

Empower Savannah



A collaborative effort
between SJ/C hospitals &
Georgia Southern
University



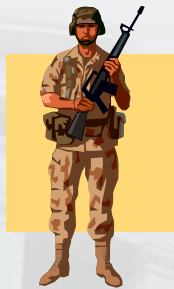
Empower Savannah – Serving the Poor within an Interprofessional Health Course

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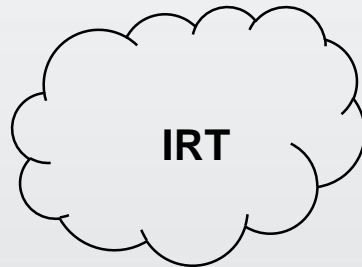


IRT Background

- In 1992, the U.S. president challenged the military to search for innovative programs, which would serve American communities in need.



**Mission Ready
Forces**



Stronger Community

2018, Savannah Selected

- Military branches from **six** U.S. states were selected to provide healthcare to those most in need – in Savannah!

Health

Dental

Vision

Veterinary

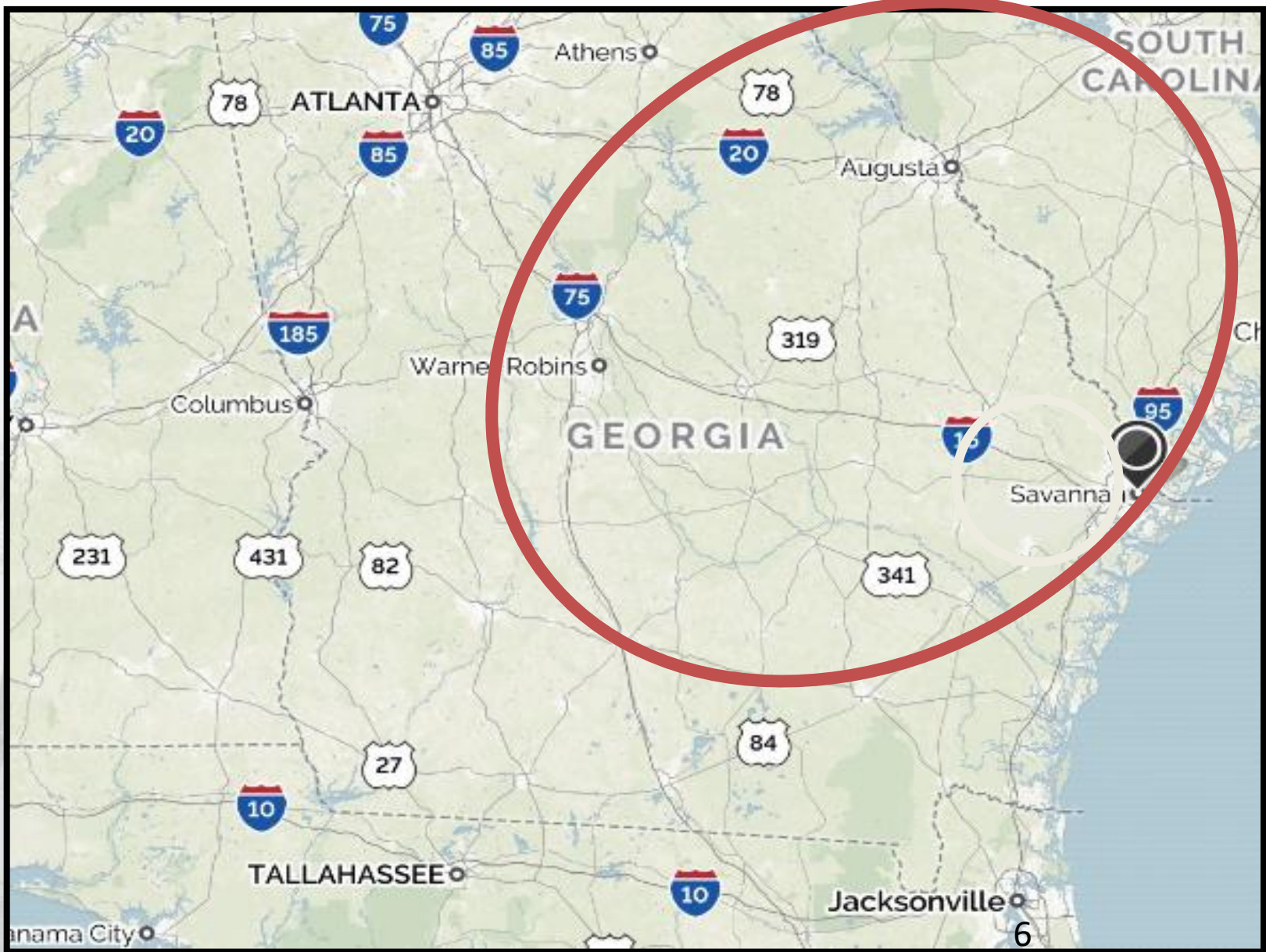


9 Days, 4 Locations

- 7,942 people served
- 23,135 free medical and dental procedures
- 1,551 eyeglasses at no cost



Service Area



Student Requirements

Prior to Event

- Schedule coverage for 4 locations, 8 hours/day
- Study community resources, pass online test
- Write a pre-experience reflection paper

During Event

- Orientation meeting
- Work shifts, provide online team assessments

Post Event

- Write structured reflection paper
- Poverty and Health Survey

Student On-site Work

- Provide support during waiting hours, crowd control
- Register patients
- Escort to provider
- Provide referrals
- Health education
- Some shadowing
- Talk to patients, get their stories
- Other duties as needed



“Other Duties as Assigned”



Assessment of Student Attitude Changes

Reutter's Poverty Explanation Scale

- 12 Likert scale statements (myth, drift, behavior and structural explanations)

Yun's Attitude Toward Poverty Scale-Short Form

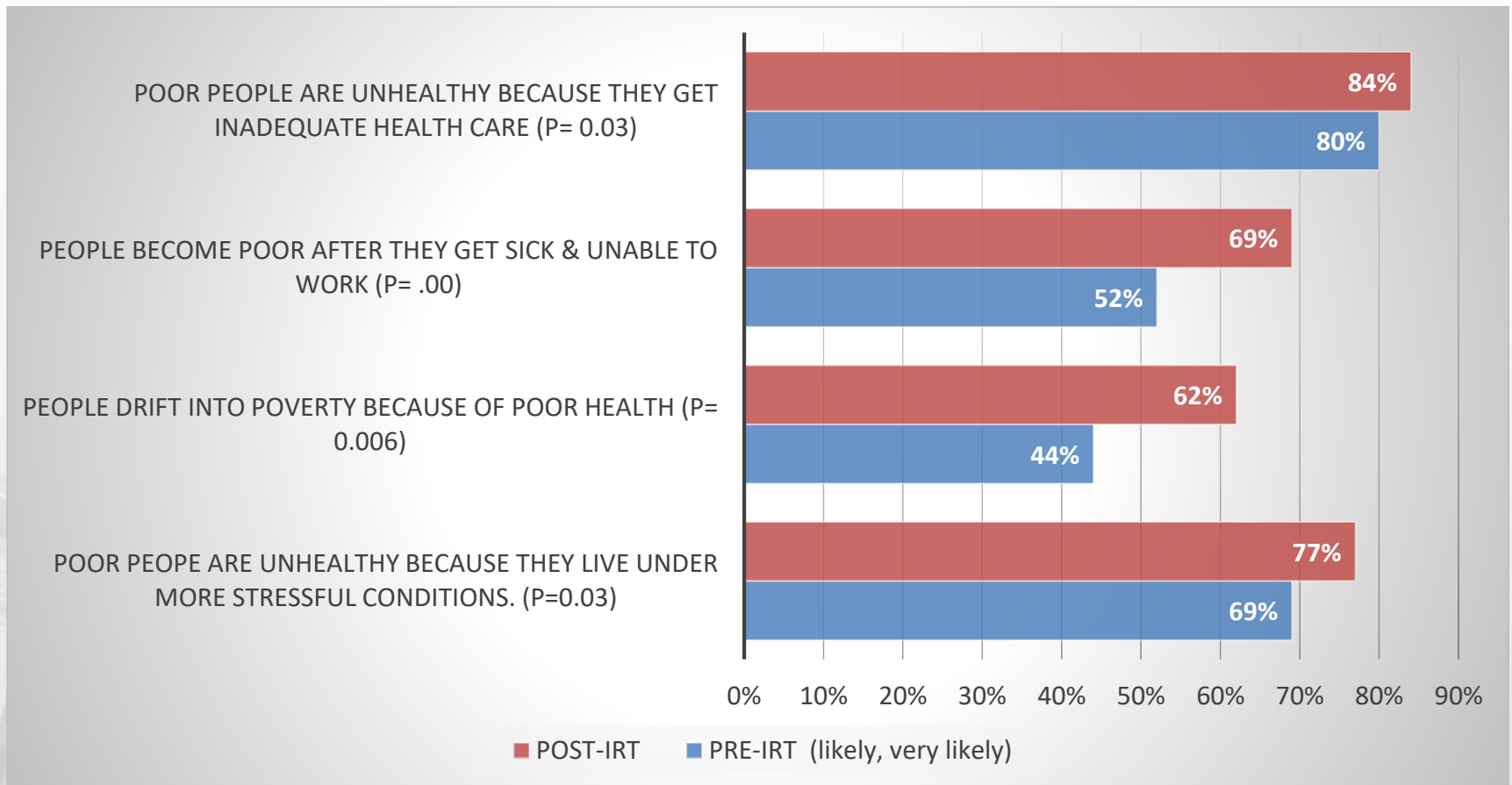
- 21 Likert scale statements (personal deficiency, stigma attitude, structural deficiency)

Reflective Essays

Why Focus on Poverty Attitudes?

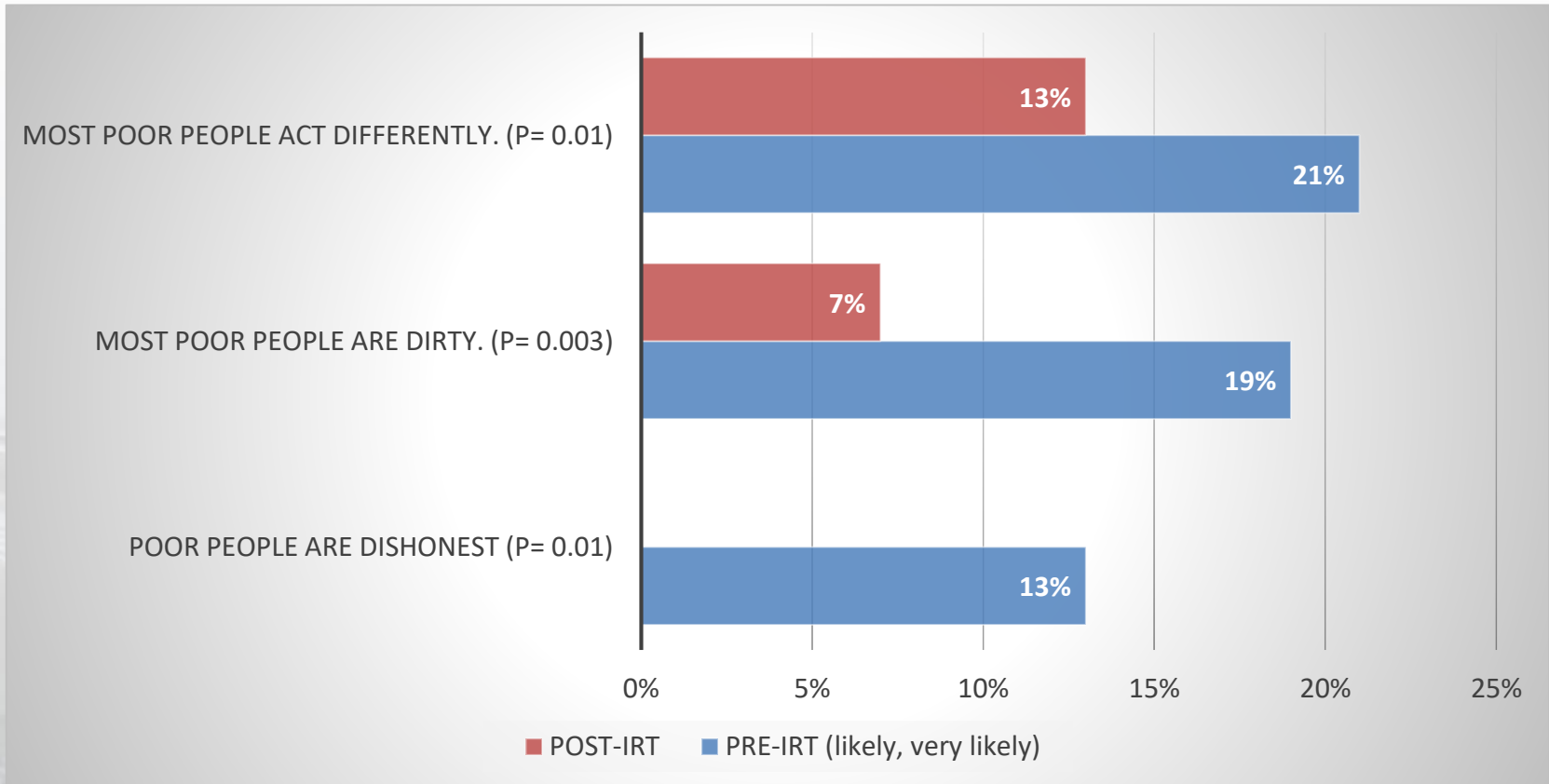
- Students graduate with an aspiration to effectively address patients' core health needs.
- Poverty has been found to be a major social determinant of health ... (Lancet, 2017)
- Yet, “health professionals are not graduating with the competencies needed to understand how to combat [poverty] disparities” (IOM, 2003)

Attitudes regarding Poverty & Health¹



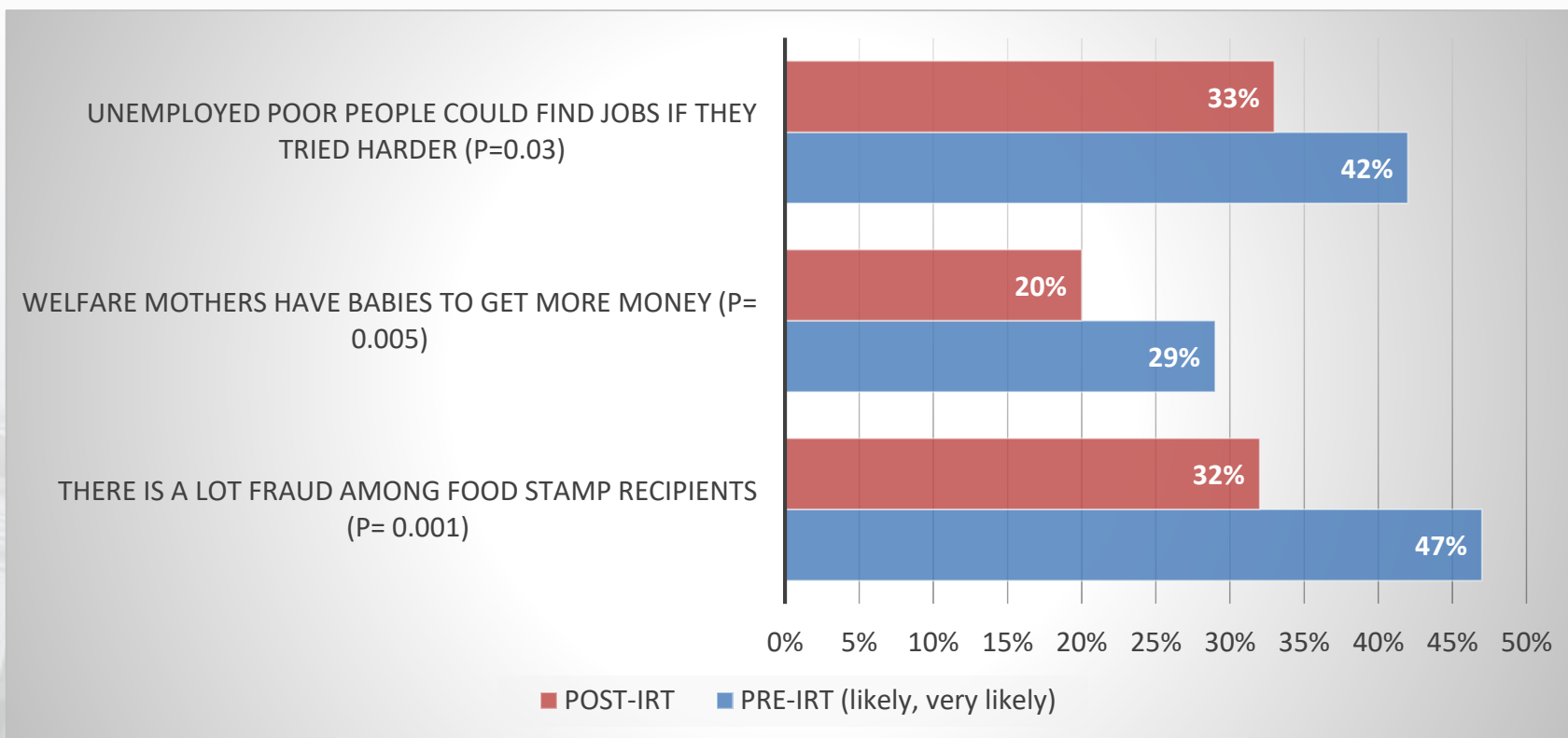
¹Reutter et al (2004): Likert scale: 1=very likely, 2=likely, 3:neutral, 4:not likely, 5:not at all likely

Attitudes regarding Poverty & Personal Deficiency²



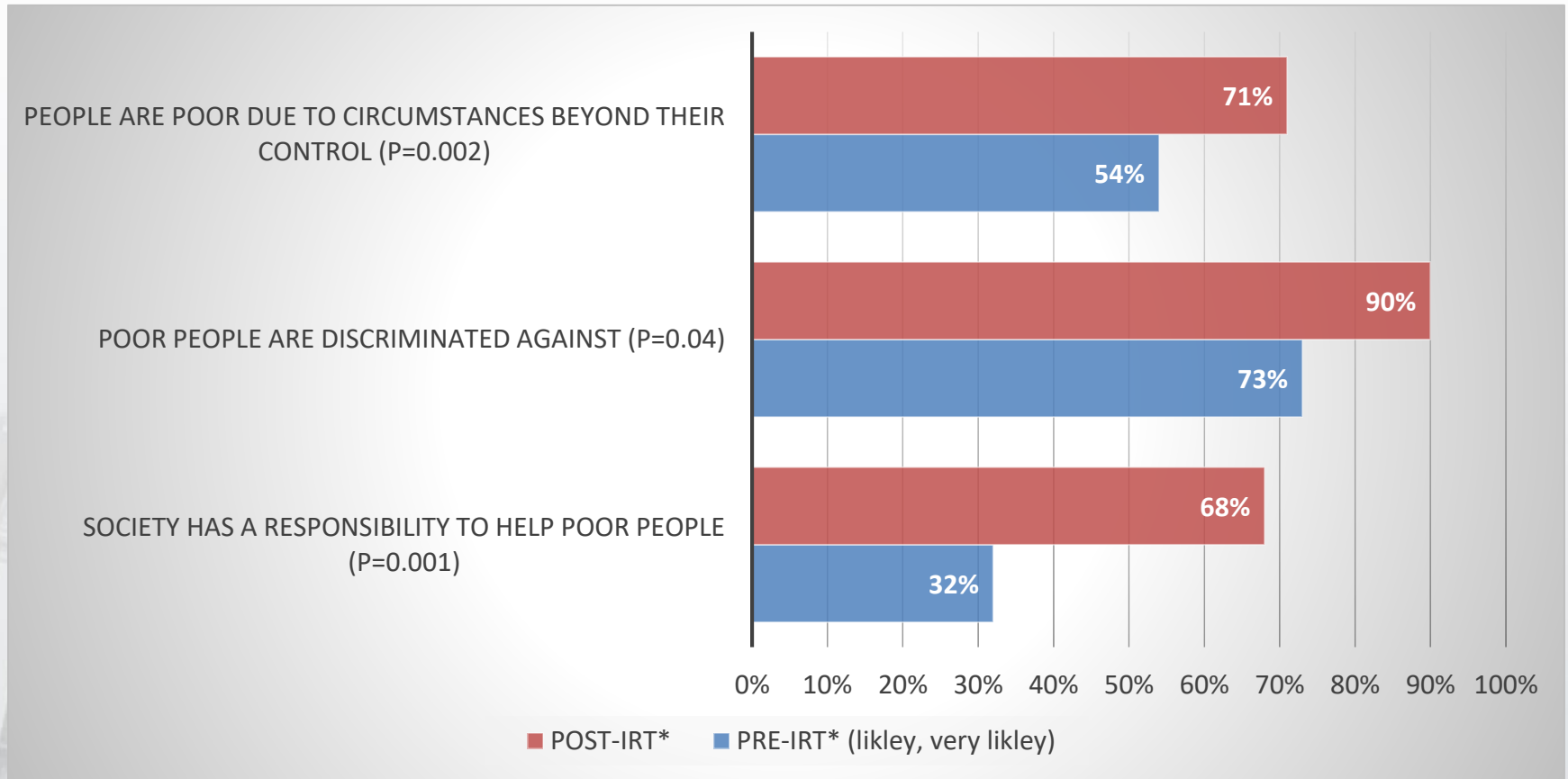
²Yun SH et al (2010): Likert scale: 1=very likely, 2=likely, 3:neutral, 4:not likely, 5:not at all likely

Attitudes regarding Poverty & Social Stigma²



²Yun SH et al (2010): Likert scale: 1=very likely, 2=likely, 3:neutral, 4:not likely, 5:not at all likely

Attitudes regarding Poverty & Structural Deficiencies²



²Yun SH et al (2010): Likert scale: 1=not at all likely, 2=not likely, 3:neutral, 4: likely, 5:very likely

Top Student Reflection Themes

- Access to care needs
- Dental/Vision needs
- Social needs of patients
- Community resources



Access to Care Needs

“Even though a person has a job does not mean they are able to receive healthcare. ... they may have insurance, but the copay is out of their budget, so they are unable to go to a doctor” Nursing Student



Access to Care Needs

“People cannot afford healthcare due to lack of income. And in most of the cases I saw they are not fit to work due to many health issues.” - Health Informatics Student



Dental/Vision Needs

“Dental care is not covered in the VA clinics or through Medicaid or Medicare . . . there is a huge need for people to receive dental and vision care.” - Radiological Science Student



Dental/Vision Needs

“ Most homeless patients were in dire need of dental services and would come back three or four days in a row.” Health Services Administration Student



Social Needs

“ When I was referring patients to different (free) clinics a man told me about how he was homeless and all the trials and tribulations he has been through because of it.” — Radiological Science Student



Social Needs

“While working I learned about a homeless woman who was actually pregnant. She told me not only did she not have anywhere to live, but she also did not have any prenatal checkups.”

- Nursing Student



Community Resources

“The one thing I learned is that even though many patients are coming to the (free) clinics around town, they can’t afford to pay for the specialists they need.”

- Nursing Student



Top Student Reflections regarding Professional Growth

- Be non-judgmental, Improve Communication and Secure in selected health care field.



Being Nonjudgmental

“This experience helped me be *more comfortable* with patients and know that I *should never judge anybody* because you never know what their situation is.” -

Radiological Science Student

“ In the emergency room we see many people who will come in for things that aren't necessarily emergencies, but after this experience I will be better and not be *angry or hostile towards those people.*” - Nursing Student

Communication Skills

“ Patients were often frustrated, and I learned to diffuse the situation.” - Radiological Science student



Passion in Health Care field

“ I will forever remember this experience in my everyday work life and continue to have that one goal of helping and changing the lives of patients.” - Nursing Student



Background Story



Start with students in the hospital emergency room, noting needs



Presentations, Meetings, Requests



Prayer & Reminders of who we are working to help



**GEORGIA
SOUTHERN**
UNIVERSITY

Official Announcement

University President, Military & Hospital CEO



Morning Huddle



Ready for 1st Patient



- “We are at the leading edge to transform healthcare in our country.... But we won’t fulfill our potential if we are only pouring our money into the healing aspect of healthcare.

We must move upstream and fully address the [underlying] factors that drive health.”

- US Surgeon General Vivek Murthy 2013-2017

References

1. Reutter LI, Sword W, Meagher-Stewart D, & Rideout E. (2004). Nursing students' beliefs about poverty and health. *Journal of Advanced Nursing*, 48(3), 299–309. <https://doi.org/10.1111/j.1365-2648.2004.03199.x>
2. Yun SH, Weaver RD. (2010) Development and validation of a short form of the attitude toward poverty scale. *Advances in Social Work* 11(2): 174-187
3. Institute of Medicine (US) Committee on the Health Professions Education Summit; Greiner AC, Knebel E, editors. *Health Professions Education: A Bridge to Quality*. Washington (DC): National Academies Press (US); 2003. Chapter 3, The Core Competencies Needed for Health Care Professionals.
4. Dickman, S. and D. Himmelstein, & S. Woolhandler, Inequality and the health-care system in the USA, *The Lancet*, Vol 389, No 10077, April 08, 2017

