

The Good Neighbor Mentoring Project

Introducing Relationship-Centered Care
through a Service-Learning Model

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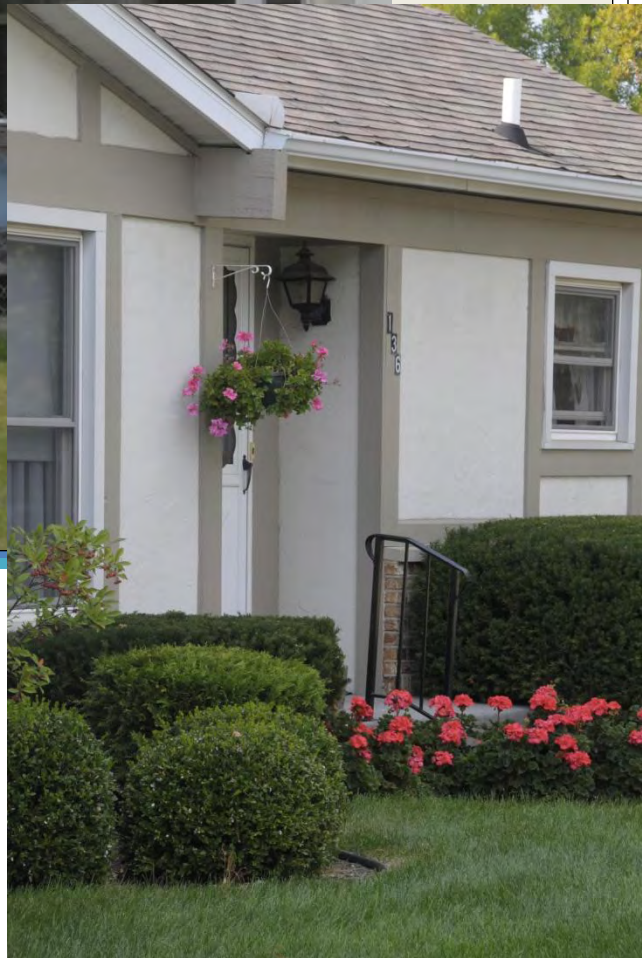
INDIANA UNIVERSITY

SCHOOL OF MEDICINE-LAFAYETTE

On the campus of Purdue University

The Good Neighbor Mentoring Project

- Introduction to Medicine for sixteen first year medical students at our regional campus
- Required 2 credit class
- Pass-Fail
- Two first year students matched with one family
- Neighbors range in age from 10 to 102



House calls provide a doorway into relationship – centered care and service-learning.

The Good Neighbor Mentoring Project

Provides an opportunity to see the biological, psychosocial, economic, environmental and spiritual influences on families' well-being and illness

The Neighbor Project

promotes collaborative partnerships:

- Between community agencies, medical students, and faculty
- Between medical students and community members whom we call neighbors

The Good Neighbor Project:

- Empowers vulnerable and less visible members of our community as mentors and teachers
- Dispels stereotypes about the elderly and disabled
- Helps students learn that patients will be some of their most important teachers
- Facilitates communication skills across age and culture

Valued mentor for 5 years with her students



Service-Learning...

- Promotes learning through active participation
- Provides structured time for students to reflect
- Provides opportunities to use skills and knowledge in real-life situations
- Extends learning beyond the classroom
- **Fosters a sense of caring for others**

www.servicelearning.org



Caregiver Companion is an organization whose volunteers help families who are caring for individuals with disabilities. Families in need of services are referred to Caregiver Companion by social agencies, home health organizations, hospital discharge planners. Their basic goal is to relieve pressure from the caregiver within the community through their volunteer network.

Course Objectives:

- Develop respectful relationships
- Practice empathic listening, appropriate body language, and careful use of language to ease anxiety and facilitate understanding of health conditions

Course Objectives

- Practice and understand the importance of service to others as a core value of medicine
- Practice habits of professionalism:
 - Respect for patients, colleagues, and mentors
 - Resourcefulness
 - Dependability
 - Honesty and integrity
 - Placing the welfare of patients above personal gain
 - Practicing life-long learning skills and curiosity in the service of patients

Course Objectives:

- Demonstrate awareness of psychosocial, cultural, environmental, spiritual, economic, and community influences on health and illness through class discussion, learning issues, and reflective writing
- Appreciate the constellation of caregivers who assist homebound individuals

Course Objectives:

- Utilize writing and small group discussion to:
 - Encourage reflection on what promotes meaning
 - How to balance priorities
 - How to maintain personal health in the midst of competing professional and personal demands
- Learn to attend—to be present for persons who may be suffering or anxious



Group 1 Discussion: Introduction to Medicine 1 2005

Methods

- **Home visits** 10-15 hours during the first semester
- **Bi-weekly web-based writing assignments**
- **Visit reports** within 24 hours of home visit via course website
- **Bi-weekly small group student discussion sessions** to
 - support students in their community work
 - share visit accounts with our Caregiver Companion partners

Methods

- **Portfolio**
- **Appreciative Inquiry** to bring out strengths and successes of students, caregivers, neighbors, and community partners wherever possible
- **Competency Based Curriculum Evaluation:**
 - I Effective Communication
 - IV Life Long Learning
 - VI Social and Community Context of Health Care
 - VII Moral Reasoning and Ethical Judgment
 - IX Professionalism

Outcomes

88 families were served over the 13 year course of the project.

Approximately 2000 hours of respite care and household assistance to families in our local community.

Students partnered with a ten year old boy who required a liver-kidney transplant continued to follow the neighbor as third year clerks during his transplant hospitalization. This kind of longitudinal, relationship-centered care is not common in medical education.

Good Neighbor Mentoring Project has been presented at local, national, and two international conferences.

Students become more knowledgeable about the Lafayette Community and local health resources.

Second year students mentor first year students and accompany them on their first home visits.

Two of my former students have returned to be course associates after completing medical school.

Recent student received IU award for outstanding service and leadership in the care of older adults.

Sample Themes

from Reflection Sessions and Writing

- Pets as rapport builders and sources of stress relief
- Impact of medical mistakes on families
- Shopping with food stamps
- Mobility issues with visual impairment
- Boundary issues and how to deal with the needy neighbor

With appreciation to

- Neighbors-- 88 families
- Students 208
- Caregiver Companion Associates - Helen Klemme and Marilyn McTague
- Mentoring Associates - Dr. Chuck Boonstra, Dr. Wanda Estep, Dr. Carlann Fox, Maggi Ingleman, Dr. Joy Steele-Morris
- Dr. Gordon Coppoc, IUSM-Lafayette Center Director
- Courage to Lead Retreat Participants
- Relationship-Centered Care Initiative Team at IUSM – Dr. Richard Frankel, Dr. Thomas Inui, Dr. Tony Suchman, Dr. Penny Williamson
- Office of Medical Service-Learning at Indiana University School of Medicine – Director Steve Kirchhoff



Educating the students of today to be
Physicians of Tomorrow



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