

*Incorporating Community Engagement and
Social Determinants of Health throughout the
Nursing Curricula*

Terri H Lipman, PhD, CRNP, FAAN
Assistant Dean for Community Engagement
Miriam Stirl Endowed Term Professor of Nutrition
Professor of Nursing of Children
University of Pennsylvania School of Nursing

- Community engagement refers to the process of developing sustainable relationships based in trust, reciprocity and shared vision.
- Community engagement strives to build relationships that allow for collaborative response to the health needs and priorities of the surrounding community.
- The scope of engagement remains broad- encompassing reciprocal teaching/learning, research, practice and service-

- The School of Nursing is intrinsically linked to external communities. It is our responsibility to use our knowledge and expertise through education, research and practice to partner with communities and the University to improve the health and well being of our neighbors.
- *We can no longer afford to educate a workforce that is not prepared to engage with the community*

Why do we Need a Community Context in Nursing?

- All patients are products of their communities
- The community gives insight into the social determinants of health
- To understand the community- nurses must engage in the community
- Knowledge of the community- and collaboration in developing goals, are critical to adequately provide care to children and their families- **regardless of healthcare setting**

HealthEquity
PopulationHealth
PrimaryHealthcare
SocialDeterminants
CulturalCompetency
GlobalHealth **CulturalHumility**
HealthPolicy
PublicHealth

What are Social Determinants of Health?

The social determinants of health are the conditions in which people are born, grow, live, work and age.

These circumstances are shaped by the distribution of money, power and resources at global, national and local levels.



Why should Social Determinants of Health be Addressed by Health Professionals?

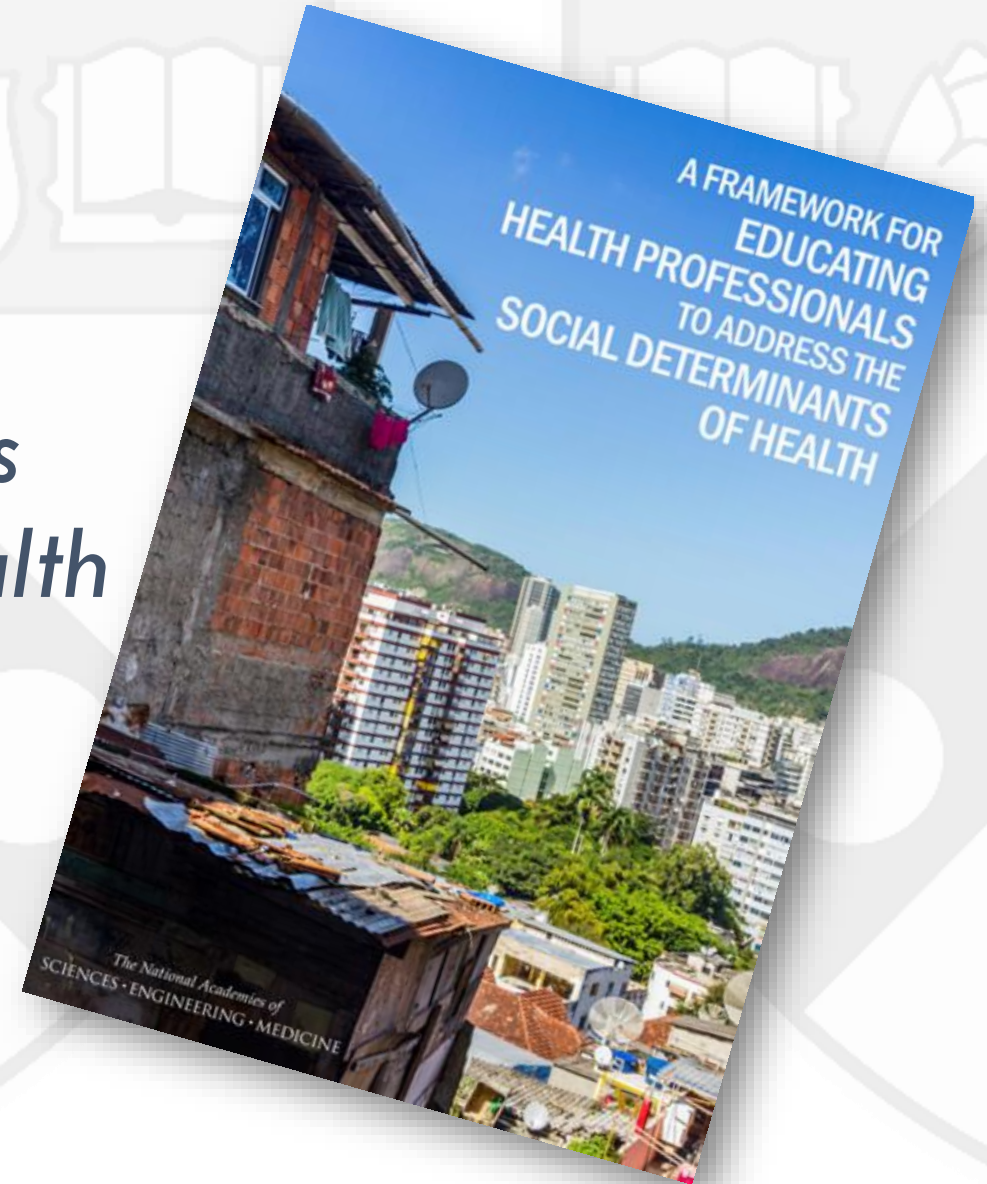
Without addressing the underlying causes of disease and ill health, the risk of perpetuating a cycle of ***inequity, disparity, and inequality*** will remain for generations to come.



Engaging people and patients in the context of their lives maximizes the impact of healthcare on health outcomes. On an individual level, this allows for whole person, patient-centered care which provides the greatest opportunity to fully address the patient's needs. At a population level, systematic assessment of SDOH provides a mechanism for cross-sector partnerships within and outside of the healthcare system. These partnerships can identify opportunities to leverage resources and improve the health and well-being of the community. (HRSA, 2016)

Framework:

*A Framework for Educating
Health Professionals to Address
the Social Determinants of Health*



A Unifying Framework

Based on its review of the literature and multiple calls for action, **the committee concludes** that there is a need and a demand for a ***holistic, consistent, coherent structure*** that aligns education, health, and other sectors to better meet local needs in partnership with communities.

Overview of Education Programs Addressing SDH in and with Communities

Findings:

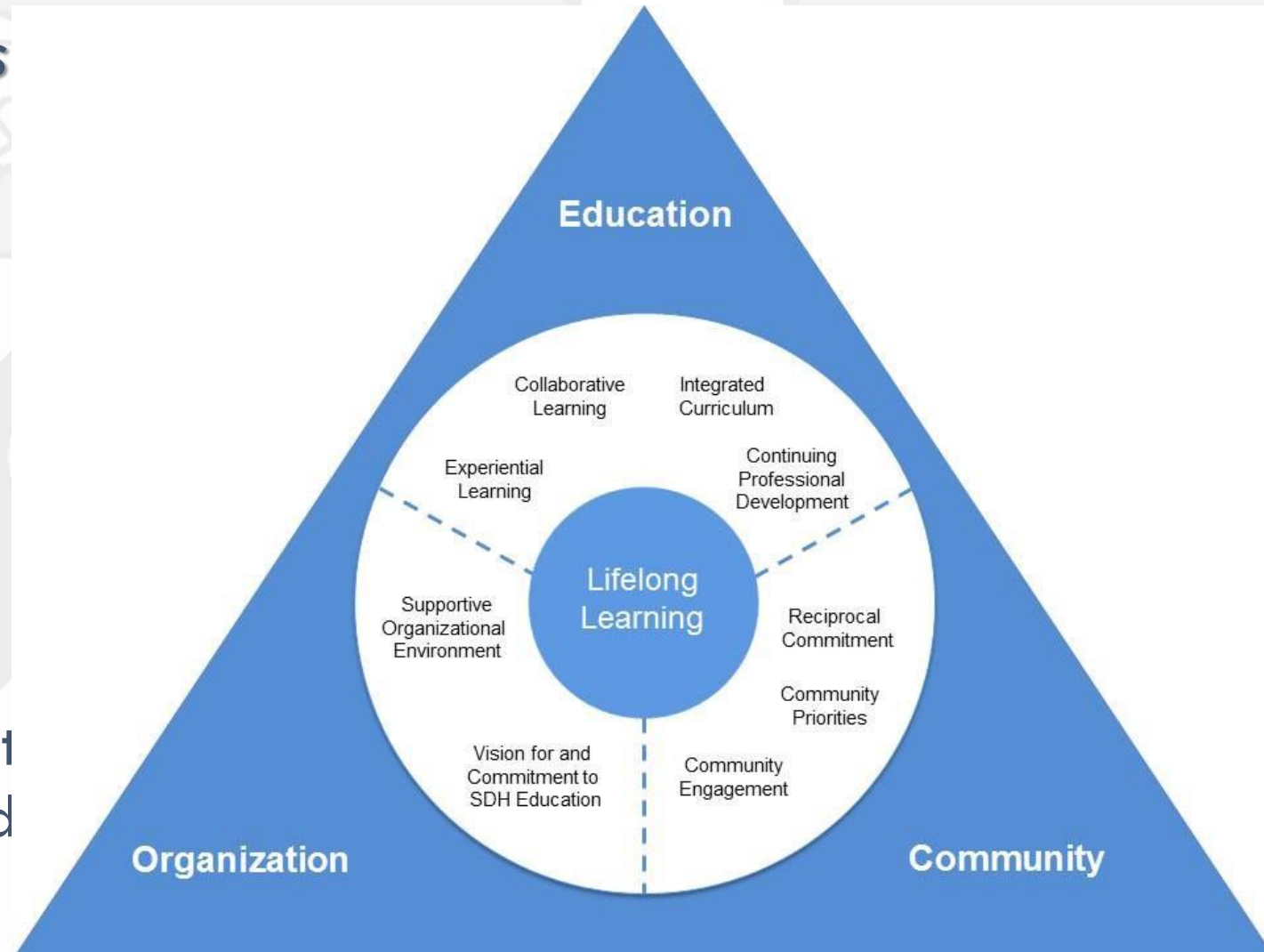
Huge variations in the length and intensity of the training:
imbedded vs. stand alone
immersion vs. long term
education and community outcomes

Willems (2015)

Educating Health Professionals the Social Determinants of

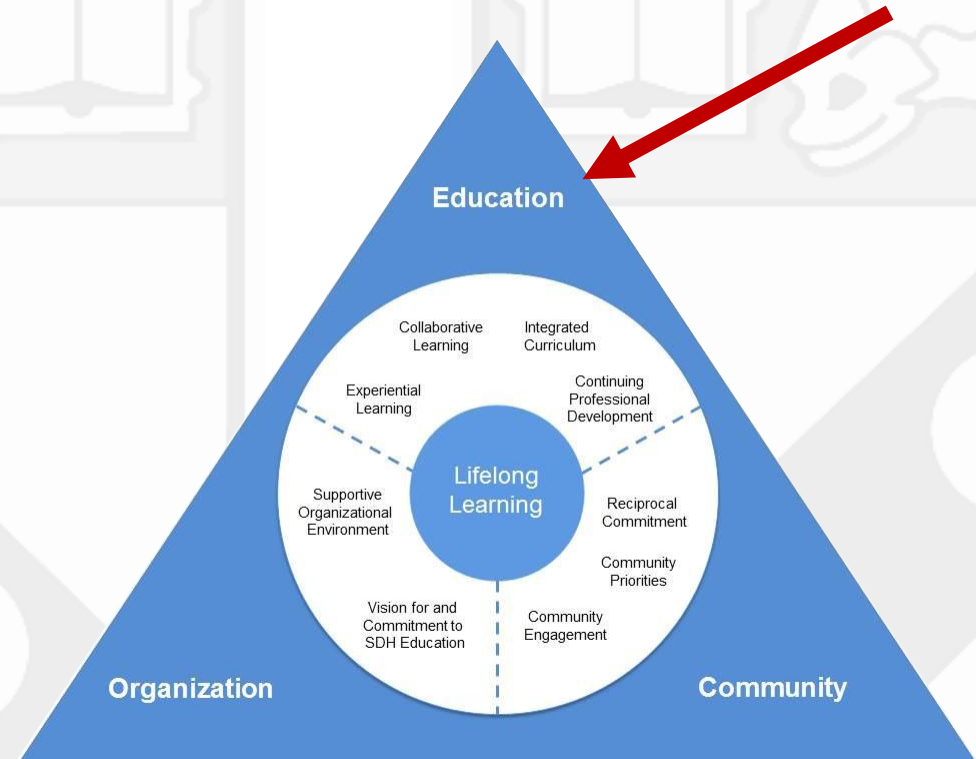
Why is this Important?

- Shift to Value-Based Care
- Address social determinants of health at the point of care
- Building a culture of health
- Need to consider interactions with and between health systems and communities



Domain: Education

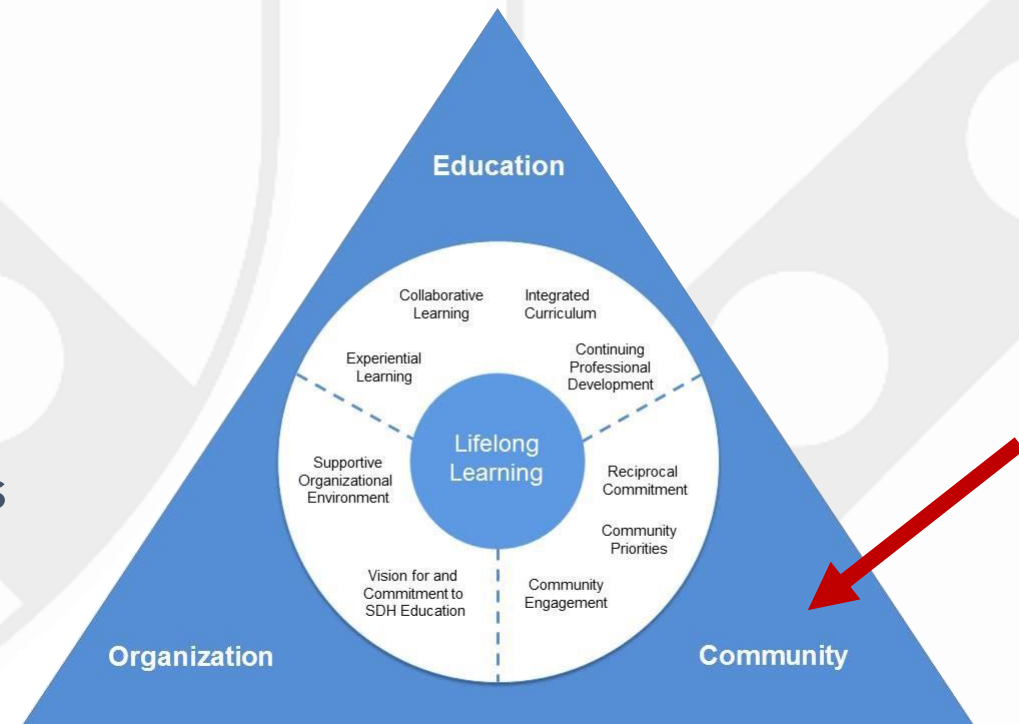
- Experiential learning
- Collaborative learning
- Integrated Curriculum
- Continuing professional development
 - Create lifelong learners
 - Instill a passion to address health disparities and health inequities



Domain: Community

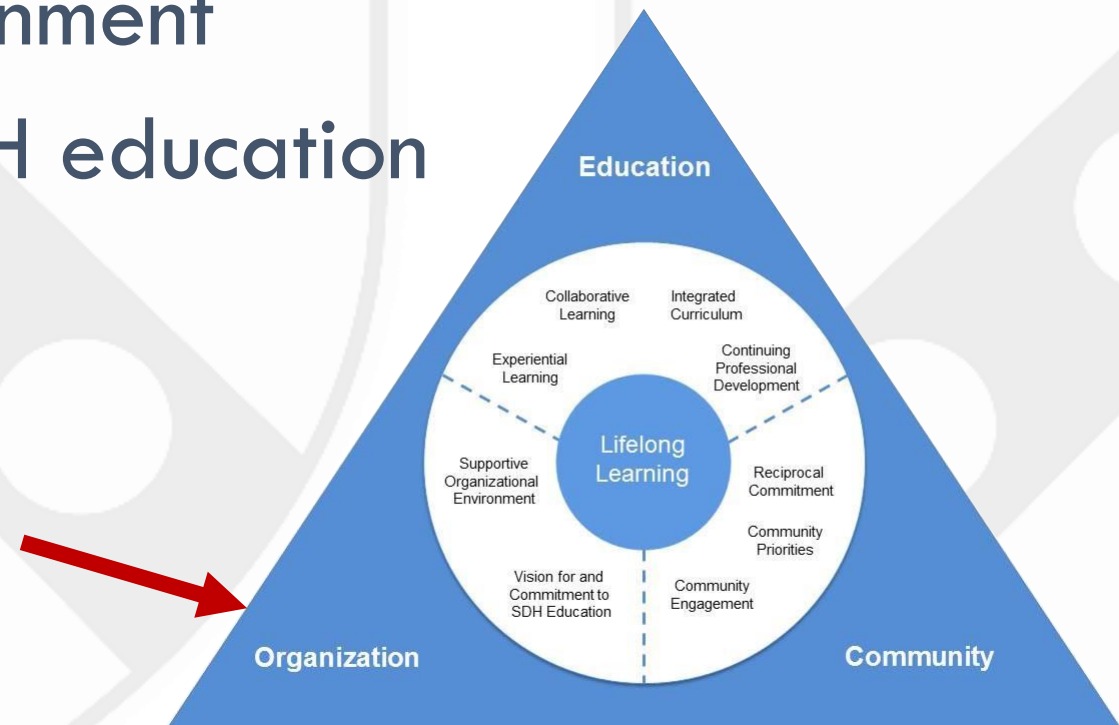
Partnerships are key to effectively addressing the social determinants of health

- Reciprocal commitment
 - bidirectional linkages form equality in partnerships
- Community priorities
 - learners are challenged to solve problems and make new connections through exposure to other professions, sectors, and populations
- Community engagement
 - expose learners to the broader social, political, and environmental context



Domain: Organization

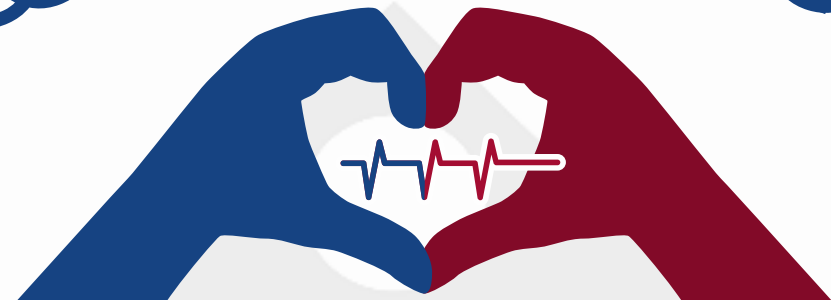
- Supportive organizational environment
- Vision for and commitment to SDH education





Education/ Community Engagement Students

COMMUNITY GAMMAIDS



Creating Healthier Communities Together

UNIVERSITY of PENNSYLVANIA
SCHOOL of NURSING

- Student directed and organized
 - Community hours are logged
- Faculty mentored
 - Bi weekly connection with faculty
 - 1-2 faculty site visits/ semester
- 50+ students; 17 community sites



Strategic Plan

- **Identify Community Initiatives that have the potential to effectively integrate practice, teaching, and research**
- **Identify and integrate the concepts and competencies of global/ community engagement across the undergraduate and graduate curriculums**







CLINICAL PRACTICE

The Community Champions Program at the University of Pennsylvania School of Nursing

Sophie R. Mintz †, Chantal A. Low, Ian J. McCurry, Terri H. Lipman

School of Nursing, University of Pennsylvania, United States

Received: December 6, 2016

Accepted: February 3, 2017

Online Published: March 8, 2017

DOI: 10.5430/jnep.v7n8p46

URL: <http://dx.doi.org/10.5430/jnep.v7n8p46>

ABSTRACT

The Community Champions program at the University of Pennsylvania School of Nursing provides motivated nursing students with opportunities to partner with the greater Philadelphia community and engage in hands-on learning. With several thriving initiatives, students participate in service learning outside of the classroom, which ultimately strengthens their nursing and leadership skills. Students work to improve health and health education for people of all ages. These experiences help nursing students better understand the social determinants of health and how they impact community members. Dedicated faculty



Contents lists available at ScienceDirect

Journal of Pediatric Nursing



Dance for Health: An Intergenerational Program to Increase Access to Physical Activity



Krista Schroeder, PhD, RN^{a,*}, Sarah J. Ratcliffe, PhD^b, Adriana Perez, PhD, RN, CRNP, ANP-BC, FAAN^a, David Earley^c, Cory Bowman, BA^d, Terri H. Lipman, PhD, CRNP, FAAN^a

^a University of Pennsylvania School of Nursing, Philadelphia, PA, United States

^b University of Pennsylvania Perelman School of Medicine, Philadelphia, PA, United States

^c In the Dance, Philadelphia, PA, United States

^d University of Pennsylvania, Netter Center for Community Partnerships, Philadelphia, PA, United States

ARTICLE INFO

Article history:

Received 2 June 2017

Revised 11 July 2017

Accepted 11 July 2017

Keywords:

Intergenerational

Physical activity

Exercise

Dance

ABSTRACT

Purpose: The purpose of this study was to evaluate Dance for Health, an intergenerational program to increase access to physical activity in an underserved, high risk urban community.

Design and Methods: Dance for Health was developed using community-based participatory research methods and evaluated using an observational study design. The program entailed two hour line dancing sessions delivered by trained dance instructors in the neighborhood recreation center. The weekly sessions were delivered for one month in the spring and one month in the fall from 2012–2016. Nurse practitioner students mentored local high school students to assess outcomes: achievement of target heart rate, Borg Rating of Perceived Exertion, number of pedometer steps during dance session, Physical Activity Enjoyment Scale, and adiposity. Analytic methods included descriptive statistics and mixed effects models.

Strategic Plan

- Identify Community Initiatives that have the potential to effectively integrate practice, teaching, and research
- **Identify and integrate the concepts and competencies of global/ community engagement across the undergraduate and graduate curriculums**

Global and Community Health Competencies Within a Social Determinants of Health Framework

The skills and knowledge gained through global and community engagement are necessary for adequate and thorough care of the individual patient regardless of setting.

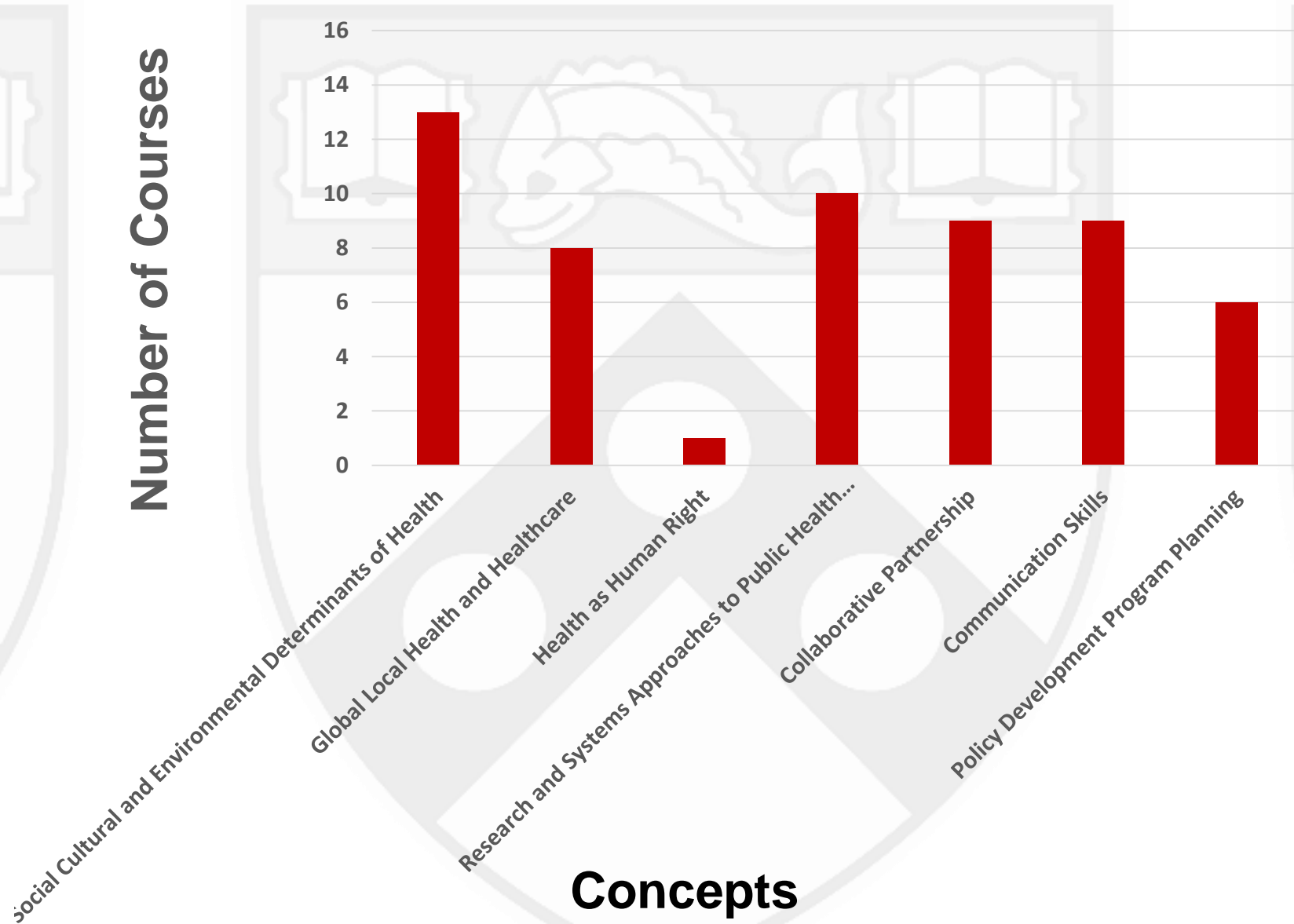
1. Social, Cultural, and Environmental Determinants of Health

- a. Recognize/identify how population health outcomes are affected by safe and affordable housing, access to education, public safety, availability of healthy foods, local emergency/health services, and environments free of life-threatening toxins.
- b. Understand health disparities and barriers to healthcare within a social-ecological framework that includes social, ethnic, demographic, economic, cultural, ethical, geographical, and built environment factors.
- c. Demonstrate an understanding of demographic influences on health care quality and effectiveness, (e.g. race, ethnicity, sex, gender and socioeconomic status) in the diagnosis and treatment of diseases.
- d. Recognize personal biases in the approach to health care delivery
- e. Recognize the importance of assessing the literacy of populations served (e.g., ability to obtain, interpret, and use health and other information;
- f. Recognize the importance of assessing social media literacy and access to technology.
- g. Identify exposures to occupational and environmental hazards and potential impact on individual, family, and community health.
- h. Recognize cultural variation of individuals and populations in defining or interpreting health and illness, as well as selecting health-related practices.

Development of Global and Community Health Competencies Mapping and Integration

- Task force formed
- Survey developed
- Presented and vetted at Undergraduate Curriculum Committee meeting
- Surveys distributed to course directors
- Targeted key undergraduate courses

Course Mapping of Global/ Community Health Concepts- n=14

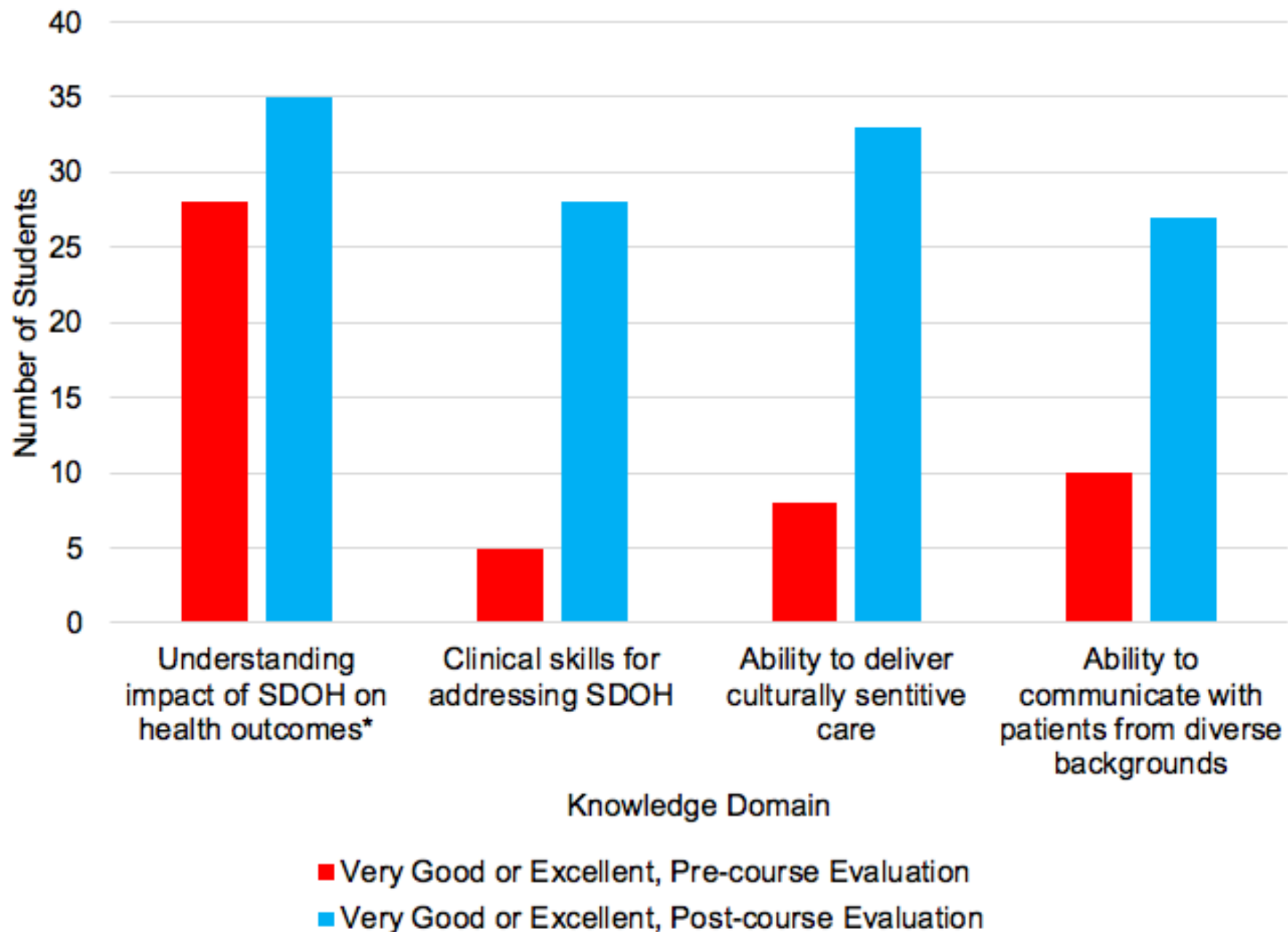


NURS354- Case Study- Addressing the Social Determinants of Health: Community Engagement Immersion

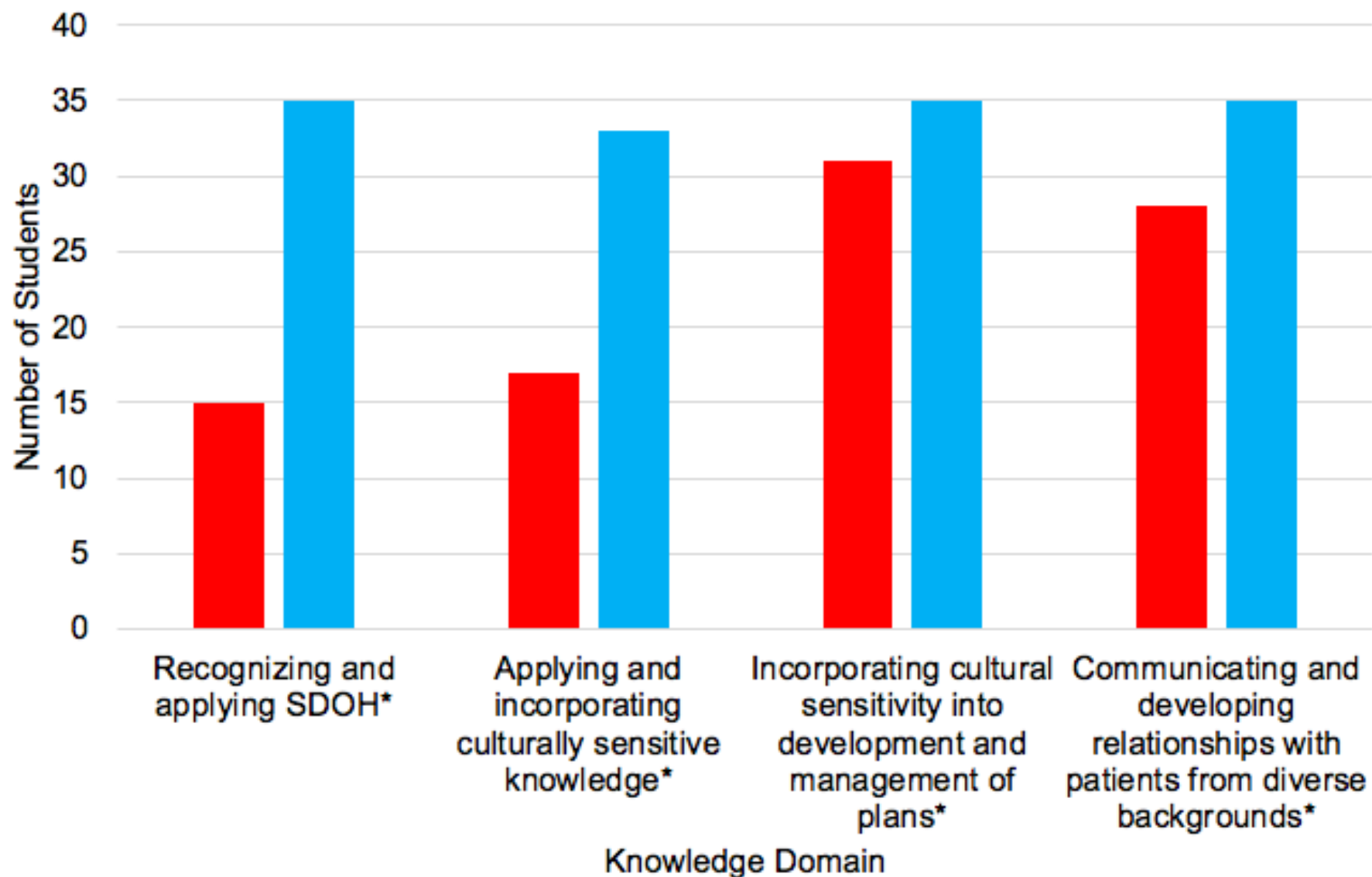
This case study offers students experiential learning to develop an in depth understanding of social determinants of health in vulnerable, underserved populations and to collaboratively design and refine existing health promotion programs based on the needs of the community site.

- Deliverables based on needs and priorities of community
- Flipped Classroom
- Content- In class/ Online discussions/ / Discussion Board Posts related to readings- videos- TED talks- problem based learning
- Bi-weekly communication with faculty related to community engagement

Self-reported Change in Knowledge about SDOH



Self-reported Impact on Clinical Practice



■ Confident or Very Confident, Pre-course Evaluation

■ Confident or Very Confident, Post-course Evaluation

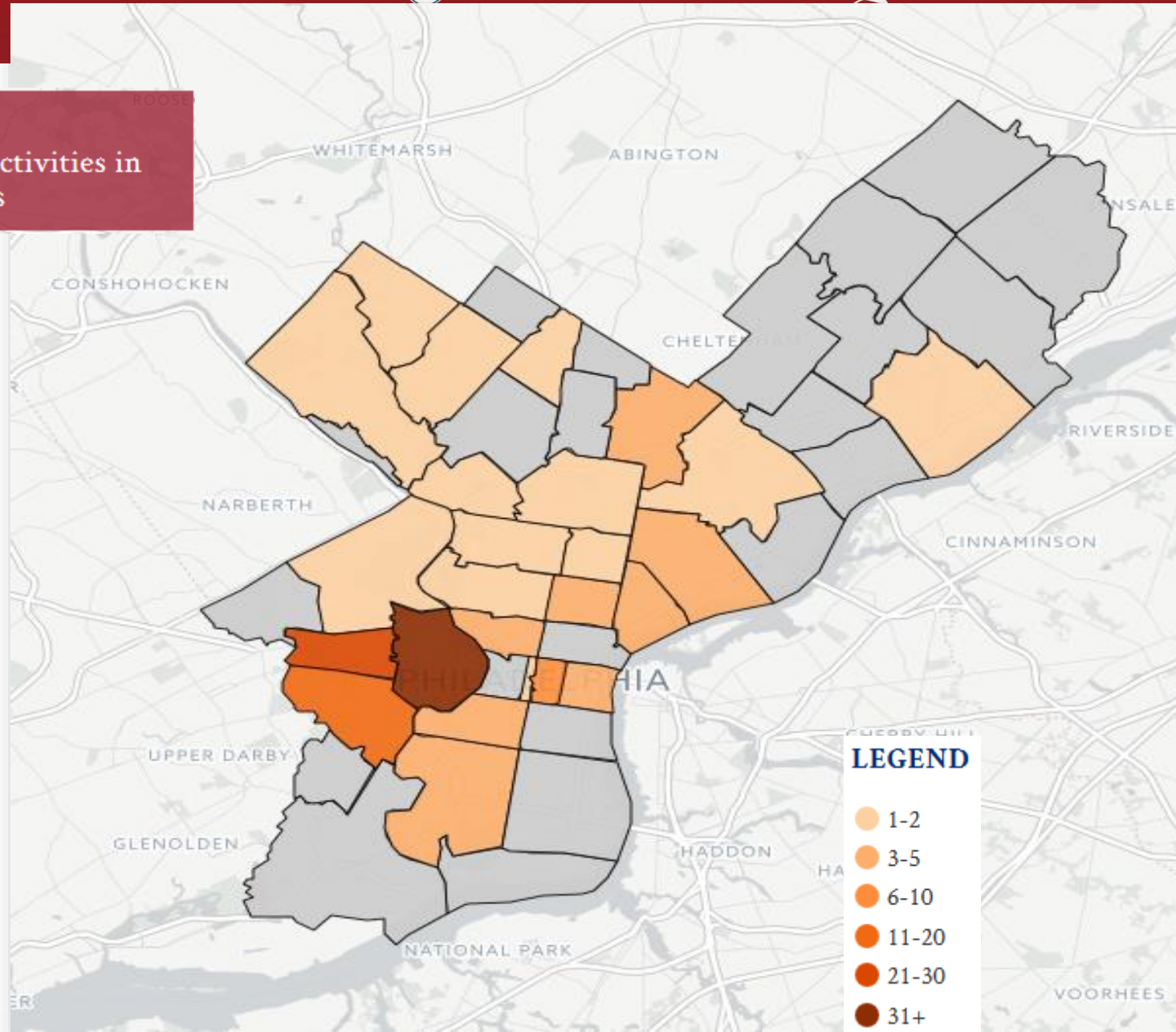
Graduate Education

- **Primary Care Nurse Practitioner Programs**
 - Students engaged with the community
 - Curriculum focused on SDOH
- **Pediatric Acute Care Nurse Practitioner Program**
 - Students engaged with the community throughout the curriculum
 - All course syllabi include objectives related to SDOH



**Education/ Community Engagement
Faculty**

SHOWING
202 Total Activities in
61 Locations



Educating Health Professionals To Address The Social Determinants Of Health

Join us for a panel discussion moderated by Dr. Laura Magaña Valladares, Dean of the School of Nursing, with Dr. Antonia M. Villarruel, who has served as the Director of the National Academy of Medicine Committee that developed the national network for Educating Health Professionals to Address the Social Determinants of Health. During this stimulating discussion, you will hear insights from the panel and an interactive Q & A session.



Laura Magaña Valladares, PhD

National Director, Social Health in Mexico



Antonia M. Villarruel, PhD, RN

Professor and Margaret E. Ross Professor of Nursing
Director, WHO Collaborating Center for
Nursing and Midwifery
University of Pennsylvania School of Nursing

Tuesday, November 8, 2016

12:00-1:30 PM

Hall of Flags Room in Houston Hall
3417 Spruce Street – Light Refreshments

The Penn Inter-Professional Forum to Address Social Determinants of Health
is made possible by the Provost's Excellence through Diversity Fund and support of our many partners.

Join us in the second of this three part series! This particular component will highlight the community component of the 2016 Institute of Medicine Report.

Educating Health Professionals To Address The Social Determinants of Health:
The Second of a Three Part Series
*Highlights from the **Community***
Component of the 2016 Institute of Medicine Report

Health starts long before illness - in our homes, schools, and jobs - and these "social determinants of health" account for approximately 75% of health outcomes. It is essential that our students and workforce are prepared to address these determinants.

Please join us for a provocative presentation and discussion with faculty and students from the Schools of Nursing and Dental Medicine, and their community partners, focusing on their successful partnerships. During this stimulating discussion, you will hear highlights from "A Framework for Educating Health Professionals to Address the Social Determinants of Health" (2016), followed by an interactive Q & A.

Speakers include:

Joan Gluch, PhD, RDH, PHDHP, Associate Dean for Academic Policies, Division Chief and Professor of Clinical Community Oral Health with community partners Deanne Wallaert and Kiasha Huling from Sayre Health Center.

Terri H Lipman, PhD, CRNP, FAAN, Assistant Dean for Community Engagement, Miriam Stirl Endowed Term Professor of Nutrition, Professor of Nursing of Children with community partners David Earley and Selena Williams- Directors, In the Dance.

Tuesday, February 28, 2017
12:00-1:30PM
Light Lunch will be Provided

Hall of Flags Room
Houston Hall
3417 Spruce Street
Philadelphia, PA 19104

[Sign Up Today](#)



The Penn Inter-Professional Forum to Address Social Determinants of Health is made possible by the Provost's Excellence through Diversity Fund and the support of our many partners:





Nursing

Developing a Curriculum for Health Professionals Guided by Social Determinants of Health and Community Engagement

Please join us for a stimulating presentation and discussion with Dr. Pedro Greer, who is the Professor and Founding Chair at Florida International University Herbert Wertheim College of Medicine. Dr. Greer has led an interprofessional medical education curriculum "Neighborhood Health Education Learning Program" that prepares future practitioners to examine and address social determinants that influence health outcomes.

Tuesday, March 27, 2018
12:00-1:00 PM
John Morgan Auditorium
3620 Hamilton Walk

[Register Here](#)



Pedro J. Greer Jr., MD

Dr. Greer is Professor of Medicine, Founding Chair of Humanities, Health and Society and Associate Dean for Community Engagement at Florida International University Herbert Wertheim College of Medicine (FIU HWCOM) in Miami, Florida. Throughout his career Dr. Greer has been an advocate for health equity by engaging communities to create effective health and social policies and accessible health care systems. His advocacy began during medical training when Dr. Greer established Camillus Health Concern, Inc. and Saint John Bosco, health centers for

underserved populations in Miami-Dade County, Florida.



Academically Based Community Service Courses

Barbara and Edward Netter Center for Community Partnerships

- Over 70 ABCS courses across the University- **10 are in the SON**
- ABCS students and faculty work with public schools, faith communities and organizations in West Philadelphia
- Integrates service with research, teaching, and learning
- Improves quality of life in the community and the quality of learning and scholarship in the University through collaborative problem-solving
- Fosters structural community improvement
- Helps students to become active, creative, contributing citizens of a democratic society
- Links theory and practice through activities in the community



Organization- SON/ University

Assistant Dean for Community Engagement University of Pennsylvania School of Nursing

The Assistant Dean for Community Engagement serves as the driving force for innovations that link Community Engagement with the School's tripartite mission in practice, education, and research. The role assures and affirms the School's commitment to and leadership in addressing and understanding social indicators of health locally, nationally, and globally.

Alliance for Community Engagement

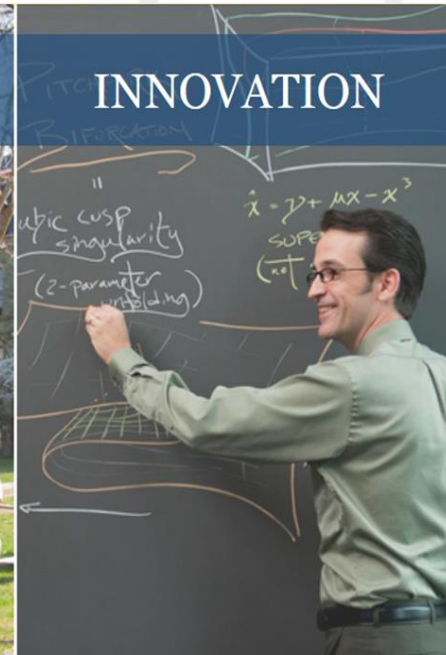
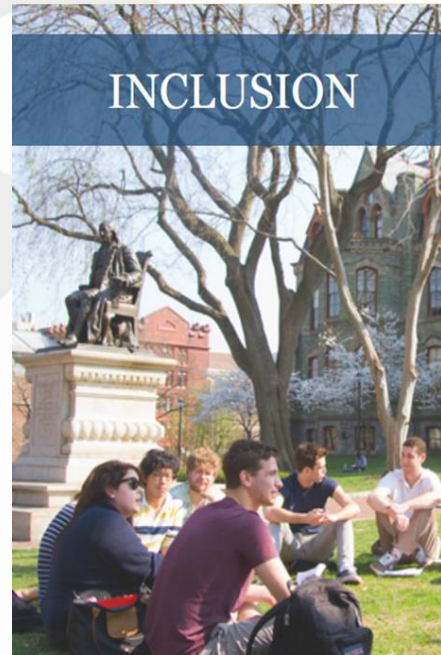
- Faculty and students from schools of Nursing, Medicine, Social Work, Dentistry, Public Health, Veterinary Medicine, Engineering- and the Netter Center for Community Partnerships
- Initiative to enhance inter-professional collaboration and learning for students who are engaged with the community throughout curricula and clinical rotations
- Goal is to coordinate our efforts, expand opportunities for collaboration, explore prospects for inter-professional courses and develop a model to optimize inter-professional community engagement



Inclusion: Increase Access

Innovation: Integrate Knowledge

Impact: Engage Locally,
Nationally and Globally





Jodi Feinberg (Nu'15) inaugural recipient in 2015

Home, Heart, Health: Engaging the Community in Bridging the Gap

Mentor: Dr. Terri Lipman



Melanie Mariano (Nu'16)

Living HEALthy: Health Expansion Across Libraries

Mentor: Monica Harmon

Kriya Patel (C'16)

Coming Home to Continued Care

Mentor: Dr. Kathleen Brown



Yaneli Arizmendi (Nu'17), Alexa Salas, Camilo Toro (C'17)

Lanzando Líderes (Launching Leaders)

Mentor: Dean Antonia Villarruel

Marcus Henderson and Ian McCurry (Nu'17)

Homeless Health and Nursing: Building Community Partnerships for a Healthier Future

Mentor: Dr. Terri Lipman



Alaina Hall (Nu'18)

Healthy Pequeños (Healthy Little Ones)

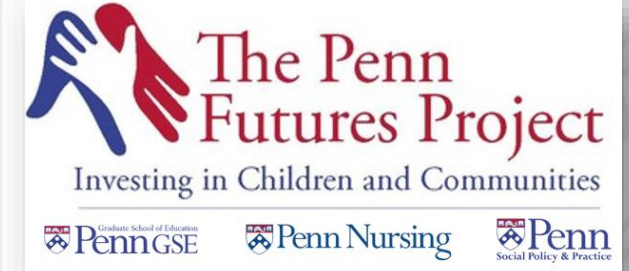
Mentor: Dr. Cynthia Connolly





Evolving, joint initiative to create innovative, interdisciplinary ideas for improving the health and quality of young lives and those of their families and communities in Philadelphia and beyond.

Penn Futures Project: Investing in Children and Families



- **A Penn Interdisciplinary Contribution to Data-based Decision Making in Philadelphia**
 - expand existing partnership between the City and Penn to develop an evidence-based approach to disciplining the service data for use in policy and practice decision making
- **Serving LGBTQ Youth and Families: Preparing the Next Generation of Social Workers, Teachers, School Counselors and Nurses**
 - expand current training opportunities and curriculum content focused on serving LGBTQ youth and their families, particularly transgendered youth of color
- **Penn Graduate School Alliance for Field Practice with Kensington Sciences Academy**
 - collaboration between a university and public school within an urban school district for the purpose of developing and supporting a “whole child/community” model of professional learning
- **Mental and Medical Health Support for LGBTQ Youth, an Interprofessional Simulation Approach**
 - improve our ability to prepare nurses, social workers, and school administrators with a set of skills to support LGBTQ youth in multiple settings, including the delivery of affirmative health and mental health care in safe and supportive environments.
- **Preparing Leaders in Child Advocacy and Welfare**
 - change educational and training models for professionals who serve children and families by developing an interdisciplinary curriculum that prepares future teachers, psychologists, nurses, social workers, physicians, lawyers, public health practitioners, and researchers to join forces on improving outcomes for marginalized youth and families.

No serious health problem can be solved and understood without academics, clinicians and the community working closely together to solve it

Benson, Harkavy & Puckett, 2000

Neighbor is not a geographic term. It is a moral concept. It means our collective responsibility for the preservation of man's dignity and integrity.

Dr. Joachim Prinz

August 28, 1963, Washington, DC