

Growing Our Interprofessional Family Tree to Introduce Learners to the Social Determinants of Health

Allison Shorten, PhD & Peter Bosworth, MBA

University of Alabama at Birmingham, Office of Interprofessional Curriculum

Background

The Office of Interprofessional Curriculum (OIPC) serves as a central resource for all eleven schools across our academic institution.



Moving away from adhoc development of learning activities, we sought a family-based competency-informed structure to meet diverse program needs.

Aims

A family-based approach and IPE framework was applied together to develop appreciation for the social determinants of health

OUR AIMS WERE TO:



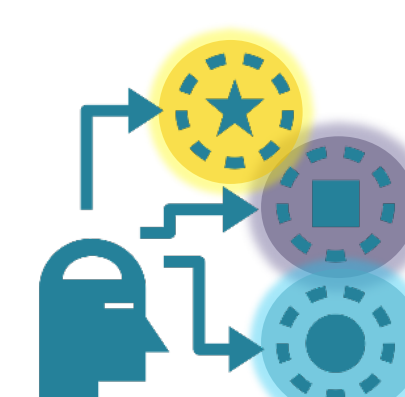
Provide a family-centered socially diverse learning context for IPE



Identify and document learning levels for each IPE activity



Track and map progression and achievement of IPE competencies



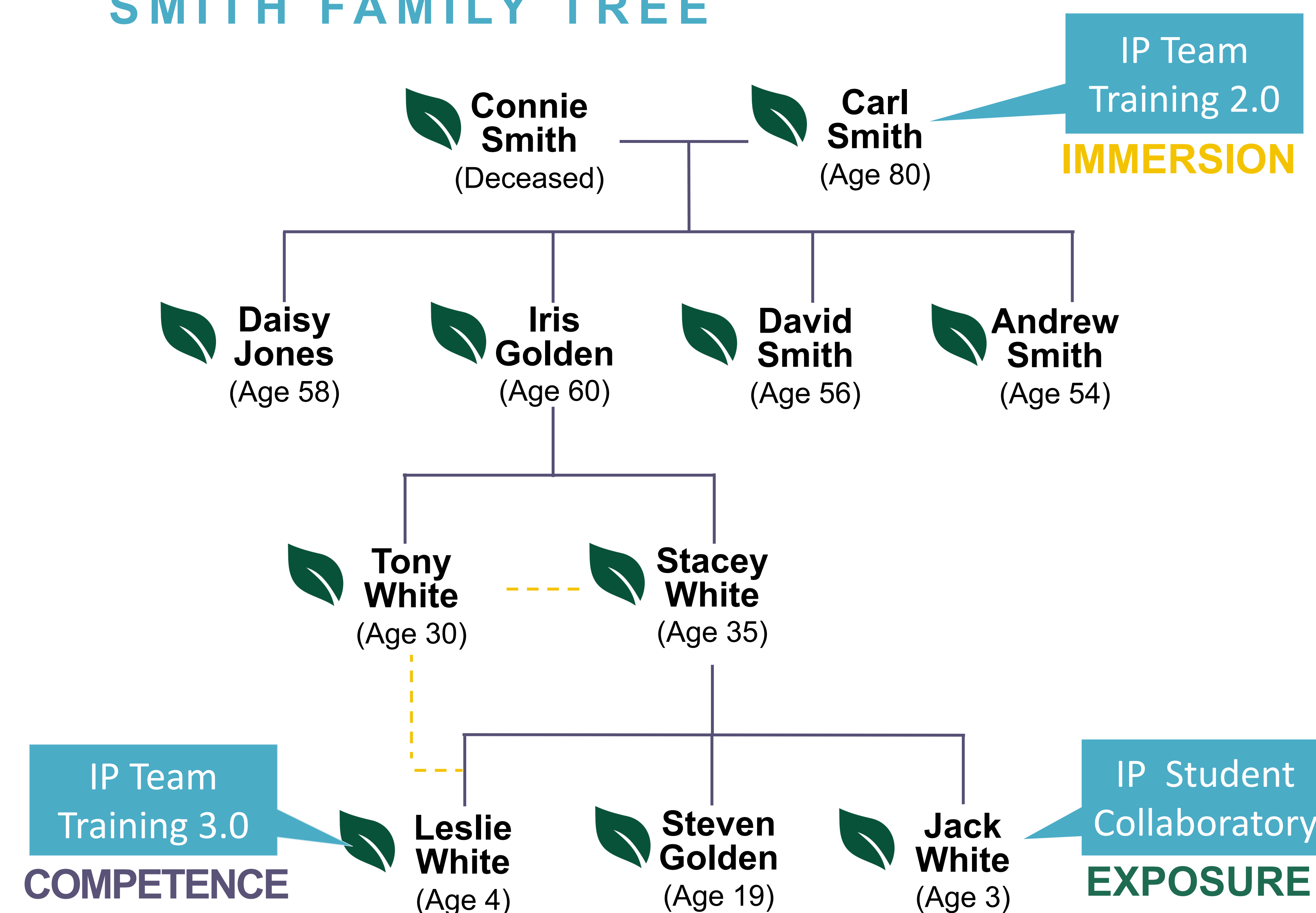
Provide a pathway for learners to select opportunities, map individual progress and sustain engagement in IPE learning

Methods

Our family tree was developed by bringing together fictional “patients” currently used in individual IPE case-based activities.

Building from an activity centered around a ‘grandfather Carl’ family members span four generations.

SMITH FAMILY TREE



Learners work in IP teams to navigate interactions within the family and social context, addressing how the Social Determinants of Health influence outcomes.

As each new case is needed, a family member is featured to address each level of the OIPC framework for IPE.

Activities begin at “EXPOSURE” move through clinical or community “IMMERSION” towards achieving IP “COMPETENCE”

Case Study Example

EXPOSURE LEVEL



Ms. Stacey White recently moved her family to Birmingham so her son Jack could be assessed at UAB for health problems.

Stacey moved in with her mother (Iris Golden) for financial reasons. Iris receives disability benefits due to chronic mental health problems. Iris has been a heavy smoker for 40 years.

Her daughter, Leslie (4), whose father is ex-husband Tony White, suffers from asthma. Jack (3) was born after Tony was imprisoned, has a different father to Leslie. Jack suffers from a rare genetic disorder that affects his cognitive and motor development.

Stacey was recently hired as a teacher’s aide at the local Head Start program. Stacey’s job is located within three blocks of a major interstate.

The home neighborhood is urban and densely populated with high crime rates. Leslie, Jack and Stacey walk to their Pre-K school each day. Stacey thinks the school building has mold because Leslie’s asthma has been much worse lately.

Results & Conclusion

Our living and adaptive Family Tree links learner IPE activities across the institution to a framework of competency development.



This allows for the identification of gaps at each learner level, facilitating strategic planning of future programs.

The Smith “family” could be adapted for any profession’s learner group on campus and beyond.