

## **Honors Project Proposal Draft**

### *Introduction:*

There are numerous challenges facing health care environments today, including patient safety issues, resource shortages and a growing aging population with complex health care needs. In the 2010 “Framework for Action on Interprofessional Education and Collaborative Practice, the World Health Organization (WHO) recognized interprofessional collaboration in education and practice as an innovative strategy that will play an important role in mitigating the global health workforce crisis. Interprofessional Education (IPE) describes occasions when students from two or more professions learn about, from and with each other to improve collaboration and quality of care (*Freeth et al., 2005*). IPE is essential in strengthening health systems and preparing the health care workforce to be ready for collaborative practice.

In 2015, the College of Health Sciences began an initiative to expand interprofessional education opportunities for interdisciplinary collaboration in educational, clinical research and community outreach settings. In support of this initiative, an Interdisciplinary Experiential Learning Experience was designed this semester in partnership with Summit ElderCare in Lowell, MA. Summit ElderCare is a Program of All-inclusive Care for the Elderly (PACE), providing insurance coverage and individualized community-based care. The program offers adult day health services and support for caregivers who need help providing care. Summit ElderCare provides a great example of interdisciplinary collaboration, as a team of health care providers works together to develop customized individual care plans for each program participant. A total of five students are currently participating in this experience, with representation from all undergraduate majors within the College of Health Sciences. Faculty members from the School of Nursing, Department of Public Health, Department of Exercise Physiology, and Department of Clinical Laboratory and Nutritional Sciences work together as co-instructors for the course in order to enhance the IPE component.

Each week, the students spend two-hours at Summit ElderCare, working with the program participants and learning to work as part of an interprofessional team by observing the interdisciplinary team members in action. A one-hour debriefing meeting on campus with a faculty member immediately follows these visits. During each debrief session, students discuss their experiences at Summit ElderCare and make connections to interprofessional education and practice. In addition, key topics related to IPE are reviewed at each of these sessions. The students are required to submit weekly reflection essays, which summarize the IPE experiences.

Completion of a final project is required for this course. With input from Summit ElderCare and the university faculty, it was decided that the final project will focus on Emergency Preparedness for the program participants. Although Summit ElderCare does have Emergency Preparedness policies in place, there is nothing currently available that

the participants can use in their homes or with their primary caregivers to help them get ready for an emergency event. The students will work together as a group to identify what participants and their families need for emergency preparedness, and develop and present a tool kit for use to the participants. This final project is the focus of the Honors Project.

*Materials, Methods, Products, and Presentation:*

As mentioned above, the Honors Project will focus on Emergency Preparedness for the participants of Summit ElderCare and their families. In order to qualify for the PACE Program, participants must be 55 or older, can live safely in the community, and need enough assistance to qualify for nursing home care, but want to continue to live at home. In the event of an emergency (snowstorm, hurricane, etc.) it is absolutely critical that these participants have a backup plan in place for their care and ensured access to medications, oxygen and home visits if necessary. Students will need to incorporate their professional expertise into the plan in order to fulfill the IPE requirement of the project.

At the current time, Summit ElderCare has internal emergency preparedness policies in place, but there are no plans established for the participants use in their homes and with their primary caregivers. The major outcome for this project is to have the students develop an emergency preparedness plan and tool kit for the participants.

The project will begin with a research component. Student research will include reviewing Summit's internal Emergency Preparedness policies as well as selected research articles, which will be provided by the university faculty. Students will also be encouraged to conduct their own research as necessary in order to develop a complete emergency preparedness plan.

During the second phase of the project, students will be required to interview Summit ElderCare participants and staff members. These interviews will help the students gather suggestions and determine the greatest needs for the participants during emergencies.

The final phase of the project will result in the creation of an external emergency preparedness plan and tool kit, which will include brochures, checklists and additional handouts. The students will be required to assemble a bulletin board in the participant day room with this pertinent information. These brochures and checklists will serve as examples of artifacts for the project.

The project will culminate on Monday, December 5<sup>th</sup>. On that day, the students will be required to present the project in two different settings. First, each student will give a small group presentation to 3-5 participants and a staff member at Summit ElderCare. These small group presentations will provide an opportunity for the participants to

personalize their emergency preparedness plan and identify areas where they need to work more closely with their primary caregivers. Since Summit staff members will also be present, they can use this information and follow up with the participant’s families as needed. After the Summit presentations, the students will return to campus and present this project as a PowerPoint presentation to the faculty and to student members of the College of Health Sciences Interprofessional Education Student Advisory Council (IPE-SAC). This PowerPoint presentation will cover not just the final project, but also an overview of the entire interdisciplinary experiential learning experience.

*Timeline:*

Please refer to page 4.

*Annotated Bibliography:*

The following is a sample of the resources that have been provided to the students. Students will also be required to conduct original research on their own.

1. Aldrich N, Benson WF. “Disaster Preparedness and the Chronic Disease Needs of Vulnerable Older Adults”. *Prev Chronic Dis* 2008;5(1).  
[www.cdc.gov/pcd//issues/2008/jan/07\\_0135.htm](http://www.cdc.gov/pcd//issues/2008/jan/07_0135.htm)
2. “Disaster Preparedness For Seniors By Seniors.” *American Red Cross*.  
[www.redcross.org/images/MEDIA\\_CustomProductCatalog/m4640086\\_Disaster\\_Preparedness\\_for\\_Srs-English.revised\\_7-09.pdf](http://www.redcross.org/images/MEDIA_CustomProductCatalog/m4640086_Disaster_Preparedness_for_Srs-English.revised_7-09.pdf)
3. *Emergency Preparedness for Older Adults, Tips and Tools*.  
[www.healthinaging.org/resources/resource:emergency-preparedness-for-older-adults/](http://www.healthinaging.org/resources/resource:emergency-preparedness-for-older-adults/)
4. “Just In Case, Emergency Readiness for Older Adults and Caregivers.” *Administration on Aging*. 2006.  
[www.aopa.gov/for\\_programs/ncd/caregiving/pcsj/just\\_in\\_case\\_06\\_06\\_links.pdf](http://www.aopa.gov/for_programs/ncd/caregiving/pcsj/just_in_case_06_06_links.pdf)

**Interdisciplinary Experiential Learning Experience: Summit ElderCare Schedule**

| <b>DATE</b>   | <b>TOPIC &amp; ACTIVITIES</b>  | <b>MEETING LOCATION</b>                                      |
|---------------|--|--|
| <b>Sep 12</b> | <b>Course Overview</b>   | UMass Lowell-Dugan 110B                                      |
| <b>Sep 19</b> | <b>1. Orientation at Summit ElderCare<br/>2. Debrief Session (Overview of IPE)</b> | 1. Summit ElderCare-Lowell, MA<br>2. UMass Lowell-Dugan 110B |

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|---|---|--|
| <b>Sep 26</b>                           | <b>1. Attend Summit<br/>2. Debrief Session<br/>(Roles)</b>  | 1. Summit ElderCare-Lowell, MA<br>2. UMass Lowell-Dugan 110B                             |
| <b>Oct 3</b>                            | <b>1. Attend Summit<br/>2. Debrief Session<br/>(Team Work)</b>  | 1. Summit ElderCare-Lowell, MA<br>2. UMass Lowell-Dugan 110B                             |
| <b>Oct 11 (T, but<br/>Mon schedule)</b> | <b>1. Attend Summit<br/>2. Debrief Session<br/>(Communication)</b>  | 1. Summit ElderCare-Lowell, MA<br>2. UMass Lowell-Dugan 110B                             |
| <b>Oct 17</b>                           | <b>1. Attend Summit<br/>2. Debrief Session<br/>(Healthy Home<br/>Environments)</b>  | 1. Summit ElderCare-Lowell, MA<br>2. UMass Lowell-Dugan 110B                             |
| <b>Oct 24</b>                           | <b>1. Attend Summit<br/>2. Debrief Session<br/>(Mental Health)</b>  | 1. Summit ElderCare-Lowell, MA<br>2. UMass Lowell-Dugan 110B                             |
| <b>Oct 31</b>                           | <b>1. Attend Summit<br/>(Introduction to Final<br/>Project)<br/>2. Debrief Session<br/>(Patient Safety)</b>   | 1. Summit ElderCare-Lowell, MA<br>2. UMass Lowell-Dugan 110B                             |
| <b>Nov 7</b>                            | <b>1. Attend Summit (Begin<br/>research portion of final<br/>project)<br/>2. Debrief Session<br/>(Roles Expanded)</b>   | 1. Summit ElderCare-Lowell, MA<br>2. UMass Lowell-Dugan 110B                             |
| <b>Nov 14</b>                           | <b>1. Attend Summit<br/>(Interview participants<br/>for final project)</b>  | 1. Summit ElderCare-Lowell, MA   |
| <b>Nov 21</b>                           | <b>NO CLASS</b>   | -  |
| <b>Nov 28</b>                           | <b>1. Attend Summit (Begin<br/>to prepare tool kit and<br/>bulletin board for final<br/>project)<br/>2. Debrief Session<br/>(Ethics)</b>  | 1. Summit ElderCare-Lowell, MA<br>2. UMass Lowell-Dugan 110B                             |
| <b>Dec 5</b>                            | <b>Final Presentation<br/>1. Attend Summit (Small<br/>group presentations to<br/>participants and staff)<br/>2. UML (PowerPoint<br/>presentation to faculty<br/>and students)</b> | <b>Group Project Due</b><br>1. Summit ElderCare-Lowell, MA<br>2. UMass Lowell-Dugan 110B |