Interprofessional health promotion field placement: Applied learning through the collaborative practice of health promotion

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A Presentation for Collaboration Across Borders II
May, 2009
We will describe the planning, implementation and evaluation of our interprofessional health promotion initiative
About George Brown College

• George Brown College is an urban Toronto community college with several downtown campuses.
• The *Centre for Health Sciences*, with over 2,500 full time students, includes 17 programs in the schools of:
  – Nursing,
  – Dental Health,
  – Health and Wellness, and
  – Health Services Management.
About the Health Promotion Hub

**Interprofessional Learning Clinic**

- a ‘controlled applied learning environment’
- on-campus clinic/clinical placement agency providing actual or simulated patients
About the Health Promotion Hub

- **Health Promotion Hub** supports interprofessional student learning, practice and research activities related to the collaborative practice of community-based *health promotion*.
- considered a community agency for purposes of student placements
Our program supports the international definition of health promotion (Ottawa Charter, WHO, 1986): 

“Health promotion is the process of enabling people to increase control over, and to improve their health”.

About the Health Promotion Hub
Presage Factors

• Why we created this program
• Fit within our overall IPE strategy
• Program objectives
• Key planning constraints and logistical issues
• Determining preceptor (HP specialist) characteristics (competencies, attitudes, expertise) and how we engaged them
• Enabling the learning model to evolve
• Planning for continuity and long term sustainability
Presage Factors

Why we created this program

• Provide a health promotion service to clinic patients
• Provide a vehicle for applied interprofessional education
Fit within our overall IPE strategy

- IPE experiences include classroom, lab, and clinic-based experiences as well as external placements
- Provides an on-campus applied IPE experience which is scaleable
Presage Factors

Program objectives

• A supervised, hands-on experience planning, implementing and evaluating various health promotion programs, with a variety of target recipients using best practices in health promotion;

• An opportunity to experience interprofessional collaboration as members of health promotion teams, and

• Opportunities for students to showcase their teamwork and successes
Key planning constraints and logistical issues

- Receiving buy-in from programs
- Receiving management support and resources
- Determining which students and how many would be available to participate and planning for the issues inherent in this student mix
- Recruiting and selecting students
- Scheduling students across different programs
- Rewarding/crediting students for their efforts
Presage Factors

Determining preceptor (HP specialist) characteristics

• Background and field experience as a health promoter
• Ability to organize, supervise and guide a group of students from a variety of professions
• An understanding of the principles of IPE
Enabling the learning model to evolve

- Identify HP projects based on determinants of health then build on these and expand
- Experiment with size and variety of project teams, different student combinations
- Incorporated HP101 (free online course)
- Added more IPC content and reflection time
Presage Factors

Planning for continuity & long term sustainability

- Ongoing funding for the HP specialist
- Obtaining ongoing commitments from programs to provide students
- Linking student learning activity in the Hub to program-specific curriculum requirements
- Building organizational capacity: HP brochures, learning materials and presentations, documenting processes
- Creating external partnerships
Process Factors

First two years: 2007-08; 2008-09

- Which students were involved?
- How were they organized?
- How were they supported?
- What did they actually do?
Process Factors

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- **Which students were involved?**
- How were they organized?
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Process Factors

CLCHL 2008-09

- Dental Hygiene
- Activation/Gerontology
- Hearing Instrument Specialist
- Prosthetics Orthotic
- Nursing
- Medicine
- Health Information Management
- Fitness & Lifestyle Management
- Social Service Worker Community Services
- Architectural Technology
Process Factors

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- **How were they organized?**
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Process Factors

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Welcome to the Health Promotion Hub!

The Community Learning Centre for Healthy Living, otherwise known as the Health Promotion Hub is located in 175 Kendal Avenue, Building B, Room B101. We are open from 8:30am-4:00pm Tuesdays & Wednesdays.

The Community Learning Centre for Healthy Living, or the Health Promotion Hub, is one component of the Interprofessional Learning Clinic and supports interprofessional student learning, practice and research activities related to community-based health promotion. Our students collaborate in planning, designing, delivering and evaluating health promotion and educational materials and programs related to the determinants of health to a range of target populations including GBC students, staff and the surrounding community.

The services the Health Promotion Hub provides include: blood pressure monitoring and provision of health-related resources for such things as diabetes, smoking cessation, stress management, nutrition, heart health and much more. There are also many books on reserve as well.

Our initiatives are led by a health promotion specialist with advanced training and experience in community health promotion and health education. The specialist provides guidance and direction to the students who in turn execute the well planned programs.

Our student-lead campus and community initiatives support the
What we’ve learned so far:

1. students were able to accomplish a lot as health promoters

2. students were able to work in collaborative teams

3. the appropriateness of the Health Promotion Hub as a vehicle for interprofessional education
1. **Students were able to accomplish a lot as health promoters**

   - A large portfolio of health promotion initiatives completed over the past two years
   - Applied theoretical understanding of social determinants of health into real on-the-ground health promotion initiatives, based on best practices in the field of health promotion
Product/Outcome Factors

- designed and conducted needs assessments with a variety of populations
- developed health promotion programs to meet identified needs
- evaluated the impact of their programs
- became health advocates (e.g. the water campaign)
2. **Students were able to work in collaborative teams**

- learned about each others’ professions, programs of study, bodies of knowledge, scopes of practice, unique language and perspectives
- learned how to work within several interprofessional teams, organized by project
- how to plan collaboratively and how to manage interpersonal, interprofessional and logistical challenges when these arose
3. The appropriateness of the Health Promotion Hub as a vehicle for interprofessional education

- The positive student experience
- Incidental program interaction
- Logistical improvements to support better scheduling of teams and completion of projects
Funded research project 2008-09:  

Evaluating health promotion as a vehicle for interprofessional education
Where do we go from here?
Questions

We welcome your interest in GBC. Please contact:

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