The future physician work force will provide care in a system expected to enhance the patient experience, improve the health of populations, and reduce costs. Given the evolving landscape of healthcare, educators are charged to reform medical education curricula to reflect an appreciation for social determinants of health (SDH); integrate behavioral, population, and public health; incorporate interprofessional education and; teach social accountability.

Approach

The Green Family Foundation Neighborhood Health Education Learning Program (NeighborhoodHELP™) is the community infrastructure for a longitudinal series of courses entitled Community Engaged Physician I-III (CEP) which is introduced in the first year and culminates at graduation. The CEP course series, employs service learning to teach household centered care, interprofessional teamwork, and population health, while reinforcing ethics, social determinants of health and social accountability.

Each medical student is assigned an interprofessional team with students from nursing and social work, and as needed, education and law students. Each team is assigned to a household referred by a community partner from a target medically underserved community. Students are responsible for building a rapport with the household, assessing strengths and areas of need, and working collaboratively to develop and implement holistic care plans with the household. Faculty members from different disciplines supervise household visits and engage with students in classroom didactics, active learning sessions, interprofessional rounds, and iterative cycles of intervention and reflection.

Lessons Learned

A longitudinal, interprofessional, household visitation program can provide medical students with legitimate participation in interprofessional teams and real world experience engaging with social and behavioral determinants of health. In the 2015 Graduate Survey, 95.7% of HWCOM graduates reported participation in required interprofessional education (IPE) compared with the national average of 79.7%. Additionally, 92.4% of graduates reported IPE experiences with active engagement with patients compared with 68.3% nationally. Graduates also reported more experience in health disparities (84.1% versus 61.7%) and cultural awareness (88.4% versus 64.2%).

Significance

NeighborhoodHELP™ provides the opportunity for substantive participation in an interprofessional, team-based, household centered approach to health care. This type of experiential learning emphasizes population health and social accountability and provides a platform for training and assessments for social and behavioral competencies for
future physicians. Specifically, it allows for assessment of professionalism, interprofessional communication and collaboration, reflective practice and entrustable behaviors while encouraging empathic skills and cultural humility.

**Level of Audience:** Mid-career

**Focus of Presentation:** UME

**References:**


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