

Community Health Interprofessional Challenge 2018

Introduction to the Community Health Interprofessional Challenge (CHIC). This is an opportunity for groups of five students to provide a video of a presentation to tell us your ideas for addressing a serious problem in Ohio—the opioid epidemic.

This competition is an opportunity for university, high school students, and professionals in training in northeast Ohio to tell area us YOUR ideas of addressing community health issues. The format is based on the CLARION case competition, hosted by the University of Minnesota (see an example of a presentation <https://www.chip.umn.edu/clarion/case-competition>).

The case presented is fictional. However, students should use this case as a basis for creating a vision of how the health care system could work better for this family and other families in this similar situation.

Timeline

- January 15, 2018 through February 28, 2018, 11 p.m.--Team applications with executive summaries and video link submissions accepted. Email to Amy Lee at afl@neomed.edu.
- March 5, 2018, March 21, 2018--Judges will view videos.
- March 28, 2018—Judges' questions will be sent to teams (at least 5 questions, no more than 12 questions).
- April 4, 2018, 11 p.m.—Teams' answers to questions due.
- April 18, 2018—Winners announced.

Competition Details

- Five members per team. Composition of the team should comply with at least one of the categories on the application (can enter more than one category). If teams are composed of students, they should have a faculty mentor who acts as point contact for the team. All team members must speak in the presentation. A participant can only belong to one team.
- Each team should develop a 20-minute presentation based on the outline below and upload it into YouTube or Vimeo. The link to the presentation should be included in the application. A 1-2-page executive summary should be attached to the application.
- Teams will have a week to answer questions posed by judges based on their presentation.

Presentation Development Guidelines

- All case analysis should be performed by the team members. Faculty member may advise, but not participate in actual case analysis or presentation development. Faculty members may coach on presentation and communication skills and provide advice on experts to contact.
- Teams may use any reference materials available to the public. This includes interviewing community experts, literature searches, and Internet materials. Competition organizers may not provide advice on cases.

Keys for Success—Students

- *Devote time to the case competition – both individually and as a team.* Typically, teams have spent 20-100 hours per member of both individual and group time to do the case analysis. Have regular meetings with your group to ensure everybody is progressing along at a good pace and allow team members to provide constructive feedback to one another throughout the process.
- *Create a schedule early on, before you start the project.* Time management skills are crucial to your success in the case competition. Set realistic competition expectations and goals early on in the course of the competition and continue to share your thoughts with team members.

- *Practice your presentation individually, as a team, and in front of others.* Keep in mind that the judges at the competition will be very strict with time limits in order to ensure an equal opportunity for all teams competing. Be sure to practice your presentation beforehand. Do not be shy to ask your school faculty, healthcare professionals, or colleagues for feedback.
- *Spend time reflecting on your progress, both during and after the competition.* Take the time to reflect both individually and as a team on what you've learned through the competition, and how it applies to your future careers in health care. Share your thoughts. The meaning of the experience can differ in the context of various health professions.
- *View your recording—make sure that the audio is good and that your media materials can be clearly seen.*
- *HAVE FUN!* This case competition not only presents the opportunity to solve a real-world problem that you may face as practitioners in the field, but to build lasting friendships with your teammates.

Faculty Mentor Guidelines

The role of the Faculty Mentor is crucial to the success of a school-based or university-based interprofessional case competition team. It is important for Faculty Mentors to allow their students to do their own research, develop their own recommendations, and create their own presentation for the case competition. However, Faculty Mentors can contribute to the success of the team by:

- *Advising your team regarding available resources* (e.g. personal contacts, journal sources, books, etc.) for teams to complete the case analysis. It is important to keep in mind, though, that the role of the Faculty Mentor is only to provide possible resources for the students and not to do any part of the case analysis.
- *Keeping your team on track.* Faculty Mentors are especially helpful at looking at the whole picture. They can help guide teams into a better understanding of the complex nature of the health care system.
- *Encouraging your team to work together as interprofessionals or a team.* Mentors can share authentic examples of interprofessional/team work and share their experience with patient safety and systems improvement.
- *Providing real world experience.* Mentors can help find opportunities for the team to shadow or participate in relevant interprofessional/team activities.
- *Offering feedback to your team regarding their presentation.* If possible, try to arrange for a group of local faculty members or healthcare professionals in your area to view the team's presentation.
- *Discussing the relationships between interprofessional/team education, patient safety, and quality improvement.* Help students deepen their understanding of these important concepts in health care.

Community Issue Case

Robert and Emma Stevens are a couple who live in a suburban neighborhood in the Cleveland-Akron area. They are nearing retirement—Robert works for a manufacturing company as a supply chain manager, and Emma is a sixth grade teacher in the local school system. They have two children: a 35-year-old daughter, Melissa, who lives in Baltimore, Maryland with her husband and three children; and a 27-year-old son, Justin, who lives in Cleveland. Melissa is working as a nurse, and her husband is a banker. She and her family visit on Thanksgiving and during the Christmas holiday. Justin is unmarried and has been in and out of work since last year due to a back injury he sustained while he was skiing in New York. Justin had been working for a manufacturing company in the operations department in assembly, but was fired after the accident because his attendance was poor. He has been doing odd jobs, such as painting houses and landscaping, to pay bills. Justin is now living with his girlfriend, Maddy, because he could not keep up payments for his apartment.

Robert and Emma are worried because Justin has been coming to their home asking for money. He claims that he needs it to pay doctor bills for his back pain. So far, they have lent him about \$1,000. Emma is worried because Justin seems to be moodier, saying “I just don’t think anyone wants to hire me.” She also thinks Justin may be addicted to opiates because the bottle of Percocet, which had been prescribed for her after a root canal operation, was missing from their medicine cabinet after Justin had dinner with them. Robert says that Justin is “fine and just needs some help to get back on his feet.”

Robert had to face reality three months ago when the police called to tell them that they found Justin downtown, in an apparent overdose. When Robert and Emma were able to speak to Justin during his hospitalization, he told them that he “just couldn’t take it anymore.” He had tried to take his own life because he didn’t think anyone wanted him; his girlfriend had “kicked him out because she thought he was acting weird.” The hospital released Justin into Robert and Emma’s care.

Justin then went home with Robert and Emma. Since both Robert and Emma work, Justin has been home alone. He first spent the time productively, cleaning up the garage and painting the downstairs family room. Then one day, Emma came home to a scare—Justin greeted her with a gun in his hand, demanding that she give him money. He was disheveled and did not seem to know her. Emma was able to calm him down by giving him the \$42 dollars that she had in her purse. He ran out of the house, disappearing for two days. The next time Justin reappeared, he did not remember the incident and apologized profusely for what people told him that he had done. Although he did not remember the incident, he did not seem surprised, saying that he has had “blackouts” before. When Robert and Emma’s daughter Melissa heard about the incident, she said that she and her family would not come for the holidays if her brother was there. She demanded that “We will not come as long as Justin is there, because I don’t want my children around my brother who has a gun and is a drug addict.” Robert and Emma are trying to find a rehabilitation facility, and have Justin on a wait list.

Considerations:

As a consulting group, you are asked to propose a plan to involve local and regional resources to enhance the care of situations such as the one in which the Stevens family finds itself. Address the social, prevention, treatment, and community-based follow-up to ensure good outcomes. Consider capturing the following:

- A relationship between the stakeholders, including governmental, community, enforcement, educational, health, and other agencies.
- Strategies for coordinating care across the systems.

You should address the following issues during your 20-minute presentation. All team members must participate. Please record your video and upload into YouTube or Vimeo and include the link with your application.

- Title of your project
- Background of the issue in the context of the Cleveland-Akron area.
- Root cause analysis of why the problem exists.
- Strategy to address the issue. Include detail of how the strategy would be implemented, including stakeholders that are needed to address the issue; for example, what entity would be responsible for carrying out the plan and others that are needed for support.
- A projection of how the plan will improve the health of your identified region, specifically addressing the needs that you have identified in the background section.
- Challenges/barriers that are addressed as a result of your plan.
- Alternate plans that you considered that were discarded for lack of feasibility or desirability.
- How you would measure the success of your efforts.
- The costs associated with your plan and a discussion of why funding this proposal would be a good investment.
- Sustainability—how this plan would be sustained in the future.