



The Healthy Libraries Program: IPE Learning Outcomes and Lessons Learned



DISCLOSURE OF FINANCIAL SUPPORT

This program has received financial support from the American Heart Association of Long Island in the form of a Community Impact Award to promote education, care and control of high blood pressure and from the Association of Schools Advancing Health Professions in the form of an Interprofessional Collaboration Grant for program evaluation.

This program has received in-kind support from Stony Brook University in the form of uncompensated additional time and effort of faculty and staff to implement, evaluate, and disseminate program methods and outcomes.

Potential for conflict(s) of interest:

- Stony Brook University has received grant funding from the American Heart Association of Long Island to support educational aspects of implementation of this program.
- The HeLP program is offered for free, with no cost to users. No products are for sale that will be discussed in this program.



FACULTY/PRESENTER DISCLOSURE

Faculty: Gabriella Pandolfelli

Relationships with financial sponsors:

PhD Student and employee of Stony Brook University

MITIGATING POTENTIAL BIAS

The work presented is part of an IRB-reviewed and approved research program at Stony Brook University, by the Committee on Research Involving Human Subjects (CORIHS).



Authors (all from Stony Brook University):

- **Gabriella Pandolfelli, MPH, Program in Public Health - Presenter and HeLP Coordinator**
- Amy Hammock, PhD, Schl of Social Welfare
- Leah Topek Walker, LCSW, Schl of Social Welfare
- Lynn Timko-Swaim, MS, PAC, Schl of Health Professions
- Carol Della Ratta, PhD, RN, CNE, Schl of Nursing
- Lisa Benz Scott, PhD, Program in Public Health,
Creator and Founding Director of HeLP



The Healthy Libraries Program (HeLP) is a novel interdisciplinary team composed of students training in...

- Bachelor/Master of Social Welfare
- Bachelor of Science in Nursing
- Master of Public Health
- Master of Science in PA
- Master of Library Science





- Students earn credit towards degree programs:
- Field education for social work (10 months)
 - Practicum for public health (135 hours)
 - Population health clinical rotations for nursing (1x/week for 2-3 weeks)
 - Population health course for PA (up to 14 hrs)
 - Volunteer internships for library and information science



- Provide librarians and library patrons with evidence-based health services and resources that:
 - address the social-behavioral determinants of health
 - educational and/or case management support
 - referral to health or social services
 - within the HeLP team
 - within the scope of library resources, or
 - outside organizations.
 - Provide a competency-based interprofessional (IP) learning experience for students in health professions.



Stony Brook **Medicine**

Why Public Libraries?

SUNY



Libraries are unique spaces to promote overall wellbeing in our communities.



- There are ~17,000 public libraries nationwide;
 - 1.2 billion in-person visits in 2019 (Pelczar et al., 2021).
- Libraries are a trusted by communities (Horrigan, 2016).
- Visited most by low-income adults (Becker et al., 2010).
- Address the social determinants of health
 - unemployment, housing, resume preparation
 - assistance and access to health insurance.
 - supplemental food nutrition programs (Morgan et al., 2016; Philbin et al., 2019)



Students are trained and supervised to work as a team

- Social work (BSW/MSW) - these students provide case management (multiple encounters with the same patron)
 - may assist patron to access outside social service agencies, housing, behavioral and health care providers
- Nursing and PA
 - blood pressure screenings and health education
- Public health (MPH)
 - reliable health searches and program implementation/evaluation/improvement
- Library science (MLIS)
 - reliable health searches and compiles health information



- 150+ students have participated in HeLP in 10 public library locations on Long Island since its inception in February '20.
- During the COVID-19 pandemic, HeLP pivoted from face to face to virtual delivery.
- HeLP returned to face to face delivery in September of '21.



- At the start and end of the academic semesters (Fall, Spring), all HeLP students complete a survey:
 - the IPEC Competency Self-Assessment Tool (Lockeman et al., 2016)
 - SPICE-R2 (added fall '22) (Zorek et al., 2016)
- Three open-ended reflection questions, including how participation affected their
 - (a) “professional identity”
 - (b) learning about “other disciplines” and
 - (c) “thoughts about being part of an interprofessional team.”



- Students who did not complete both a pre and post assessment were excluded from analysis.
- Descriptive statistics were calculated using SAS
 - for each question
 - for IPE mean scores for each of the two domains (IP interactions, IP values)
- Paired t-tests were used to compare mean scores pre versus post implementation of HeLP



Pilot Spring '20 Results (Pandolfelli et al., 2021):

- 21 students participated
 - 16 nursing, 2 MSW, 2 MPH, 1 MLIS
- Students' responses showed evidence of having learned skills in all four IPEC areas:
 - particularly improving in:
 - Values and Ethics (Competency 1)
 - Roles and Responsibilities (Competency 2).



Virtual Fall '20 to Spring '21 Cohort:

- 40 students participated (only 30 included in analysis)
 - 32 nursing, 5 MLIS, 1 MSW, 1 BSW, 1 MPH

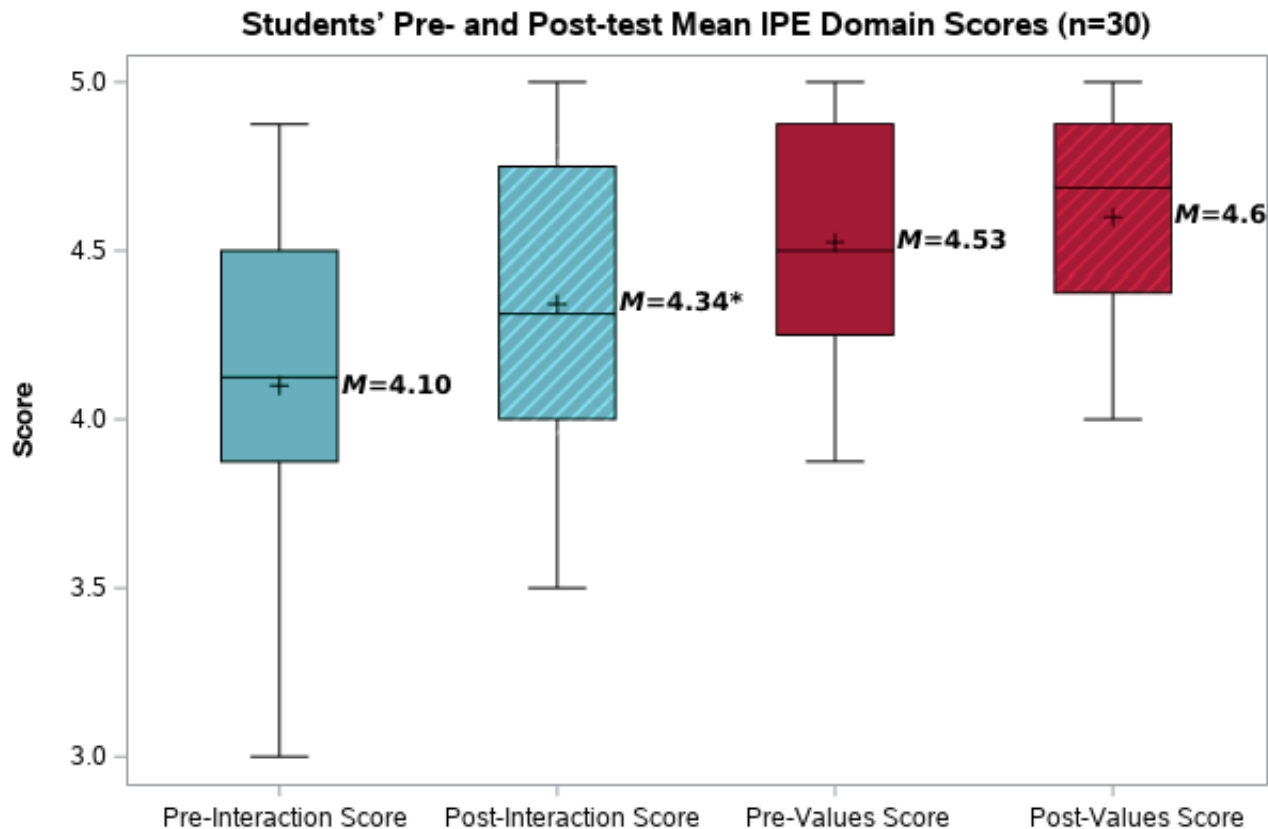


Figure 1. The mean IPE domain scores of 40 participating students before and after participation in their IP experience; where 1= Strongly Disagree, 2= Disagree, 3= Neither agree nor disagree, 4= Agree, 5= Strongly agree. The blue boxes represent the IP interaction domain while the red boxes represent the IP values domain. * Responses showed significant improvement in the IP Interaction domain ($p < 0.05$).



In-Person Fall '21 to Spring '22 Cohort:

- 101 students participated (only 76 included in analysis)
 - 64 nursing, 25 PA, 4 MPH, 6 BSW/MSW, 2 MLIS

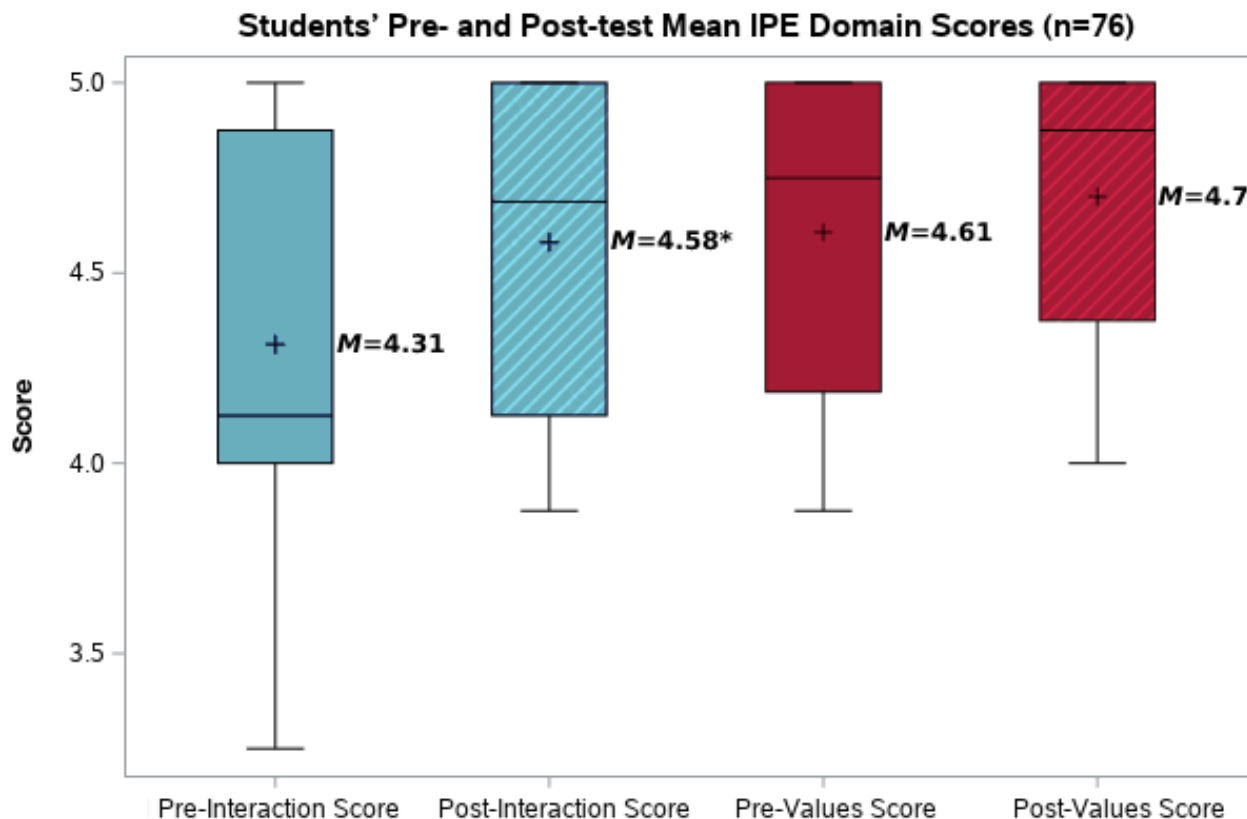


Figure 2. The mean IPE domain scores of 76 participating students before and after participation in their IP experience; where 1= Strongly Disagree, 2= Disagree, 3= Neither agree nor disagree, 4= Agree, 5= Strongly agree. The blue boxes represent the IP interaction domain while the red boxes represent the IP values domain. * Responses showed significant improvement in the IP Interaction domain ($p < 0.05$).



Discussion

- IPE teams provided health education and case management to public library patrons using face to face and virtual delivery.
- Students who participated in both face to face and virtual delivery of HeLP showed an improvement from pre to post participation in the IPE learning outcomes measured.
- The greatest improvements were in items related to:
 - Recognizing team members' scope of practice
 - Engaging other health professionals
 - Teams and teamwork



Next steps:

- In the future, we plan to expand assessment to obtain a more in-depth understanding of learning outcomes and patron “community impact” outcomes.
- To understand the students’ perceived impact on patron health outcomes, we added the SPICE-R2 to the assessment for the Fall ’22-Spring ’23 cohort.
- To understand perceptions of library staff and patrons, we plan to perform semi-structured interviews.



A Special Thanks:

- To the public libraries who support our program
- To the library patrons for interacting with students
- To the students and faculty for their participation



Contact info:

For the presenter:

- gabriella.pandolfelli@stonybrook.edu

For HeLP:

- (631) 216-8220
- healthy_libraries_program@stonybrookmedicine.edu
- https://publichealth.stonybrookmedicine.edu/healthy_libraries_program



References

Becker, S., Crandall, M., Fisher, K., Kinney, B., Landry, C., & Rocha, A. (2010). Opportunity for all how the american public benefits from internet access at U.S. libraries.

Horrigan J. B. Libraries (2016). Pew Research Center.

Lockeman, K. S., Dow, A. W., DiazGranados, D., McNeilly, D. P., Nickol, D., Koehn, M. L., & Knab, M. S. (2016). Refinement of the IPEC Competency Self-Assessment survey: Results from a multi-institutional study. *J Interprof Care*, 30(6), 726-731. <https://doi.org/10.1080/13561820.2016.1220928>

Morgan, A. U., Dupuis, R., D'Alonzo, B., Johnson, A., Graves, A., Brooks, K. L., . . . Cannuscio, C. C. (2016). Beyond Books: Public Libraries As Partners For Population Health. *Health Aff (Millwood)*, 35(11), 2030-2036. doi:10.1377/hlthaff.2016.0724

Pandolfelli G., Hammock, A., Topek-Walker, L., D'Ambrosio, M., Tejada, T., Della Ratta, C., LaSala, M. E., Koos, J. A., Lewis, V., & Benz Scott, L. (2021). An Interprofessional Team-Based Experiential Learning Experience in Public Libraries. *Pedagogy in Health Promotion*, 237337992110485-. <https://doi.org/10.1177/23733799211048517>

Pelczar, M., Frehill, L. M., Nielsen, E, Kaiser, A., Hudson, J., & Wan, T. (2021). Characteristics of Public Libraries in the United States: Results from the FY 2019 Public Libraries Survey. Institute of Museum and Library Services: Washington, D.C.

Philbin, M. M., Parker, C. M., Flaherty, M. G., & Hirsch, J. S. (2019). Public Libraries: A Community-Level Resource to Advance Population Health. *J Community Health*, 44(1), 192-199. doi:10.1007/s10900-018-0547-4