

**Thomas Jefferson University
Final Project Report**

1) Title: Working together: A collaborative approach to disease prevention education: JCIPE Move4Health

Goals:	Outcomes:
<p>1) Promote opportunities for interprofessional education among the Colleges and Schools of Thomas Jefferson University.</p>	<ul style="list-style-type: none"> • Move4Health student organization, providing preventative education, was made interprofessional by recruiting students from many healthcare professions. • Functional lines of communication were established with the students running Move4Health and, core faculty attended many of their meetings as well as one of the M4H classes for patients. • Recruitment efforts among medical, nursing and physical therapy students resulted in 27 medical students, 2MD/PHD students, 7 PT students, 2 nursing students (one is interdisciplinary chair of Move4Health), and 1 graduate student
<p>2) Develop a formal curriculum in interprofessional prevention education utilizing an online instruction platform.</p> <p style="padding-left: 20px;">a) The interprofessional team will develop three core learning units including:</p> <p style="padding-left: 40px;">1) Team work and interprofessional roles</p> <p style="padding-left: 40px;">2) Teaching students to teach</p> <p style="padding-left: 40px;">3) Introduction to chronic disease prevention and diabetes resources</p> <p style="padding-left: 20px;">Topics will include definition and strategies for prevention, principles of population health, and fundamentals of lifestyle and behavioral strategies to maintain health.</p> <p style="padding-left: 20px;">b) A web-based self-study curriculum will be created for all student volunteers to complete.</p> <p style="padding-left: 20px;">c) Faculty will explore solutions to integrate these self- study learning modules into each discipline’s curricula.</p>	<ul style="list-style-type: none"> • Three learning modules were developed and made available for the students. These web-based self-study modules serve to improve program design and sustainability. The curricular topics include: definition and strategies for prevention, principles of population health, and fundamentals of lifestyle and behavioral strategies to maintain health.
<p>3) Use Move4Health as a model program for educating TJU’s students in principles and practice of sustainable interprofessional prevention education.</p> <p style="padding-left: 20px;">a) The faculty will work with students to enhance and evaluate the Move4Health program, implement rigorous educational evaluation, and ultimately use Move4Health as a template for disseminating interprofessional prevention service learning to all Jefferson</p>	<ul style="list-style-type: none"> • Faculty worked with students on enhancing the program by providing resources, funding, recruitment support and expertise.

students.	
4) Evaluate and enhance TJU's student service learning initiative, Move4Health, which encourages motivation and self-efficacy of inner city female patients with type 2 diabetes mellitus.	<ul style="list-style-type: none"> • Evaluation via reflection and Perception of Patients' Health Scale (PHS) surveys

3) Unexpected outcomes We had expected students to seek out and take advantage of faculty support for project implementation; however students have been self-sufficient as they have historically been.

4) Important Decisions Made (or contemplated)

- The fall Move4Health course served as an information gathering phase in order to assess student and patient needs. This pilot semester will better inform curricula developed for the future.
- Designation of a student interprofessional chair will help ensure continued student involvement and ownership of importance of interprofessional nature of project.

a) Based on what you have learned thus far, what would you have done differently?

- Better assessment tool to evaluate Move4health student needs: students' emphasis was on interprofessional recruitment of student volunteers vs. educational support.

5) Lessons learned or new perspectives acquired:

a) Explain any unanticipated outcomes from your project.

- The students are very motivated and organized and welcome expanding to include other interprofessional students.
- It has been difficult recruiting students to participate beyond a handful.... may need to develop a formal program to encourage more students to participate (consider making it a requirement).

b) Given your experience thus far, would any other type of training or preparation have been helpful.

- Practice in finding, using and evaluating standardized assessment and evaluation tools.

6) Challenges faced:

- Meeting the needs of the students without interfering with the student-managed nature of the organization.
- Recruitment of students already being recruited for a number of projects, as well as having diverse schedules and clinical internships that are often off-campus.
- Recruitment of larger numbers of patients from the pool made available by family medicine, finding times for classes that are convenient for both the patients and the students/faculty.
- Finding time for the core faculty to work together to prepare and edit the learning modules, attend meetings and classes.

7) Evaluation/ outcomes

- Modification of Perception of Patients' Health Scale (PHS) (Diamond, et al 2007). We used the PHS to determine different health profession students' perception of how a patient with a chronic illness may answer questions focused on assessing center of control, certainty, self-awareness, and importance of health. We used this tool to assess student knowledge and attitudes prior to experience with M4H classes with the goal of identifying and analyzing any potential differences in responses between health professions' students (Appendices 1 and 2). Although there were 22 responses collected to the PHS, twenty-one of them were from medical students. The responses of the graduate student did not differ significantly from those of the medical students, so it was not possible to identify and kind of trend between respondents. Clearly, it would have been helpful to have had the opportunity to obtain

information from a greater number and variety of participants. The limiting factor appears to have been the time frame during which the PHS forms were distributed was one in which there were less students overall and a much lower density of other professions participating.

Reflection exercise: There were five subsections to the reflection exercise. The following is a representative sample of the responses for each section.

- 1) Why did you volunteer for this project?
 - a. “to interact with patients and to learn more about diabetes”,
 - b. I wanted to be involved in a service project that worked on a continuous basis with its clients, not just 1 encounter as with JeffHope”
 - c. “interest in endocrinology.”
- 2) What did you expect it would be like working with other interprofessional students?
 - a. “it would be nice to work with students other than medical students and learn what they’re doing in their studies”
 - b. “I thought, at first, that it would be awkward”
 - c. “Actually, I didn’t think about it too much”
- 3) What actually happened?
 - a. “we got along well and learned from each other”
 - b. It was actually very easy and natural. I enjoyed the opportunity to see different points of view and different life experiences”
 - c. “I learned more about other disciplines’ areas of study and strength”
- 4) How would you rate your experience working and interacting with other healthcare professional students using a 10 point scale?
 - a. 10 (1 response)
 - b. 9 (1 response)
 - c. 8 (3 responses)
- 5) Other comments, suggestions, insights:
 - a. “It was sometimes difficult to go to classes over the summer since we didn’t have most of our leaders here”
 - b. “During our first year here, there is so much emphasis on our “role” as part of a healthcare team. Although that comes into play sometimes @ M4H the PT/OT students know WAY more than I do about proper body mechanics/exercise form. It’s nice just to forget about our specific job descriptions for a while and just work together as fellow students”

- (See Appendix 4 for online evaluations).
- Review of self-study learning modules. Incorporation of student feedback to expand modules. (Appendices 3 and 4) summary statement here.

8) Other items of interest to share

a) Has your team participated in specific activities designed to help you work together more effectively?

- Attended APTR conference on interprofessional prevention education (September 2007).
- Attended Preventive Medicine 2008 conference in Austin, Tx, to share poster presentation about the experience (February 2008).
- Attended Rutgers Twenty-Sixth Annual International Nursing Computer and Technology Conference in Las Vegas, NV to share a poster presentation about the experience.
- Instituted weekly faculty team meetings to move project forward and maintain interprofessional faculty communication.

b) What impact on the curricula at your institution do you anticipate will emerge as a result as your interprofessional prevention education initiative?

Jefferson's curriculum has already been modified to include interprofessional education activities imbedded within course work.

c) Please share future plans you have for advancing interprofessional prevention education activities at your institution?

Make educational learning modules available to other interprofessional prevention education projects.

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Appendix 1

PERCEPTION OF PATIENTS HEALTH SCALE (PHS)

Here are some things patients might say about being healthy or about their own health. Please think about a typical patient you have seen on a rotation or in your involvement in Move4Health. For each of the statements listed, circle a number between 1 and 5 to show how much you believe a typical patient might agree or disagree with each. Remember your responses should reflect what you believe a typical patient might say, **not** what **your** perception is. **Please check the following which describes your school of study:**

___ Nursing ___PT ___ OT ___Medical

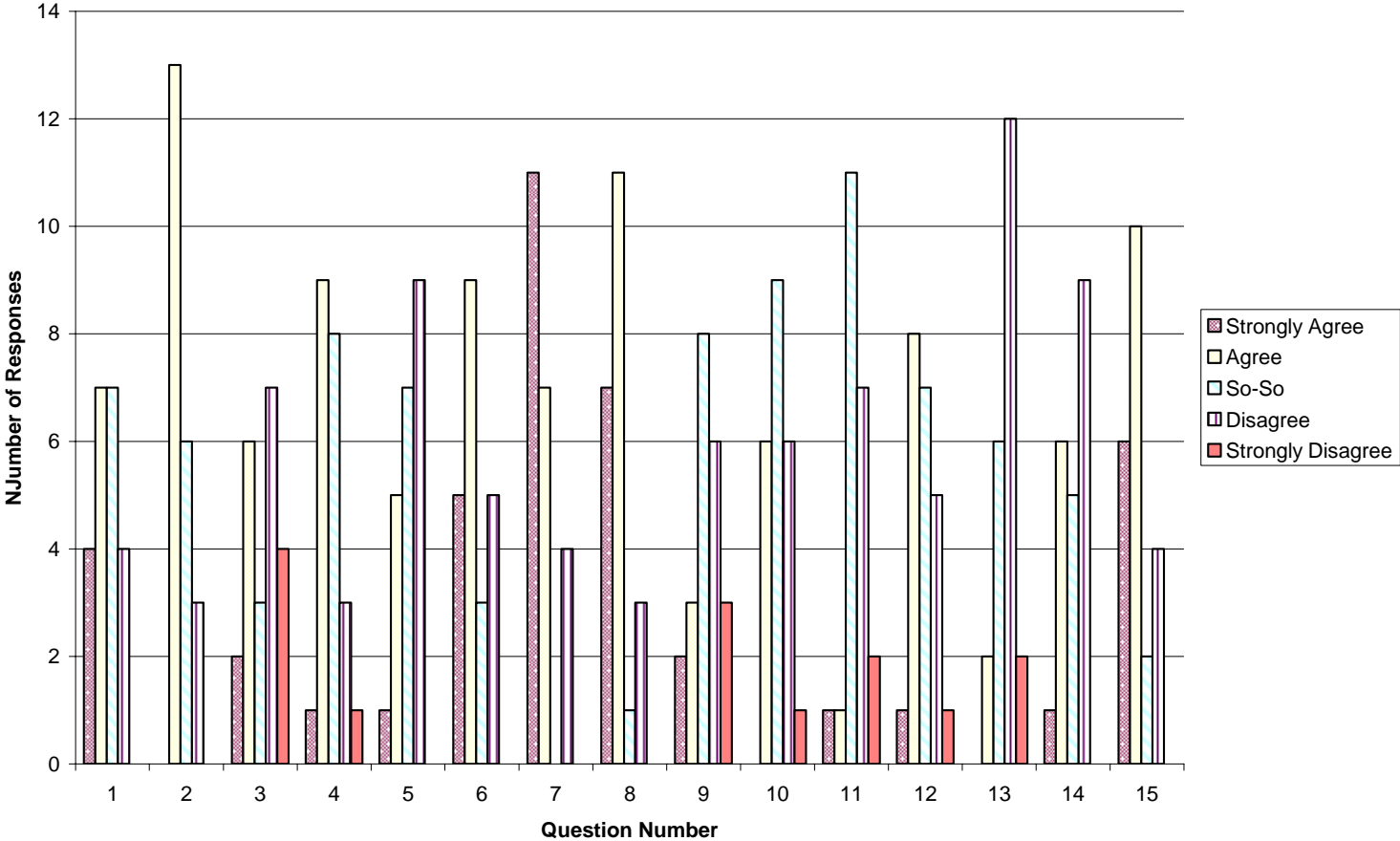
1.	I think about my health a lot.	1	2	3	4	5
2.	Being healthy is largely a matter of good fortune.	1	2	3	4	5
3.	No matter what I do, if I am going to be healthy or not, it is just going to happen.	1	2	3	4	5
4.	It is God's will if I am healthy.	1	2	3	4	5
5.	If I exercise and eat right, I'm almost certain to stay healthy.	1	2	3	4	5
6.	I am often confused about what I should do to stay healthy.	1	2	3	4	5
7.	I would like to be healthier, but I just can't get myself to do what is necessary.	1	2	3	4	5
8.	There are so many different reports on kinds of foods that keep you healthy that I don't know what I should do.	1	2	3	4	5
9.	I'm willing to spend extra money on things that are healthy for me.	1	2	3	4	5
10.	It is up to me whether I am healthy or not.	1	2	3	4	5
11.	My health is the most important consideration in my life.	1	2	3	4	5
12.	Good health is a matter of good luck.	1	2	3	4	5
13.	No matter what I do, I cannot change how healthy I am.	1	2	3	4	5
14.	I can be as healthy as I desire.	1	2	3	4	5
15.	I cannot understand everything I read about healthy eating.	1	2	3	4	5

1=Strongly Agree 2=Agree 3 =Neither Agree or Disagree 4=Disagree 5=Strongly Disagree

Thank you for your time!

Appendix 2: Results of PHS

M4H Data



quest#	Strongly Agree	Agree	So-So	Disagree	Strongly Disagree	quest#	B+C	D	E+F
1	4	7	7	4	0	1	11	7	4
2	0	13	6	3	0	2	13	6	3
3	2	6	3	7	4	3	8	3	11
4	1	9	8	3	1	4	10	8	4
5	1	5	7	9	0	5	6	7	9
6	5	9	3	5	0	6	14	3	5
7	11	7	0	4	0	7	18	0	4
8	7	11	1	3	0	8	18	1	3
9	2	3	8	6	3	9	5	8	9
10	0	6	9	6	1	10	6	9	7
11	1	1	11	7	2	11	2	11	9
12	1	8	7	5	1	12	9	7	6
13	0	2	6	12	2	13	2	6	14
14	1	6	5	9	0	14	7	5	9
15	6	10	2	4	0	15	16	2	4
AVG	9.7	5.5	6.7						

the top and bottom 2 categories which highlighted the differences in responses for some questions; people felt most positive about questions 6-8, 15 (personal confusion/conflicted/don't understand/believe everything) and felt most strongly that 13 was wrong (no matter what I do, I cannot change how healthy I am).

Appendix 3

Content Outline of Online Learning Modules:

MODULE ONE

- I. IRB essentials
- II. Teaching:
 - a. Teaching Tips
 - b. Non-verbal Communication
 - c. Adult Learners

MODULE TWO

- I. Definition and strategies for prevention education
- II. Fundamentals of lifestyle and behavioral strategies to maintain health.
- III. Team work and interprofessional roles in prevention education.

MODULE THREE

- I. Introduction to chronic disease prevention (Type 2 Diabetes)
- II. Diabetes Education Resources

Appendix 4

Online Evaluation of Training Modules and Reflection

The statistics are calculated based only on the attempts being used in the grading option (Last attempt, First attempt, Lowest Score, Highest Score, or Average of Scores). If Average of Scores is the grading option, then all attempts are included in the statistics.

Name	Evaluation of Training Modules and Reflection
Attempts	3 (Total of 3 attempts for this assessment)
Instructions	Specific suggestions are appreciated.

Question 1 Short Answer

What is your Major? (Medicine, Nursing, PT)

Level? (jr, sr, etc.)

Unanswered Responses
0

Given Answers
Medicine, soph
DPT
Medicine, Sr.

Question 2 Short Answer

Please provide the dates you volunteered for Move4Health:

Unanswered Responses
0

Given Answers
i volunteered a number of times last year and then weekly throughout july...
2005-2006
4/9/08

Question 3 Short Answer

Position within the organization (responsibilities/ accomplishments):

Unanswered Responses
0

Given Answers

I assisted with the website

in research, technically. i also teach the "dance" exercise class.

Workout!

Question 4 Short Answer

Why did you volunteer for this project?

Unanswered Responses

1

Given Answers

It seemed like the thing to do.

i was interested in working with women with type 2 diabetes

Question 5 Short Answer

What did you expect it would be like working with other interprofessional students?

Unanswered Responses

0

Given Answers

I felt it would be a good experience.

When I first came to Jefferson I thought it would be WONDERFUL to work with interprofessional students. The experiences I have had so far were definitely NOT the way I had pictured it. M4M was finally when I got to feel like part of a collaborative team! Nice job!

i thought it would be interesting and i'd get to widen my circle of friends

Question 6 Short Answer

What actually happened?

Unanswered Responses

0

Given Answers

It was asked the Dr. day - and then we exercised!

I mostly worked with my classmates.

it's been a lot of fun, and i've learned a lot about what the other schools at jeff are like.

Question 7 Opinion Scale/Likert

How would you rate your experience working and interacting with other healthcare professional students?

Answers	Percent Answered
Extremely Positive	66.667%
Positive	0%
Neutral	0%
Negative	0%
Extremely negative	0%
Not Applicable	33.333%
<i>Unanswered</i>	0%

Question 8 Essay

Other comments, suggestions, insights:

Unanswered Responses
3

Given Answers

Question 9 Short Answer

Did you complete (review) the online training modules for move4health?

If yes continue, if no you have completed the survey.

Unanswered Responses
0

Given Answers
I dont think so
Yes
yes

Question 10 Multiple Choice

How satisfied are you with the content of the online Move4Health training units?

Answers	Percent Answered
Very Satisfied	0%

Satisfied	100%
Dissatisfied	0%
Very Dissatisfied	0%
<i>Unanswered</i>	0%

Question 11 Multiple Choice

How satisfied were you with the length of the training sessions?

Answers	Percent Answered
Very Satisfied	0%
Satisfied	100%
Dissatisfied	0%
Very dissatisfied	0%
<i>Unanswered</i>	0%

Question 12 Essay

Please provide specific feedback for the online training modules: what did you like, dislike, suggestions for content...

Unanswered Responses
2

Given Answers
I'll go take that now :)