



GLOBAL JOURNAL OF MEDICAL RESEARCH: K
INTERDISCIPLINARY

Volume 16 Issue 4 Version 1.0 Year 2016

Type: Double Blind Peer Reviewed International Research Journal

Publisher: Global Journals Inc. (USA)

Online ISSN: 2249-4618 & Print ISSN: 0975-5888

Inter-Professional Community Training and Partnerships – A View from USA Academic Nursing Students

By Pamela Cromer, Anas Raed, Renata Biber, Debbie Layman, Jigar Bhagatwala,
Haidong Zhu, Andrew Mazzoli, Carol Hanes, Ranjitha Krishna,
Miriam Cortez-Cooper, David Thompson, Jason Hughes,
Chelsey Lemons & Yanbin Dong

Augusta University

Abstract- Problem: Health promotion in underserved populations is a major emphasis among academic medical centers in the USA as they prepare the future provider workforce for community based inter-professional healthcare delivery.

Approach: This paper provides a survey report of nursing student's response regarding their participation at an interprofessional community partnership health fair and research project (The 2015 Costa Layman Health Fair and Cardiometabolic Risks in Hispanic Farmworkers (CHARM) Study). With a full complement of inter-professional faculty and student teams, the core mission is to provide student training and to promote the health of the Hispanic farm-workers.

Keywords: *health promotion/prevention, hispanics, interprofessional health teams, nursing student health fair/ CHARM study, hispanic outreach.*

GJMR-K Classification: *NLMC Code: WY 18.8*



Strictly as per the compliance and regulations of:



© 2016. Pamela Cromer, Anas Raed, Renata Biber, Debbie Layman, Jigar Bhagatwala, Haidong Zhu, Andrew Mazzoli, Carol Hanes, Ranjitha Krishna, Miriam Cortez-Cooper, David Thompson, Jason Hughes, Chelsey Lemons & Yanbin Dong. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License <http://creativecommons.org/licenses/by-nc/3.0/>), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Inter-Professional Community Training and Partnerships – A View from USA Academic Nursing Students

Pamela Cromer ^α, Anas Raed ^σ, Renata Biber ^ρ, Debbie Layman ^ω, Jigar Bhagatwala [¥], Haidong Zhu [§], Andrew Mazzoli ^χ, Carol Hanes ^ν, Ranjitha Krishna ^θ, Miriam Cortez-Cooper ^ζ, David Thompson [£], Jason Hughes [€], Chelsey Lemons ^ƒ & Yanbin Dong ^ē

Abstract- Problem: Health promotion in underserved populations is a major emphasis among academic medical centers in the USA as they prepare the future provider workforce for community based inter-professional healthcare delivery.

Approach: This paper provides a survey report of nursing student's response regarding their participation at an inter-professional community partnership health fair and research project (The 2015 Costa Layman Health Fair and Cardio-metabolic Risks in Hispanic Farmworkers (CHARM) Study). With a full complement of inter-professional faculty and student teams, the core mission is to provide student training and to promote the health of the Hispanic farm-workers.

Major Findings: Response themes center on core competencies and include student abilities to work collaboratively with inter-professional teams, perform a population assessment, and develop project leadership/management skills, as well as population and cultural awareness, scholarship, and health promotion contributions.

Conclusions: Community outreach and an emphasis on clinical evidence is transforming clinical practice for nursing students and generating new approaches for meeting the health care needs of disparate populations with barriers to traditional care delivery methods. This inter-professional health fair and research model promotes a sense of "community partnership" between the health delivery teams, the farmworkers, business owner and the academic university. Such partnerships become win-win situations for all.

Keywords: health promotion/prevention, hispanics, inter-professional health teams, nursing student health fair/CHARM study, hispanic outreach.

I. INTRODUCTION

In America, agriculture, a most dangerous industry, is a common employer of seasonal farmworkers, the majority of whom are Hispanic[8]. Transient employment, language barriers, cultural practices, higher levels

of poverty (23%), lack of healthcare access, as well as lower literacy issues confront this population, making them an underserved population and more vulnerable to health disparity than other races[3]. Specifically, Hispanics are more likely to be overweight (70%), have a stroke (30%), and die from diabetes (40%) [6]

Driven by the USA's national policy agendas [2,7,9], health promotion in underserved populations is a major emphasis among academic medical centers in the USA as they prepare the future provider workforce for community based inter-professional healthcare delivery. Shifting demographics and the economic burden associated with treating chronic illness and disease has propelled community partnerships that offer benefits beyond the traditional service-line model of care. Compelling evidence from the Community Preventive Services Task Force [4,5], and the American Heart Association [1], supports benefits of primary, secondary, and tertiary community based programs for cardiovascular health. Inter-professional Health Fair and Research Outreach Programs offer a mechanism to study and improve the disparity among this underserved population, in their own communities.

II. BACKGROUND

Nursing education has a long tradition of caring for and educating the poor and vulnerable. Worksite health fairs, useful for health screenings are also commonplace. The Annual Costa Layman Health Fair and Cardio-metabolic Risks in Hispanic Farmworkers (CHARM) study, with a full complement of inter-professional faculty and student teams has at its core mission: "To improve the health of the people in communities we serve". Having completed the tenth year anniversary as a comprehensive health fair screening program, and a three year IRB approved CHARM study, valuable insights into the dimensions of nursing and health scientists working together to achieve a common mission is crucial to inform academic policy and make necessary curriculum changes for community health delivery systems of the future. Inter-professional teams working closely with this nursing project include faculty and students from the

Author α: DNP, FNP-BC, Associate Professor, Costa Layman Health Outreach Program, Director, Augusta University, 987 St. Sebastian Way Augusta, Georgia 30912. e-mail: pcromer@augusta.edu

Author σ ρ ω ¥ § χ ν θ ζ £ € ƒ ē: Augusta University, College of Nursing, Georgia Prevention Institute, Medical College of Georgia – School of Medicine, Dental College of Georgia – School of Dental Medicine and Periodontal Disease, Departments of Respiratory Therapy, Physical Therapy, and Occupational Therapy, Ryan White Outreach Program. e-mail: ccarr4@augusta.edu

College of Medicine, College of Dentistry and Periodontal Medicine, Optometry, Georgia Prevention Institute, Premier Laboratory Services, Ryan White Community Outreach, Culturally and Linguistically Appropriate Services, GRU Cancer Center, Library Services, and Allied Health (Respiratory, Physical and Occupational Therapy Departments). An initial report on nursing student response to implementation of this project is helpful to continue to design meaningful clinical experiences and inter-professional team work.

III. PURPOSE

This paper provides an initial review on nursing student response to participation at an inter-professional and business partnership health fair and research project that promotes the health of uninsured/underinsured Hispanic farmworkers in the southeastern USA.

IV. OBJECTIVE

To identify reported competencies gained by graduate nursing student participants at a community outreach health fair and research project (CHARM Study) for Hispanic farm-workers, 2015 summer semester.

V. METHODS

Nursing students were assigned responsibilities in various teams to prepare for the health fair, including the following: Community Assessment, Patient Education, Translation, Referral Directory, Consent and Labs, and Data Entry/Analysis. In addition, all students were assigned to specific screening tasks on the day of the health fair event. At least one nursing student was assigned to each interdisciplinary screening booth at the health fair. Upon project completion, an electronic Student Survey Questionnaire, consisting of 13 items with check boxes was distributed to the twenty-one nursing students (Masters Level Clinical Nurse Leader Program) enrolled for clinical credit at the annual inter-professional Costa Layman Health Fair and Research Project at a major academic nursing college in southeast USA. Results were coded, tabulated, and graphically represented to faculty by an assigned nursing student (team leader) who was also a class member. See Table 1: Survey Questions.

Table 1 : Survey Questions

VI. RESULTS

Fifteen students completed the survey. Of these, 64.3% reported spending six to ten hours weekly preparing and organizing for this inter-professional health fair and research project. There were no student absences for clinic or class.

Identified competencies and themes of questions as well as student responses are as follows:

- Respect for scholarship and professional etiquettes appropriate to academic/community work (100%)
- Personal pride of contributions made to promote health awareness (to the farmworkers) (100%)
- A recognized need for and beginning collaboration with other inter-professional groups (100%)
- Appreciation for complex project management skills (100%)
- Cultural awareness of the Costa Layman farm community (100%)
- Ability to assess and describe the demographics of the Costa Layman farm community (100%)

Students reported, (100%), that the above acquired competencies enriched their academic experience. Overall, students reported the project to be excellent (100%), effective in improving their knowledge of population/public health (93%) and in learning useful strategies to work with disparate populations (86.7%). All students (100%) reported they would use these strategies as future health care providers and eleven out of fifteen (73.3%) thought they would use these strategies in their student roles within the next one month to six months.

The student's reported reasons for completing the survey were: "requested by faculty" (28.5%); "for continued support of the project (50%); and "out of respect for their team's work" (21.4%). All students (100%), reported they believed that continued future health fair project activities are necessary.

VII. DISCUSSION

Student training and feedback are essential components of all courses/programs and provides for clarification and critique points that inform, support, or signal a need for programmatic or project change and/or refinement. Positive response rates indicate students are favorable to the use of inter-professional health screening teams and recognize the unique skill sets required to work with disparate farmworkers, many of whom are non-English speaking. They also appreciate the cultural considerations of the population and the inter-professional etiquette and collaborations among the teams as an integral part of a successful outreach program. Because there were no answers of disagreement to survey questions, it is assumed that major changes in program/project implementation is not recommended, but further refinement and continued inter-professional team support for community health fair and research projects may enhance nursing student's learning needs within the community.

VIII. CONCLUSIONS

Community outreach and an emphasis on clinical evidence is transforming clinical practice for

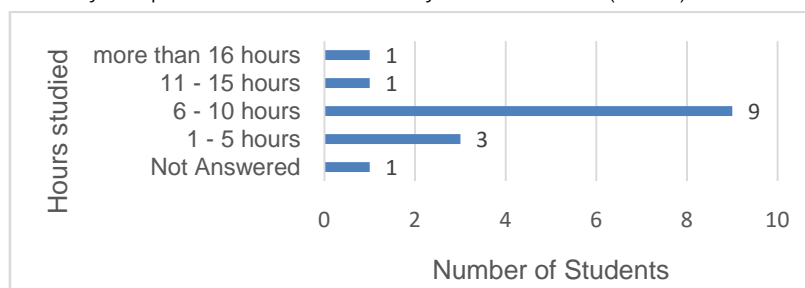
nursing students and generating new approaches for meeting the health care needs of disparate populations with barriers to traditional care delivery methods. This inter-professional health fair and research model promotes a sense of “community partnership” between the health delivery teams, the farmworkers, business owner and the academic university. Such partnerships become win-win situations and everyone benefits.

REFERENCES RÉFÉRENCES REFERENCIAS

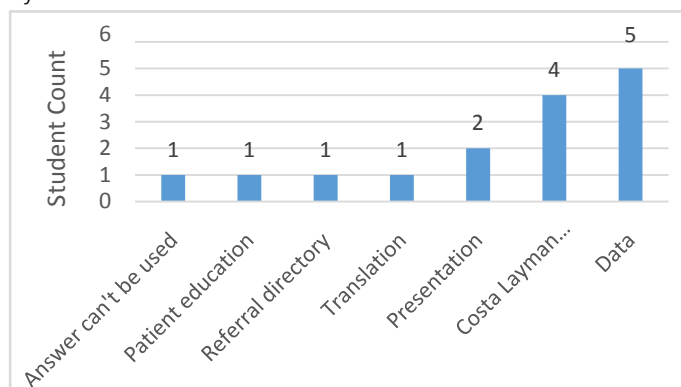
1. Carnethon, M., Whistle, L. P., Franklin, B. A., Kris-Etherton, P., Milani, R., Pratt, C. A., & Wagner, G. R. Worksite wellness programs for cardiovascular disease prevention: A policy statement from the American Heart Association. 2009. Available from <http://circ.ahajournalas.org/content/120/17/17>
2. Healthy People 2020 Educational and Community Based Programs. n. d. Retrieved from <http://www.healthypeople.gov/2020/topics-objectives/topic/educational-and-community-based-programss>
3. National Center for Farmworker Health, Inc. [NCFH]. *Facts about farmworkers*. 2012. Available from http://www.ncfh.org/uploads/3/8/6/8/38685499/fs_facts_about_farmworkers.pdf
4. Oldenburg, N. C., Duval, S., Luepker, R. V., Finnegan, J. R., LaMarre, H., Peterson, K. A., . . . Hirsch, A. T. A 16-month community-based intervention to increase aspirin use for primary prevention of cardiovascular disease. *Prev Chronic Dis*, 2014. 11, E83. doi:10.5888/pcd11.130378
5. Proia, K. K., Thota, A. B., Njie, G. J., Finnie, R. K., Hopkins, D. P., Mukhtar, Q., Pronk, N. P., Zeigler, D., Kottke, T. E., Rask, K. J., Lackland, D. T., Brooks, J. F., Braun, L. T., Cooksey, T., & the Community Preventive Services Task Force (2014). Team-based care and improved blood pressure control: A community guide systemic review. *American Journal of Preventative Medicine*, 47(1), 86-99.
6. United States Department of Health and Human Services 2014 National Healthcare Quality and Disparities Report. AHRQ Publication No. 15-0007 May 2015. Available from <http://www.ahrq.gov/research/findings/nhqdr/nhqdr14/2014nhqdr.pdf>
7. United States Department of Health and Human Services -National Partnership for Action to End Health Disparities Toolkit for Community Action. 2010. Available from http://minorityhealth.hhs.gov/npa/files/Plans/Toolkit/NPA_Toolkit.pdf
8. United States Department of Labor. (n.d.). Agricultural Operations: Hazards & Controls. Available from https://www.osha.gov/dsg/topics/agriculturaloperations/hazards_controls.html
9. Centers for Disease Control and Prevention CDC's healthy Communities Program: Program Overview. (n.d.). Retrieved from <http://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/overview/index.htm>

Table 1 : Survey Questions

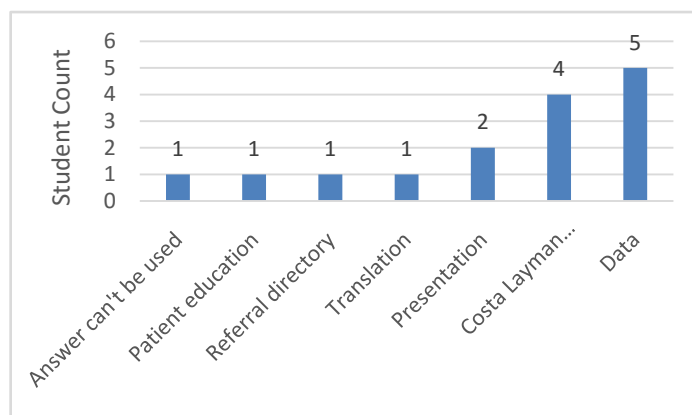
1. What is your professional degree?
15 students (100%) indicated CNL Class of 2015 students
2. Indicate number of hours you spend each week in study of this course (n=14)



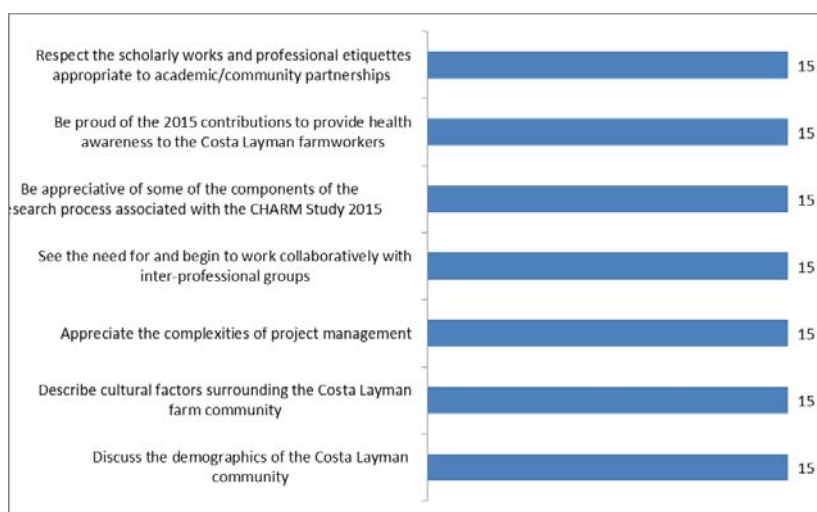
3. I certify that I attended required class/clinical sessions
15 students (100%) said yes



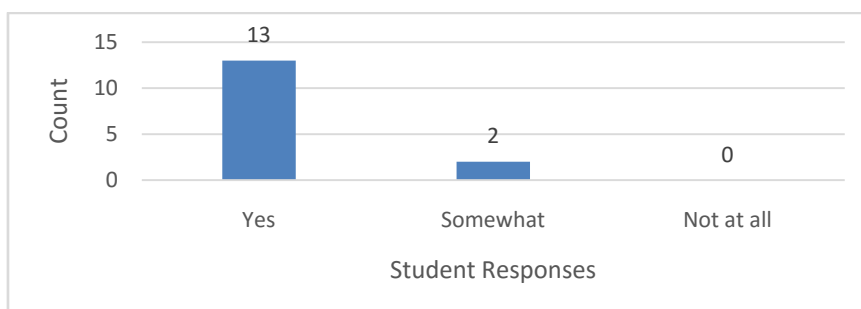
4. Name your Project Team (n=15)



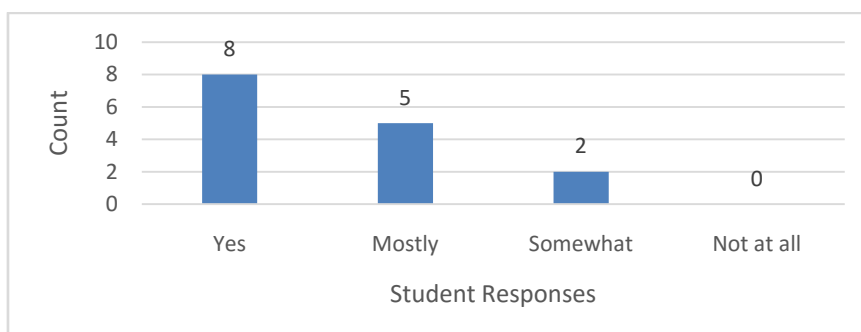
5. Upon completion of this course I can now: (n=15)



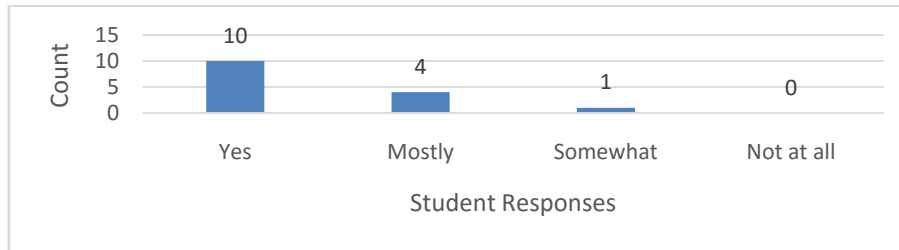
6. Generally speaking, items in #6 above have enriched my academic experience



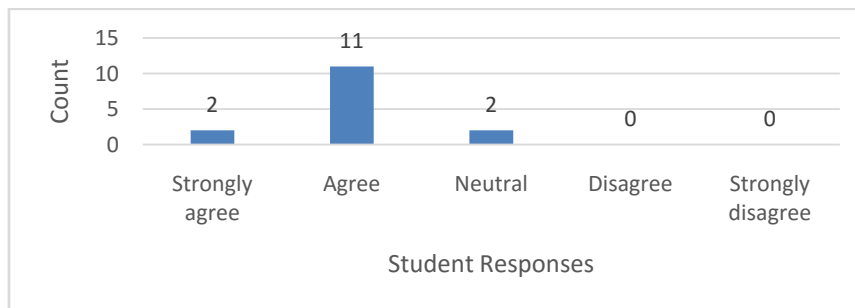
7. Overall Ratings: Overall this was an excellent Clinical Project:



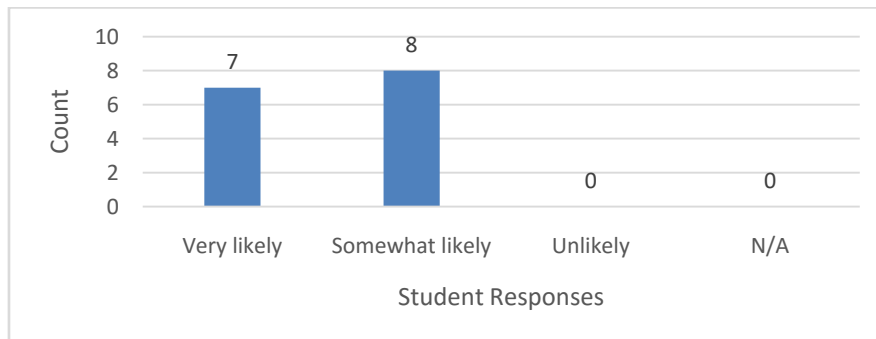
8. Overall, this course was effective in improving my knowledge about population/public health:



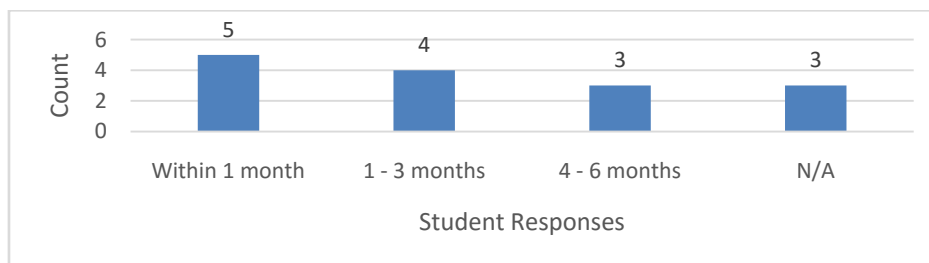
9. As a result of this course, I have learned new and useful strategies in working with a “Disparate Population”



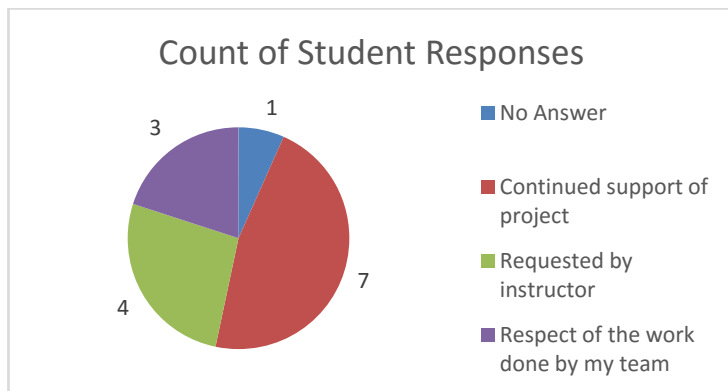
10. How likely are you to implement these new strategies in your work as a future healthcare provider?



11. When do you intend to implement these new strategies into your work as a student & future health care worker?



12. Which statement best reflects your reason for participation in this survey (n=15)



6.67%	Not answered
46.67%	Continued support of project
26.67%	Requested by instructor
17.65%	Respect of the work done by my team

13. Future activities concerning this project are necessary (n=15)

