



JAMES MADISON UNIVERSITY.

Madison

Be the Change: Using collaborative learning to teach interprofessional students health policy advocacy

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Background

- 2014: Virginia legislative assembly controversy.
- Will Virginia accept federal dollars to support the expansion of Medicaid?
- 400,000 Virginians are in the healthcare coverage gap.
- Health Policy Collaborative developed at JMU.
 - <http://www.jmu.edu/healthpolicycollaborative/>

Method: Health Policy Summit

- 82 Students: Health Science, Nursing and Social Work.
- ½ day summit: *Mind the Gap*
- Purpose: Propose solutions to provide health care to those in Virginia without coverage



- Preparation: Review of materials on HPC website
 - <http://www.jmu.edu/healthpolicycollaborative/medicaid-expansion.shtml>
- Political Astuteness measured pre and post
 - 40-Item Survey
 - Measures components of political awareness, knowledge and engagement
 - Primomo (2007) demonstrated content validity.
 - Cronbach's coefficient alpha of .81 & 0.84

Michaelson et al. (2002) Team-Based Learning (TBL) Strategies

- Student team formation
- Independent Readiness Assessment Test (IRAT)
- Group Readiness Assessment Test (GRAT)
- Discussion
- Student Task: Develop a proposal that would meet the health care needs of 400,000 Virginians in the gap NOT using federal \$ for Medicaid expansion.

Proposal Development





- Gallery Walk
- Presentations
and
Discussion



Results: Political Astuteness

	Pre-Test Knowledge	Post-Test Knowledge
1	48	30
2	30	42
3	3	8
4	1	2

Level	Points Scored	Definition of Points
1	0-9 pts	Totally politically unaware
2	10-19 pts	Slightly aware of the implications of political activity for nursing
3	20-29 pts	Shows a beginning political awareness
4	30-40 pts	Politically astute and an asset to the profession

Political Astuteness

- Pre-test mean=9.09, Std. D=5.69
- Post-test mean=12, Std. D=6.40
- Students demonstrated a significant improvement in political astuteness before and after participation in the Health Policy Summit (t -2.78, 95% CI -5 to -0.8, p = 0.007).

Conclusions

- Student learning is enhanced and political astuteness significantly improves using interprofessional activities to advocate for access to healthcare.
- Interprofessional student TBL activities improve political astuteness and may enhance health care professionals' likelihood of influencing policy in the future.

- Further research on TBL pedagogy's influence on political astuteness will add evidence to this instructional model, increasing student knowledge and involvement in political advocacy for health policy.
 - Repeating summit this semester to increase sample size to 332.
- Students must be inspired and taught to ***Be the Change*** to advocate so that all will have access to quality, affordable healthcare.

WHSV Report: Students Working to Solve Insurance Coverage Gap

<http://www.wHSV.com/news/headlines/Students-Working-to-Solve-Insurance-Coverage-Gap-284804521.html?device=tablet&c=y>

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Questions?



View from JMU's East Campus

Photo by Sarah Boyts Yoder