOPMENT

- Focus on interprofessional collaborative patient-centered models of care
- Engage “Champions” for each represented health profession program
- Mandatory elements common to all programs
- Select a common platform to use for assignment submission
- Include team building throughout the program

BEST PRACTICES: MENTORS

- Develop a screening mechanism
- Have backup mentors
- Provide support for the mentor
- Create a benefit for the mentor
- Longitudinal home visits allow for development of new skills and greater bonding with mentor



BEST PRACTICES: STUDENTS

- Orient students together with focus on communication, team building, and roles/responsibilities
- Create a “core” team
- Utilize consistent terminology when discussing the program
- Provide support to students



CONTACT INFORMATION

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