

Abstract

Purpose: To describe an interdisciplinary approach to train health science students to conduct community based participatory research and practice. This is a demonstration project funded by the Association for Prevention Teaching and Research through the Institute for Interprofessional Prevention Education.

Method: Students from diverse health science disciplines will be recruited to enroll in a graduate level course entitled "The Clinical Consulting Team". An interdisciplinary faculty will provide instruction to enable the students to identify and develop a clinical consulting team and to appraise the utilization of the clinical consulting team in rural health care environment. The students will then partner with a rural, school based health clinic to perform a needs assessment and develop a collaborative strategy to meet the specific needs of the clinic's clients.

Results: This project will be initiated in September of 2007 with the needs assessment phase to be completed by December 2007.

Conclusions: It is extremely important to educate future health professionals on how to work collaboratively in partnership with community health organizations. This is especially important in rural settings which are experiencing shortages of health care providers. This project will provide a blueprint for training interdisciplinary consulting teams to work in partnership with community organization to assess and address pressing health needs.

Introduction

The post institute project developed by the Interprofessional Prevention Educational Team from East Carolina University in partnership with Greene County Health Care, Inc. will train health care students to work as a clinical consulting team to promote healthy lifestyle behaviors in rural adolescents. This educational project will be implemented within the framework of an existing course, "The Clinical Consulting Team"



Purpose

The purposes of this project are twofold:

- I. Teach health science students from a variety of disciplines
 - a) Effective team skills
 - b) Consulting process
 - c) Content relative to health assessment and prevention.
- II. Affect positive health behaviors in middle school and/or high school students in rural eastern NC community.

Learners will:

1. Identify and evaluate models of collocated and distributed clinical consulting teams.
2. Differentiate the characteristics, roles, and functions between consulting health care professionals and clients in the health care process.
3. Demonstrate skills, knowledge, attitudes, and team behaviors required of a health care consultant.
4. Appraise the utilization of the clinical consulting team in rural health care environments.
5. Formulate a clinical consulting team, measure functional membership, and assess team outcomes.
6. Identify health promotion interventions relevant for adolescent populations based on a community needs assessment.

Outcomes

The project will be assessed on two levels: student leaning and community project effectiveness.

Students will be assessed relative to:

1. Knowledge gained in the content areas of the consulting process, team effectiveness, utilization of data for health promotion/disease prevention community assessment and adolescent intervention strategies through the following measures.
 - a) Students will complete a final exam asking them to identify in a case study key components studied throughout the semester;
 - b) Students will be ask to complete an ongoing journal of their consulting experiences. At the end of the course, students will be asked to reflect upon and articulate the consulting processes used in the community project and to score these articulated processes using a rubric of consulting processes.
 - c) Students will be asked to complete a team effectiveness rubric to demonstrate cognitive understand the team effectiveness measures.
 - d) Students in their community project will identify salient prevention strategies and explain the link between proposed intervention strategies and health promotion/disease prevention issues.
2. Skills gained in team membership, consulting with a community, and analyzing data through the following measures:
 - a) Peer assessment on team effectiveness rubric;
 - b) Community assessment of students consulting skills: community members will score students based on a rubric of consulting processes identified in the course;
 - c) Faculty assessment of oral presentation, negotiation, consensus building, teaching/mentoring skills as observed in team interactions with the community and the adolescent population.

The community project will be assessed based through:

1. efficacy of the consulting process as demonstrated by the adoption and implementation of adolescent health promotion/disease prevention interventions.
2. sustainability of the interventions by the community over a sufficient period of time to measure long term health outcomes as demonstrated by changes in YRBS data.

Service Population

Greene County is a small rural community with a population of 20,026 and a middle/high school population of 1609. Approximately, 30% of the middle/high school population has completed the YRBS online within the last year. Greene County Health Care, Inc. (FQHC) provides a school based clinic to serve this adolescent population. The clinic is physically located on the premises of Greene Central High School. The school based clinic is accredited by the state and thus has health disciplines that include: mid-level provider, nursing, health education, social work, and mental health. The clinic has served as a national model for school based health promotion and houses various programs to address issues for tobacco cessation, teen pregnancy, and student peer education. Computer access is readily available for middle and high school students in this rural county due to funding that has provided laptops to all students.

Discussion

This interdisciplinary project developed by the Interprofessional Prevention Educational Team from East Carolina University in partnership with Greene County Health Care, Inc. will begin to fill a pedagogical need in the training of health practitioners to work in collaboration with rural communities. The ultimate challenge for this unique program is to maintain this community partnership in a manner that will foster long term sustainability.

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