



The Stony Brook Medicine Healthy Libraries Program: An IPE Experience that Pivoted to Virtual Delivery During COVID-19



https://publichealth.stonybrookmedicine.edu/healthy_libraries_program



Authors:

- **Gabriella Pandolfelli, MPH, Program Coordinator, PhD student, Program in Public Health - Presenter**
- Lisa A. Benz Scott, PhD, Professor and Director, Program in Public Health
- Leah Topek Walker, LCSW, Field Education Coordinator, School of Social Welfare
- Denise Snow, RN, CNM, Clinical Associate Professor, School of Nursing
- Jessica Koos, MLS, Health Sciences Librarian, Liaison to the School of Medicine, Program in Public Health and Biomedical Informatics
- Valerie Lewis, MLIS, Administrator for Outreach Services, Suffolk Cooperative Library System



Presentation Overview:

- What is Healthy Libraries Program (HeLP)?
 - Health professions, goals, why libraries?
- Pre-COVID program delivery description
- Post-COVID, how did we pivot?
- Evaluation of IPE student learning outcomes
- Discussion and future plans



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

- Master of Social Welfare
- Bachelor of Science in Nursing
- Master of Public Health
- Master of Library & Information 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 4 weeks)
- volunteer internships for library and information science



Goals:

- Provide evidence-based programs that address the social-behavioral determinants of health in partnership with select Public Libraries on Long Island, New York
- Refer patrons as appropriate to other HeLP team disciplines, to library or outside organizations
- Provide an interprofessional (IP) learning experience for students training in health-related professions
- Address inequities, promote a culture of health



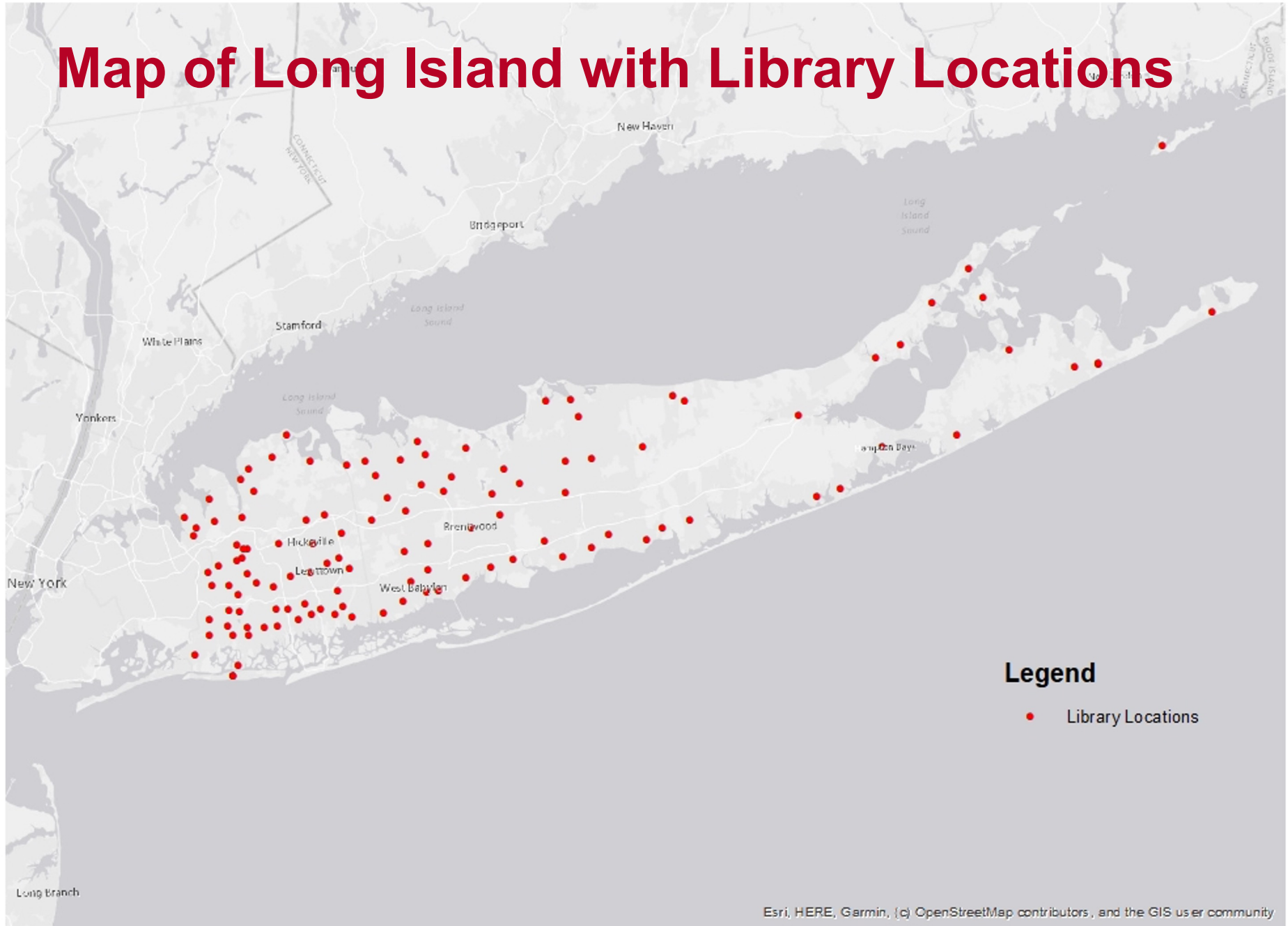
Libraries are unique spaces to promote overall wellbeing in our communities.



Why Public Libraries?

- There are ~17,000 public libraries nationwide;
 - 1.2 billion in-person visits in 2019 (IMLS, 2019).
- Libraries are a trusted place in communities (Horrigan, 2016).
- The public library is visited most by low-income adults (Gallop, 2020; Becker et al., 2010).
- Public libraries address the social determinants of health (Morgan et al., 2016; Philbin et al., 2019; Wahler et al., 2020; Whiteman et al., 2018; Flaherty & Miller, 2016).
 - Assist with unemployment, housing, resume preparation, access to complete forms for insurance and supplemental food nutrition programs, feeding programs for children, referrals to mental health providers
- Full or part-time social workers in libraries are a growing trend

Map of Long Island with Library Locations





How did we deliver HeLP before COVID?

- HeLP launched in February 2020 in 4 public libraries
 - There were 21 students in IPE teams:
 - 16 nursing, 2 social work, 2 public health, and 1 library science
 - IPE teams delivered resources to patrons 1x/w, with alternating locations for a min. of 2 hrs/visit.
- HeLP implemented for 6 weeks
- Libraries closed on Mar-20, 2020



How does each discipline work together?

The team-based approach fosters IP learning, as students work together to assist library patrons on health and social needs

- Social work - refers to social service agencies and medical providers
- Nursing - blood pressure screenings and health education
- Public health - reliable health searches and program implementation/evaluation/improvement
- Library science - reliable health searches and compiles health information

The students receive extensive training.



How did HeLP pivot from f/f to virtual?

By offering different types of programs

- Healthy Hours - open forums on zoom, patrons invited to ask health-related questions
- Webinars - evidence-based presentations on health-related topics (recorded and available online)
- One on one appointments with patrons
- Library directors very involved in selecting topics, advertising, and scheduling

Fall '20-Spring '21 - 39 students

- 32 nursing, 2 social work, 1 public health, and 4 library science



How were student's IPE learning experiences evaluated?

- A pre and post survey consisting of the IPEC Competency Self-Assessment Tool (Lockeman 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.”

Guiding research question:

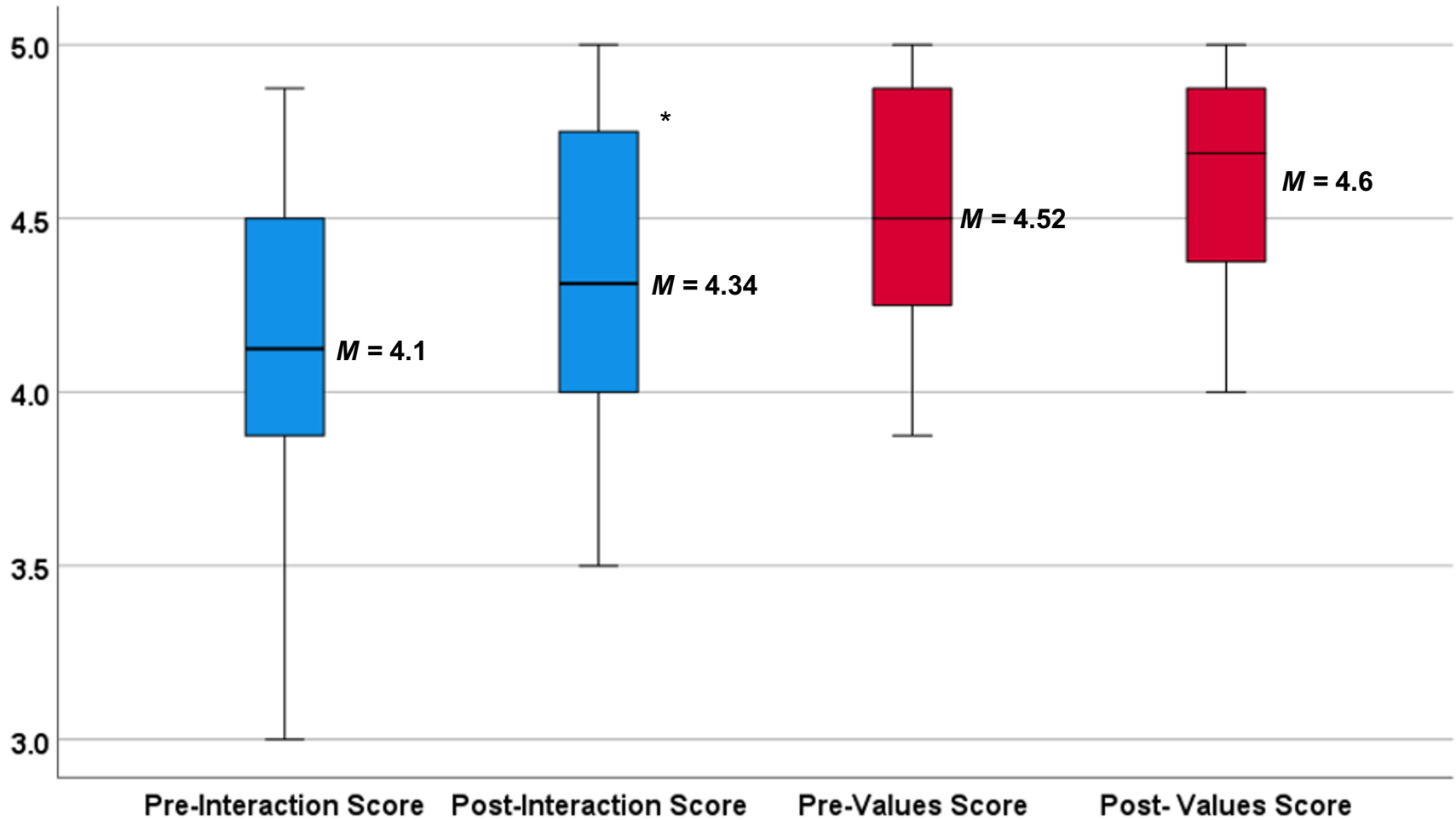
- Do students improve their IPEC core competency scores after participating in HeLP?
 - Teamwork, communication, roles responsibilities, values and ethics



- 30 (of 39) students completed the assessments
 - Participants who did not complete a pre and post assessment were excluded from analysis.
- Descriptive statistics were calculated using SPSS
 - for each question
 - for IPE mean scores for each of the two domains (IP interactions, IP values)
- A paired t-test was used to compare mean scores pre versus post implementation of HeLP



Students' Pre- and Post-test Mean IPE Domain Scores (n=30)



* Responses showed significant improvement in the IP Interaction domain ($p < 0.05$).



- Post-test domain scores and item scores showed improvement.
- Statistical significance for change (pre vs. post) was found for one IPE learning outcome ($p=.01$):
 - “I am able to inform care decisions by integrating the knowledge and experience of other professions appropriate to the clinical situation”

This demonstrates that students benefited from virtual IPE service-learning experience.



Discussion/Implications/Lessons Learned

- IPE teams provided health and social services to public library patrons using remote delivery during the pandemic.
- Evaluation of this semester-long experience demonstrated improvements in students IPE competencies while providing supervised services to public library patrons.
- In the future, we might use a more diversified assessment to obtain a more in-depth understanding of learning outcomes
- Programs were recorded, available to patrons throughout Suffolk County for viewing



HeLP Moving Forward:

- HeLP has continued in a mixed modality offering both in-person and virtual services
- Expanded to 8 library locations for in-person services
- Added Physician Assistant students and weekend hours



HeLP contact info and website:

(631) 216-8220

healthy_libraries_program@stonybrookmedicine.edu

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