Developing the Complex Care Workforce through Community-Engaged Learning: Reflections from the National Student Hotspotting Hubs

Friday, November 15, 2019
11:30 – 12:45 pm
Presenters & Authors

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I’m going to start!
Learning objectives

• Relate key components and lessons learned from Student Hotspotting to the Blueprint for Complex Care

• Share key lessons learned in cultivating student interest in complex care

• Suggest core competencies for teaching about complex care

• Immediately apply approaches to complex care workforce development based on consultations from Hotspotting Hub leaders
Workshop format

- Presentations: 30 min
- Small group table consultations: 30 min
- Moderated report-back: 10 min
Talk #1: What Is Student Hotspotting?

Interested in interprofessional, patient-centered care? Apply to become a student hotspotter.

Deadline for Student Hotspotting applications: May 31, 2019

Learn more and apply: nationalcomplex.care/offerings/student-hotspotting

Camden Coalition of Healthcare Providers  The National Center for Complex Health & Social Needs  Regional One Health
What Is Student Hotspotting?

A program that trains **interdisciplinary teams** of professional students to learn to work with **complex medical and social needs** using a **patient-centered approach**.

The six-month program provides **education and support** to teams as they **connect with patients**, learn about the root causes of **high health care utilization**, and **share this learning** with their institutions.

https://www.camdenhealth.org/programs/student-hotspotting/
Interprofessional Composition of Student Hotspotting Teams

Professional programs represented:

- Anthropology
- Audiology
- Biomedical science
- Business
- Community health
- Dentistry
- Epidemiology
- Health Administration
- Law
- Medical dietetics
- Medicine
- Nursing
- Therapy
- Occupational & Physical
- Optometry
- Pharmacy
- Physician Assistant
- Psychology
- Public Health
- Social Work
The Student Hotspotting Intervention
Arc of the curriculum

6 curricular modules
- Longitudinally distributed
- Mosaic/iterative

Monthly at each hub separately
- Content blasts
- Skills labs
- Case conferences

Monthly with all 4 hubs together
- Round Table discussion (with national experts)
PROFESSIONAL EDUCATION STANDARDS ALIGNED WITH THE
STUDENT HOTSPOTTING PROGRAM
Value-Added Education - Utilization Data

ER Visits per Month


Hotspotting team
Development of 4 Hotspotting Hubs

Student Hotspotting Hubs

- SMU Oakland, CA
- UofU Salt Lake City, UT
- SIU Springfield, IL
- TJU Philadelphia, PA
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Over to you, Tim!

Timothy Farrell, MD, AGSF
*University of Utah*

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How does Student Hotspotting align with the Blueprint for Complex Care?
Assessment of the Current State of Complex Care

<table>
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<tr>
<th>Framework Component</th>
<th>Strengths</th>
<th>Weaknesses</th>
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| Standards of Practice | - Validated care models and promising practices exist and are spreading  
- Common features of promising models and practices have been identified | - Data sharing limitations hamper progress  
- There is a shortage of providers prepared to deliver complex care |
Recommendations

1. Develop core competencies and practical tools to support their use.

Complex care requires a diverse workforce with the knowledge, skills, and abilities to support intersecting, complex needs. Identifying competencies allows for the development of standardized educational programs and resources. Over time, the core competencies could evolve to become formal practice standards that are measured, tested, and formally certified.
5. Engage allied organizations and healthcare champions through strategic communication and partnership.

Complex care must collaborate with overlapping fields and communities that are aligned (or beginning to align) with the values, principles, and tactics that complex care employs and serve the same population. Potential partners include: criminal justice, community development, social services, palliative care, primary care, addiction medicine, population health, patient advocacy groups, and public health.
7. **Strengthen local cross-sector partnerships.**

The local complex care ecosystem requires **robust, equitable, and effective multi-sector partnerships**. Heightened attention to social determinants and health equity has generated a lot of interest and activity in cross-sector relationships, yet true collaboration remains difficult. **Tools and coaching can help teach leaders critical elements of effective partnerships.**
## Crosswalk between Blueprint and Hotspotting

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<th>Blueprint recommendation</th>
<th>How Student Hotspotting aligns with the Blueprint</th>
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| **1. Develop core competencies and practical tools to support their use**               | • National hotspotting curriculum exists  
• Natural alignment with complex care competencies and IPEC competencies  
• Tools (RELATE training, validated student surveys)                                                                                                                                 |
| **5. Engage allied organizations and health care champions through strategic partnerships** | • Hubs partner with academic medical centers, payors, and community organizations  
• Hubs partner with virtually all health sciences disciplines  
• Hubs partner with additional disciplines, including social work, public health, law, and business                                                                                           |
| **7. Strengthen local cross-sector partnerships**                                        | • Hubs break down local silos effectively  
• Hubs generate interest among students to consider careers involving complex care                                                                                                           |
Additional Blueprint/Hotspotting alignment

**Recommendation 2:** Further develop quality measures for complex care programs
- Learning outcomes → collected by all Hubs
- Cost & utilization data → collected by all Hubs
- Patient satisfaction → opportunity for data collection and analysis

**Recommendation 3:** Enhance and promote integrated, cross-sector data infrastructures
- Hubs overcame multiple barriers to identify and enroll Hotspotting patients
Additional Blueprint/Hotspotting alignment

**Recommendation 6:** Value the leadership of people with lived experience
- University of Utah Hotspotting student completed program while working as a master’s degree student and care manager
- She is now a Hotspotting faculty advisor for the 2019-20 cohort

**Recommendation 11:** Foster peer-to-peer connections and learning dissemination
- Hubs have become a learning community
- Multiple national presentations and emerging scholarship
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And now on to talk #2!
Talk #2: Cultivating Student Interest in Complex Care through Hotspotting: Proposed Complex Care Competencies

• DEVELOPING THE COMPLEX CARE WORKFORCE

• IMMERSING STUDENTS IN COMPLEX CARE – SUSTAINABILITY

• HIGHLIGHTING CORE COMPETENCIES FOR TEACHING ABOUT COMPLEX CARE
Student Hotspotting...Getting started

- Identify institutional and faculty support
- Recruit interprofessional team of health professional students
- Perform community needs assessment
- Visit the Camden Coalition’s website
  - [https://www.camdenhealth.org/student-hotspotting/](https://www.camdenhealth.org/student-hotspotting/)
  - [https://www.nationalcomplex.care/](https://www.nationalcomplex.care/)
Forming a Hotspotting Team

• Identifying faculty champions from different health professions

• Faculty champions recruit students from different health professions

• Student application process with faculty sponsorship
Getting Buy-in: Approaching your Dean

Deans of all programs are:

- Tremendous student advocates
- Under outstanding time constraints
- Driven and held accountable to providing an excellent education for their students
- Intimately aware of the standards by which that education is evaluated
- Likely more aware than we about trends in education (ex. Interprofessional education, service learning)
COMMUNITY PARTNERSHIP

• Engage key academic, clinical, and community stakeholders

• Clinical stakeholders/Office of Care Coordination interested in addressing needs of super-utilizers
  • Pre-generated patient lists of Super-Utilizers
  • Student Teams paired with the expertise of faculty and Clinical advisors from outpatient primary care sites from which lists were generated

• Care providers in Emergency Department

• Community stakeholders
  • Project Home’s Stephen Klein Center
  • Health Leads and Broad Street Ministries
Strategies to Sustain Student Involvement & program Longevity

• Integration into University curriculum (capstones, independent studies, existing courses, scholarly inquiry)
• “Excellence in Collaborative Practice” student transcript designation
• Student opportunity for scholarly activities
• Student Hotspotting Alumni Council
• Champion faculty/clinicians recognized by offering IPE Awards
• Data analysis to support additional buy-in and expansion
• Grant, institutional and philanthropic funding
Core competencies for teaching about complex care using the Student Hotspotting Model

• 6 Core Competencies: ‘RELATE’ – Complex Care Coaching
  • Relationship
  • Emotion
  • Limits
  • Agency
  • Teamwork
  • Eco-system

**Team advisors, preceptors, leaders should be able to:**

• Identify situations that indicate coaching to a specific competency
• Model the competencies in the coaching sessions
• Employ a reflective approach in your feedback
• Reinforce the development of an authentic healing relationship with the patient.
• Help students navigate through barriers, build resilience, & capabilities required to sustain teamwork for this population
Small Group Table Consultations

• Each Hotspotting Hub leader will provide expert consultation on challenges that the small group may be experiencing in workforce development in their local complex care ecosystems.

• Hotspotting resources, effective networking strategies, and methods to sustain curriculum support will be shared.
Moderated report-back session (10 min.)

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