Catalyzing Students & Residents as Agents of Change

Session Objectives

- Learn how some students & residents in health disciplines are leading population health transformations
- Explore how you can partner with students & residents in your community or organization
Session Format: Rapid Fire

- Multiple face-paced presentations on the same topic
- Designed to keep the information flowing and the audience engaged
- One moderator and five presenters

Exciting Ground to Cover

- IHI Open School Change Agent Network (I-CAN)
  - Student and resident led population health projects
  - I-CAN mobilization activities
- How to partner with students & residents
IHI Open School
Change Agent Network (I-CAN)

Jessica Perlo, MPH
IHI Open School
Senior Community Manager

IHI Open School Mission

“Advance health care improvement and patient safety competencies in the next generation of health professionals worldwide.”
IHI Open School Strategy

Content

Community

Experiential

IHI Open School By the Numbers

- **32** online courses
- More than **2,230,000** courses completed by more than **330,000** learners
- More than **67,000** learners have earned the Basic Certificate
- More than **1,000** universities and organizations use the courses for training
- **777** Chapters in over **75** countries
IHI Open School Change
Agent Network (I-CAN)

A student and resident driven campaign to improve population health through project-based leadership training

I-CAN Leadership Training

- 8-week semi-synchronous online course
- Each week includes:
  - 30-45 minutes of video lectures
  - 60-minute coaching call
  - 1-3 hours application
- Participants learn and apply leadership practices in field-based projects to improve health
Community Organizing
Theory of Change

People:
Recruiting and developing leadership

Power:
Building a community around that leadership to create power

Change:
Using this power to address the challenge the constituency is called to face

I-CAN Project Examples
Projects addressing health behaviors, clinical care, social and economic factors, access, equity & physical environment:

- Help homeless/at-risk young mothers apply for federal assistance programs (State College of FL)
- Reduce the incidence of STDs in an impoverished neighborhood (University of Texas)
- Develop 6-week diabetes self-management program at community-based medical home (Georgia S. Univ.)
I-CAN Ladder of Engagement

Learning in Action: 312 Leaders
Students take the I-CAN online course as they lead a project to improve health at school and/or community
An learning community of student change agents

Engagement: 2,102 Students
Learn about population health improvement at SOLA or with Open School Chapters
Mobilize peers

Mobilization: 31,137 People
“i-CAN improve health”
“i-CAN contribute to 100MHL”

I-CAN’s Reach to Date

- More than 2,102 students have engaged 31,137 people across 34 countries
- 248 students and 28 faculty, and 25 health professionals have led a population health project and completed the I-CAN course and report having:
  - A better understanding of health
  - Stronger Chapters
  - Healthier campuses
  - New campus relationships with community organizations
I-CAN Mentor Project

Esper Wadich
University of Cincinnati College of Medicine
2nd Year Medical Student

Organizing Sentence

- I am organizing University of Cincinnati health professions students and faculty to pair 100 mentors with children by pooling our resources and uniting with the CYC mentor program, because this will allow children to have more opportunities than they would otherwise by the end of February.

- We have now partnered with Cincinnati Youth Collaborative to help bring them mentors for their long waiting list of children.
My Motivation
Worked at Project Connect summer camp for homeless children for 7 weeks

Building a Narrative
- Me and my mentee
Why Mentorship is Important

- Underserved children do not have the same opportunities and resources as other children
- 95% of students who were mentored graduate, compared to the average of 71%
- It is a great experience for the mentor to gain insight into a population they may not otherwise
- Mentoring is an incredibly rewarding and joyful experience for all involved

Building a Leadership Team

- **Aim:** We are organizing University of Cincinnati health professions students and faculty to pair 100 mentors with children by pooling our resources and uniting with the CYC mentor program by the end of February.
  - Reaching out to the health profession schools
  - Drawing from med mentors board and UC Open School chapter
  - 1-to-1 meetings to solidify common goal and narratives
### Leadership

- **Abby McGinnis**
- **Esper Wadih**
- **Lillia Steffenson**
- **Thara Nagarajan**
- **Jo Henderson**
- **Tiffany Diers**

### Mapping Actors & Assets

#### Supporters

| Cincinnati Youth Collaborative | Empowering vulnerable children to succeed in education, career, and life using passion and community | List of children who need mentors, Community connection, school connections, Ability to navigate the legal aspects of setting up to mentor a child |
| Bearcat Buddies | Using community partnership to give a meaningful experience for both mentors and mentees | Access to large population of undergraduate students, Access to center for community engagement, literacy network of greater Cincinnati and Cincinnati Public Schools |
| Cincinnati Recreation Center | Providing recreation, cultural, and educational activities to the community | Various recreation centers around the community, Gyms and large learning spaces |

#### Opposition

- Select Community members
- **Values:** They want the best for their children and believe that the right way to help their children is not through outside mentorship by privileged people but instead through internal support
- **Assets and Resources:** Community support, knowledge of how their community functions and who holds power, Ability to decide what their child does and doesn’t do.

#### Constituency

- Underprivileged children and their families/caregivers, University of Cincinnati undergraduate and health professions students, Cincinnati Youth Collaborative
- **Values:** Helping underprivileged children to have the same opportunities in life as all other children and making sure they have resources that are necessary.
- **Assets and resources:** Willingness to help in the community and provide mentorship to children, Have the ability and knowledge to help find potential mentor pools and pair them with mentees
Getting the Project Off the Ground

- Building a narrative
- Uniting under a common goal
- Meeting with CYC projects coordinator
- Forming an action plan
- Going out into the community and finding people willing to mentor

I-CAN Lessons Learned

I-CAN provided a framework for completing the project:

- How to be a systems thinker
- How to build a common narrative and tell a story
- How to use 1-to-1 meetings to bring a leadership team together
- How to establish the conditions to enable an effective leadership team
- How to map stakeholders and identify available resources
- How to take action
I-CAN Project: Dundee Active

Alice Willison
University of Dundee School of Medicine
3rd Year Medical Student

Before and After
Aim Sentence:
We are organizing 100 medical students at the University of Dundee to walk or cycle to university, by raising awareness of active travel through medical societies, social media, events and information leaflets, by the end of May 2016.

Action Taken:
I-CAN taught me how to lead health improvement:
• Established a (fantastic) team
• Created ActiveDundee Facebook page
• Organised with medical student societies to mobilize students at their meetings

Outcomes:
• 30 people “like” ActiveDundee
• Strong university partnership with Environment & Estates
• Medical student societies are keen so far!
Recruiting the Leadership Team

Ellie Hothersall
Consultant in Public Health and Medical School Lead
Liaison to people & resources

Trudy Cunningham
Environment and Estates
Event organizer

Eleanor Lynch
3rd Year Medical Student
Public awareness lead

Alice Willison
3rd Year Medical Student
Team leader

Dr. Bike

...Riding my bike I feel free
not limited only by my hand and my imagination!

HOW TO RIDE A BIKE

...Rememebre to stop at a red light
and turn right on a green light

HOW TO RIDE A BIKE
Freebies!
What’s Next?

Mobilize student commitment to cycle/walk
  • Organize ‘friendly competition’ in medical school societies
    • Overall aim: 100 students ride 1000 miles by May 2016
    • Each society set a smaller goal they commit to work towards
      (i.e. 10 neurology students ride 100 miles by May)

Partner with cycling “action” events in Dundee
  • Dundee City Council is introducing more cycle paths
  • Second-hand and discounted bike sales
  • Distribution of cycling repair equipment on campus

Raise awareness for ActiveDundee
  • Introduce and engage on social media
  • Spread the word about Dr. Bike events
  • Organize lunchtime “ActiveDundee” lectures
  • Give out free cycling repair equipment
How can you partner with students to improve community health?

Kate B. Hilton, JD, MTS
IHI Open School Change Agent Network
Lead Faculty & Strategic Advisor

www.ihi.org/OpenSchool
Connect with a local Chapter with the click of a button

Chapter Details

Worcester State University

Location:
Worcester State College, MA

Description:

Chapter Setting:
University/College; I-CAN Chapter

Related Topics:
- Care Coordination and Transitions
- Communication Improvement
- Capability
- Leadership
- Patient Safety
- Prevention and Wellness
- Quality Improvement
- Quality, Cost, and Value
- Teamwork
- Tobacco Use
- Transitions in Care

I-CAN Activity Pages

Take Action with I-CAN Learning Activities

The I-CAN Open School on Improvement: Change Agent Network (I-CAN) is an unprecedented effort to challenge students to think outside of the hospital walls when it comes to improving health. Some of you may be wondering “Where do I start?”

The I-CAN course, leadership and Organizing to Improve Populations Health, provides tools in improvement science, leadership, and community organizing to help you create change in real-world projects. But, while we realize that health care is complex and actual improve population health, improving health on a broad scale will require a new kind of health care leadership. No matter how much commitment you are ready to give.

Within these activities, you'll find resources, tools, and project ideas. These will help you to get into the communities (including your own) and think critically about what you can do large or small to improve population health.

Access to Care
Health Behaviors
Social Determinants of Health

DEFINING THE PROBLEM

I-CAN Example

A 44 year old man at a clinic for a routine checkup.

THE URGENT CHALLENGE

I-CAN Example

A 44 year old man at a clinic for a routine checkup.
IHI Open School
Quality Improvement Practicum

Learner(s) complete required courses

Learner(s) identify local faculty, health system sponsor(s), and project

Learner(s) create: charter, cause and effect diagram, 2 PDSA cycles, run charts, summary

Learner(s) complete project

IHI approves and awards Practicum Certificate of Completion

Student Organizing Leadership Academy (SOLA)

Andrea Jones
MD/PhD Candidate in Neuroscience
University of British Columbia
August, 20, 2015
Student Organizing Leadership Academy (SOLA): August 2015

- 35 interprofessional students
- Two-day academy at the IHI office to learn and practice leadership and organizing skills to mobilize population health actions
- Students took to the streets to put our skills into action!
The Challenge

Access to Care  Health Behaviors  Social Determinants of Health  Clinical Care

Example Pledges

“Will you pledge to get an STI check in the next 3 months?”

“Will you pledge to participate in a mindfulness/de-stress activity right now?”

“Will you pledge to give up 1 sweetened beverage once a week for the next month?”
Our Aim: 800 pledges in 2 hours

#ICANimprovehealth
Our Result:
786 pledges in 75 minutes

#ICANimprovehealth

We couldn’t get enough!
#ICANimprovehealth
I-CAN International Pledge-A-Thon

We invited the IHI Open School network, over 30 days, to commit their student Chapters to making 30,000 pledges!
Pledges Included…

- Vaccination
- Civic Engagement
- Housing Insecurity
- Texting and Driving
- Suicide
- Mental Health


After 30 days… 27 student teams… from 8 countries

5,245 pledges!!
I-CAN Campaign Timeline

Pledge-a-Thon: Stop the JMU Flu

Jake McCormick
James Madison University
B.S. Biology Major, Pre-Physician Assistant
Background
JMU Pledge-a-thon

- **Aim:** Get 2,000 pledges to fight the JMU Flu
- **Outcome:** 2,137 pledges

**Organizing Sentence:** “We are organizing with JMU students and the University Health Center to receive a signed pledge from 2000 students by November 15th. We pledge to aid in flu prevention by promoting vaccinations and proper hygiene.”

### The Process

- Idea Generation
- Leadership Recruitment
- Team Organization
- Volunteer Mobilization
The Role of Administration

<table>
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<tr>
<th>Event</th>
<th>Number</th>
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<tr>
<td>Vaccine Clinic</td>
<td>1,220</td>
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<tr>
<td>Hallway Tabling</td>
<td>448</td>
</tr>
<tr>
<td>Student Organization Competition</td>
<td>469</td>
</tr>
<tr>
<td>Total</td>
<td>2,137 Pledges</td>
</tr>
</tbody>
</table>

Dr. Rodgers

Veronica Jones

Suzanne Kelly
Our Invitation to You

Connect to local students!

www.ihi.org/OpenSchool
Learn more using the I-CAN Activity Pages

www.ihi.org/ICAN

Pledge on the I-CAN Website

www.ihi.org/ICAN
Lead change in the I-CAN Course

- Take the 8 week course: *Leadership and Organizing to Improve Population Health* in March 2016
- Lead community organizing projects to improve the health of your community

[www.ihi.org/ICAN](http://www.ihi.org/ICAN)

What can you do to mobilize with us?

- Think of one way you and your organization can mobilize others in population health – *with students!*
- Contact a local Chapter near you to start making connections
- Apply for the next offering of the I-CAN course in March 2016
- Join I-CAN! Pledge to improve population health on Twitter using #iCANimprovehealth or on our website: [www.ihi.org/ICAN](http://www.ihi.org/ICAN)