Promoting Community-Academic Partnerships Through an Innovative Interprofessional Team-based Model: The Stony Brook Medicine Healthy Libraries Program*

**Background**
- The Stony Brook Medicine Healthy Libraries Program (HeLP) is an innovative interprofessional (IP) experiential service-learning experience for health professional students.
- Launched in 2020 and has continued for last 3+ years.
- HeLP places student teams in public libraries.
- Libraries are a community setting that is highly frequented by communities (1.2 billion times in 2019) (Pelczar et al., 2021).
- Library visits are highest among those who are low income (Becker et al., 2010; Horrigan, 2016).
- There is a dearth of literature that describes how public libraries address the SDOH by providing information and services (Morgan et al., 2016; Whitman et al., 2018; Philbin et al., 2019; Wahler et al., 2020).

**Goals of HeLP**
- The goals of HeLP are:
  - for students to experience an IP team and demonstrate the IPEC core competencies (IPEC, 2016, 2023) while providing evidence-based health resources at no cost to public library patrons;
  - for students to assist patrons with access to health and social service programs that address the SDOH;
  - to train public librarians on evidence-based health resources;
  - to sustain HeLP and provide ongoing assessment of the program’s impact on student competencies and careers;
  - and, to improve access to health and social services, and ultimately improve community health outcomes.

**IPE Model Implementation**

Model 1: Teams of Nursing, Public Health, and/or Social Welfare students rotate between 8 partner libraries over 8 weeks per semester.
- Each library is visited four times per semester for 2½ hours each for visit (~ 80 hours per year).

Model 2: Teams of PA students, Public Health and/or Social Welfare students visit ~ 8 public libraries for one time visit per year (~32 hours).

Model 3: Social Welfare students offered additional hours outside of the HeLP team at public libraries.
- Faculty supervisors on site with clinical students.

**Implementation**
- Health professional students are placed on IP teams during the academic year to fill course requirements:
  - Clinical rotations for Nursing
  - Community health service-learning course for PA
  - Practicum/Internship for Public Health
  - Field education for Social Welfare
- Students are trained on the team model and public library culture.
- HeLP students documented patron encounters in Qualtrics.

**Evaluation**
- HeLP is rigorously evaluated using a mixed-methods approach.
- Students are assessed for IPE learning outcomes pre and post participation (IPEC Competency Self-Assessment tool and SPICE-R2).
- Clinical students complete a SMBP knowledge quiz in addition to IPE assessments.
- Students provide written responses to open-ended questions reflecting on the IPEC core competencies, community impact by describing an impresisonable patron interaction, the SDOH, and the roles of each discipline on the team post HeLP participation.
- Community impact and teamwork (student to student referrals) are assessed using the patron interaction documentation tool.
- Community stakeholders (library patrons and staff) were interviewed to understand their perceptions of the HeLP team.

**Results**
- More than 200 students from nursing, physician assistant, public health, social work, library science and medicine have participated in HeLP.
- Students have logged more than 2000 patron encounters.
- Evaluations demonstrated improved learning outcomes in students (Pandolfelli et al., 2021).

**Methods**
- Nursing/Physician Assistant students provide BP screenings and health education including education on self-measured blood pressure monitoring (SMBP).
- Social Welfare students connect patrons to healthcare providers and social service organizations.
- Public Health students provide reliable health information and education on SMBP.

**Blood Pressure Outcomes**
In the 2021-2022 academic year, 522 BP screenings were performed.
- 66% (n=345) were considered to be high according to national guidelines.
- Thirty-one patrons were referred to a social work student to assist with accessing a healthcare provider.

**Discussion**
- Our team is dedicated to sustaining and expanding HeLP while promoting dissemination and replication by others elsewhere.
- Our assessments demonstrate that IP teams collaborating in public libraries can attain IPE competencies while promoting access to health education, BP screening, care, and social work case management.
- HeLP faculty, collaborators, and library partners continue to submit new manuscripts for peer review by journals to publish our findings and promote greater community impact.

**Acknowledgements**
- This work is co-authored by the following team: Lisa Benz Scott, PhD; Gabriella Pandolfelli, MPH; Leah Topek-Walker, LCSW-R; Valerie Lewis, MLIS; Amy Hammock, PhD, MSW; Carol Della Ratta, PhD, RN; Mary Ellen LaSala, PhD, RN; Erin Zazzera, MPH, RN; Donna Ferrara, DHSC, PA-C; Lynn Timko-Swaim, MS, PA-C; and, Gerald Simons, MPAS, DFAAPA, PA-C.

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