

Johns Hopkins University School of Medicine (JHUSOM) School Health Initiative

A Novel Partnership Between Health Professional
Students and School-Based Health Centers

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CME and CE Information

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Outline

- The Situation – Trainees in School-Based Health Centers (SBHCs)
- The Foundation – Rales Health Center
- The Inspiration – A Common Goal
- The Formation – Structure, Approval, Funding and Recruitment
- The Operation – Triumphs and Challenges
- The Expectation – Next Steps and Future Outlook
- The Demonstration – A Mutually Beneficial Partnership

Poll Question #1

- How many of you in your school-based health centers have worked with:
 - Medical students?
 - Nursing students?
 - Dental students?
 - PA/NP students?

The Situation – Trainees in School- Based Health Centers (SBHCs)

Few and Far Between

- New York - 2007
 - Five downstate NY state medical schools collaborated with 35 SBHCs to define, develop, implement, and evaluate curricula surrounding SBHCs
 - Mixture of clinical experiences, didactics, and community service opportunities administered to medical, dental, and nursing students + pediatric residents

Few and Far Between

- Columbia - 2009
 - Collaboration between school of medicine, school of public health, and NY Presbyterian to incorporate SBHC-based training component
 - Participants included 14 pediatric interns, 14 medical students (4 M1, 5 M3, 5 M4)
 - One month rotation in adolescent health - half-day per week of didactics, one day per week in middle/high school SBHC
 - Community-based health promotion activities such as student and parent health educational events on diabetes and obesity
 - Interdisciplinary teaching with medical provider, social worker, and health educator

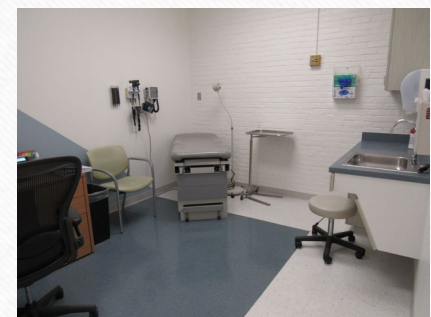
Few and Far Between

- Canada - 2023
 - Investigated the feasibility and resident experience of one of the first resident-led school-based clinics in Canada over its first 6 months
 - Residents positively rated the experience of staffing the school-based clinic in all aspects, including learning environment, clinic and team environment, teaching obtained, practice management, and overall experience.

Poll Question #2

How many of you have a formal partnership with a medical school, nursing school, or other health professional school?

The Foundation – Rales Health Center (RHC)





Rales Health Center (RHC)

- School-based health center located within **KIPP Baltimore**
 - Charter school serving over 1400 students in grades PK-8
 - Enrolled by lottery throughout the city
 - 99% Black or African American
 - 80+% qualify for Free and Reduced Meals
 - 60% of entering students failing to demonstrate readiness to learn on the Kindergarten Readiness Assessment

KIPP Baltimore



Chronic Conditions

65% had a chronic condition compared to 51% of children nationwide.



Asthma

36% had asthma compared to 14% nationwide.



Overweight/Obesity

39% had overweight or obesity compared to 35% nationwide.



Vision

47% did not pass screening.



ADHD

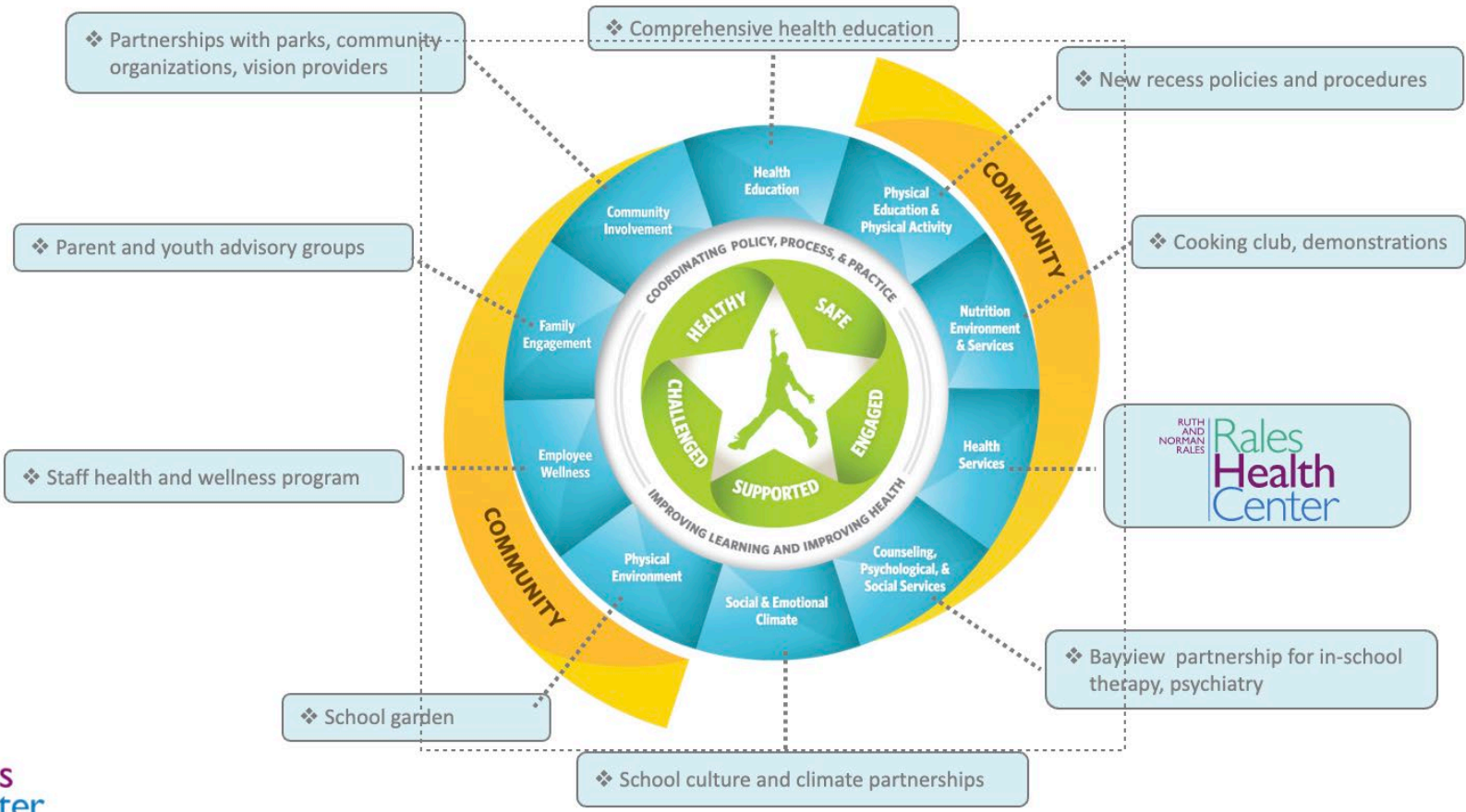
7% of KIPP students had documented ADHD.



Depressive Symptoms

21% of 7th graders screened positive for depressive symptoms.

RHC Services



RHC Services

- Robust, expanded health services
- Full-service SBHC
 - Acute, preventive, chronic disease management
 - Onsite lab, prescription delivery
- Case management and resource linkage



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RHC Team



The Inspiration – A Common Goal

A Common Goal

- Initiated by group of students with an interest in pediatrics and education, most of whom had worked with RHC individually in the past
- Felt there was a significant amount of interest amongst the student body for engaging in this kind of work
- Students could provide benefit to RHC while also acquiring clinical, research, and administrative skills applicable in a variety of career paths
- To that point involvement had been on an individual basis, felt more could be accomplished with an organized student group

Student Testimonials

“Prior to coming to medical school, I had been a teacher and this experience made me very interested in the intersection of healthcare and education. I believe that school-based health is an important way to address many of the common barriers to access for both health and education!”

- Connie Cai, M3

Student Testimonials

“I wanted to join the school health initiative to get more exposure to school based healthcare and to create a meaningful program that can provide primary prevention against cardiovascular disease risk factors for families in the community. Since childhood comorbidities predict adult outcomes, I felt that providing education and opportunities to develop healthy habits early on was super important.”

- Wei Wen, M4

Student Testimonials

“During college, I taught environmental science to high schoolers. I loved the opportunities to work with kids and wanted to find a similar opportunity in medical school. I was also hoping to become more involved in the Baltimore community.”

- Teddy Daniels, M2

The Formation – Structure, Approval, Funding, and Recruitment

Initial Planning

- Several meetings held with RHC leadership (Dr. Connor) to determine most effective way students could support/expand function of RHC
- Main questions
 - What programs are already in place that would be appropriate for health professional students to support?
 - What are some of the programs the RHC had wanted to implement but didn't quite have the time or resources?
 - What would provide the best learning for health professional trainees?

Breakout #1

1. What programs are already in place in your SBHC that would be appropriate for students to support?
2. What programs have you hoped to implement but not had the time or resources for?
3. What aspects of your SBHC would provide unique learning opportunities for health professional students?

The Committee Approach

- Ultimately landed on committee approach centered around three main areas of focus for the RHC
 - Healthy Lifestyle Support
 - Control of Chronic Conditions
 - Health Education Promotion

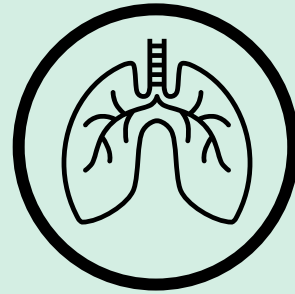
The Committee Approach

Healthy Lifestyle Support



Goal: to support students' and families' journey in achieving a healthy weight and overall wellness

Chronic Condition Control



Goal: to implement measures aiding control of chronic conditions that limit students' ability to succeed in school

Health Education



Goal: to facilitate discussions with students and families about relevant health topics and promote spread of information

School Approval and Funding

- Formally registered SHI as a student organization through the school of medicine
- RHC approved as official SOURCE community organization partner
- Received initial funding through Office of Medical Student Affairs
- Received \$3,000 AAP Health Equity Grant

American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™



SOURCE

Poll Question #3

How many of you feel you have adequate funding currently to support a longitudinal partnership with health professional students?

Recruitment

- Started by opening School Health Initiative to medical students across all four years
- Initial interest form gathered over 30 responses
- Initial committees formed with about 6-7 members per team, with one appointed committee lead

The Operation – Triumphs and Challenges



Healthy Lifestyle Support

- Founded Healthy Lifestyle Support group at KIPP Baltimore through the RHC
- Developed evidence-based curriculum for students and families touching on topics such as cardiometabolic health, macronutrients, food labels, mindful eating, and fitness

JEOPARTY!

MACRONUTRIENT & MICRONUTRIENT REVIEW

Healthy Lifestyle Support



Vitamin A

- Protects you eyes
- Helps you grow
- Keeps your heart, lungs, and other organs working properly
- Foods high in Vitamin A:



Vitamin C

- Protects your cells
- Boosts the immune system
- Helps wounds heal
- Foods high in Vitamin C:



Vitamin B

- Gives you energy
- Prevents infections
- Good for your brain
- Helps your muscles
- Foods high in Vitamin B:



Vitamin D

- Creates strong bones
- Keeps your immune system strong
- Fun Fact: You can also get Vitamin D from the sun!
- Foods high in Vitamin D:



Mighty Macros



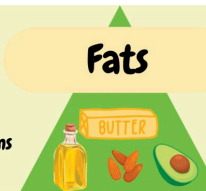
Fats

Support brain development

Regulate hormones

Cushion and insulate internal organs

Help you stay full

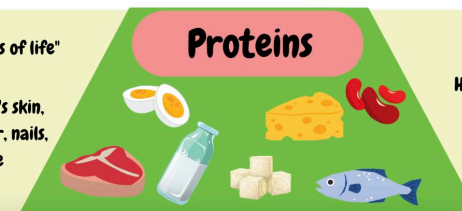


Proteins

The "building blocks of life"

Help the body repair and grow

Make up the body's skin, bones, muscles, hair, nails, and cartilage



Control of Chronic Conditions

- Conducted research on evidence-based asthma interventions in school settings
- Delivered 8-week curriculum to 3rd and 4th graders at KIPP based on American Lung Association Open Airways program
- Taught a total of 12 students about asthma triggers, management, etc

HOW TO USE YOUR SPACER

ILLUSTRATED BY AMY ZHONG

SPACER
Mask
Inhaler pump
front piece
back piece

- Inhaler cap off**
POP!
- Inhaler into spacer**
- Shake it up!**
SHAKE
SHAKE
SHAKE
- Put it on!**
- Press the pump once & slowly breathe in 6 times.**
PRESS
- Repeat steps in boxes #3 to #5 for more medicine**
If prescribed by your doctor

This is only an overview of how to use your spacer. Please read the complete instructions that come with the spacer package.

Amy Zhong
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Control of Chronic Conditions

CLEAN YOUR SPACER

Please refer to the manufacturer's instructions to learn whether it is possible to remove both the front and back pieces for cleaning or only the back piece.



- Remove inhaler and separate pieces that are removable.
- Soak in soapy water for 15 minutes and rinse.
also dishwasher-safe (top rack only!)
- Shake out water and stand it up to dry.
- Put pieces back together.
All clean and ready to use again!



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Control of Chronic Conditions



Health Education Promotion

- Supported multiple vision screenings at RHC, each with ~20 attendees
- Generated social media materials for RHC promoting the health center and the benefits of school-based health care
- Held school health panel for the broader Hopkins community to raise awareness of school-based care and its benefits
- Initiated sexually transmitted infection (STI) prevention intervention for 8th graders called UChat, which trained students to facilitate conversations about STIs

Chlamydia & Gonorrhea **CURABLE**



CHLAMYDIA
2 PILLS



GONORRHEA
2 PILLS + SHOT



USE EVERY TIME

Condoms



Hormonal Methods

TAKE DAILY

Pill



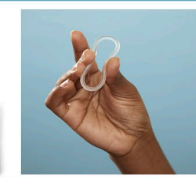
CHANGE WEEKLY

Patch



CHANGE MONTHLY

Ring



EVERY 3 MONTHS

Shot



SOURCES: BEDSIDER.ORG



If you are a minor in Maryland,

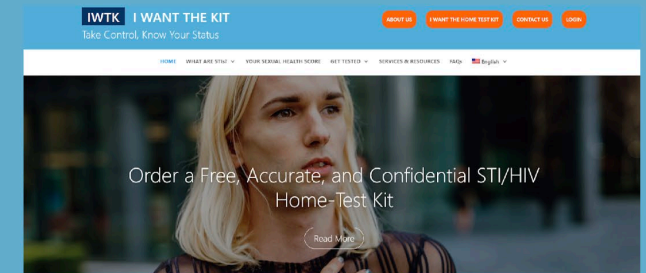
IT IS YOUR LEGAL RIGHT

to get tested & treated for STIs
& get Birth Control.



At-Home STI Testing Kit

- ✓ Is free
- ✓ Arrives in discreet packaging
- ✓ Is 100% Confidential
- ✓ Includes testing materials and instructions with clear illustrations showing you how to collect your samples
- ✓ Pre-paid return envelope
- ✓ Will connect you to care if you have a positive STI test.



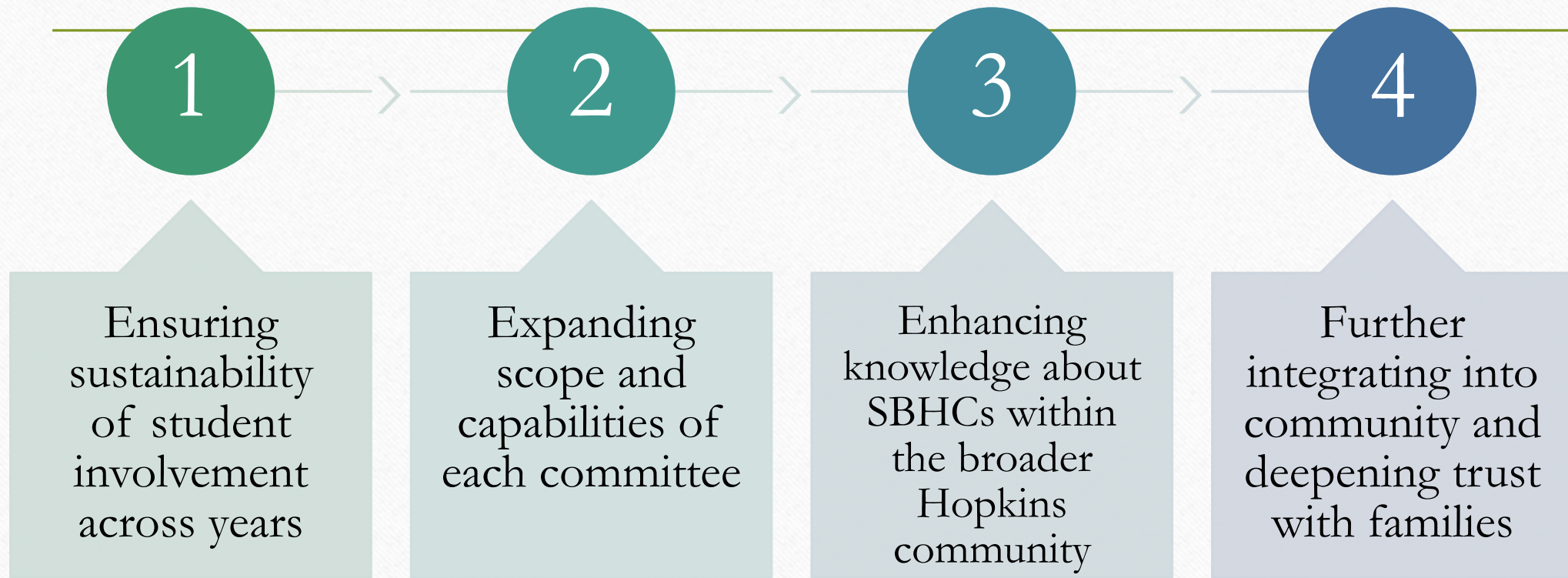
iwantthekit.org

Challenges

- Finding time for events that fit both the KIPP schedule and that of the health professional students, which often overlap
- Transportation to and from KIPP Baltimore
- Generating sustained, widespread interest in programming amongst children and their families
- Longitudinal commitment for health professional students
- Building trust with families

The Expectation – Next Steps and Future Outlook

Next Steps and Future Outlook



The Demonstration – A
Mutually Beneficial Partnership

Benefits for Health Students

- Hands-on experience serving members of the community
- Exposure to a different model of health care delivery
- Better understanding of the crucial connection between health and education
- Lots of opportunities for leadership, creativity among projects
- Variety of ways to contribute across a range of commitment levels
- Opportunities for scholarship



“I think it has really contextualized what I've learned in medical school, and made me consider healthcare from a much more holistic perspective. The best part of my personal experience with SHI has been being able to learn from kids! They have such a unique view of the world, and I think it has shaped how I think about medicine and pediatrics in particular. It's also been really awesome to see how much interest in school health we've been able to generate through the school health initiative.

- Connie Cai, M3

“The best parts were working with like-minded/passionate team members to create the healthy living support program and interacting with the families! This experience taught me how to navigate each step of creating an evidence-based health initiative and to consider the best ways in which to engage families in developing lifelong healthy habits, which will be very helpful for what I want to pursue in my future career.”

- William Wen, M4

“The kids are absolutely hilarious, and I always leave lessons feeling happier. It's been really motivating to see school health in action and learn how doctors and other healthcare workers can improve kids' lives.”

- Teddy Daniel, M2

Benefits for SBHCs

- Students' energy, enthusiasm, creativity, and knowledge can bring great new ideas to your program.
- SBHC budgets are often very tight – expanding capacity for low to no cost is a huge benefit!
- Connection to professional schools – particularly if SBHCs are used as training sites – can lead to financial support for the SBHC.
- Increased opportunities for students served by SBHCs to see professional students who look like them.
- Increased opportunities to develop the pipeline of school health professionals.
- Students' experience and skills in research can support program evaluation efforts.

Benefits for Professional Schools

- Professional students are often interested in community–based experiences during training and may choose a school based on its offerings.
- Many professional schools are in need of clinical rotation sites for their trainees – ambulatory sites can be particularly difficult to secure.
- Experiences in school health can help to achieve curricular requirements for community health, public health, addressing health disparities.
- SBHCs can provide clinical, research, and/or advocacy experiences as part of required clerkships or as electives.

**Breakout #2 – Design
Your Perfect Student
Partnership**

Breakout #2 – Design Your SHI

Participants?

- What types of students?
- From what institutions?
- How will you recruit?

Structure?

- What committees would you form?
- What types of projects would students be involved in?

\$\$\$\$?

- How much funding do you anticipate you would need?
- What sources of funding might be available?

Obstacles?

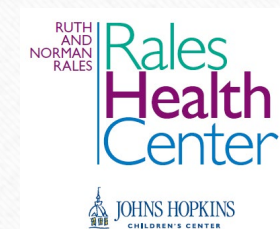
- What are the main obstacles you envision facing in creating the partnership?
- How might you overcome those challenges?

Benefits?

- What benefits do you feel a partnership with students could provide to your SBHC?
- To the students? To your community?



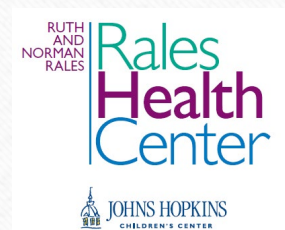
Summary and Takeaways



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- A partnership between health professional students and SBHCs can be mutually beneficial by expanding the capabilities of SBHCs while enhancing the students' education.
 - Important considerations when forming such a partnership include institutional approval, overall structure, appropriate projects for students, and funding.
 - At Hopkins, we have piloted our program using a committee approach targeting healthy living, chronic conditions, and health education.
 - We hope our experience may serve as a model and inspiration for similar programs around the country.



Thank you!



Rales Center



@raleshealthcenter