# PATIENT NAVIGATION FOR INDIVIDUALS EXPERIENCING HOMELESSNESS

**Course Directors:**                                                           ENRH 159

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**Requirements:**

Minimum participants: 12
Maximum participants: Open

**Rationale:**

Individuals experiencing homelessness demonstrate higher incidence of disease, limited access to healthcare, and overall poorer prognoses. Homelessness can exacerbate existing health problems or cause new ones, and the population faces large bureaucratic and systemic barriers to accessing health care. It is important that future healthcare providers understand the gaps, barriers, and limitations in this system, in order to provide this vulnerable population with appropriate care. The aim of this curriculum is to introduce students to the unique challenges faced by individuals experiencing homelessness, and to teach students how to help these individuals overcome barriers. Guest speakers who are experts in their field will cover topics related to social determinants of health, healthcare access, and local resources available to the homeless population. Additionally, team leaders of the Patient Navigator Program (PNP) will educate students on PNP workflow, processes, and the resources database. This curriculum serves as a pre-requisite service-learning component that must be completed prior to joining the Patient Navigator Program (PNP) at UT Southwestern in the Spring 2022 semester.

**Objectives:**

- Understand and analyze social determinants of health specific to individuals experiencing homelessness through a group project designing a navigation tool that will be used by future student navigators.
- **Appraise local community resources in DFW that support the health and wellbeing of homeless populations**, including homeless clinics, mobile clinics, outreach organizations, and governmental agencies.
- Review relevant literature regarding homelessness, healthcare delivery models, and service-oriented medicine, and participate in reflective sessions with preceptors and other team members.
- Understand the **components of patient navigation, and learn approaches to effective client communication**, including motivational interviewing, setting professional boundaries, and ethical decision making.
- Become familiar with the **processes and goals of the Patient Navigator Program** (PNP) at UT Southwestern, including how to write SMART goals and how to use the PNP database.

**The course consists of two components**: (1) a component taught by community partners, including representatives from Metrocare, the UGM shelter, the Center of Hope, MDHA, etc. (2) a component taught by PNP Fellows, including Akshat Patel, Heather Lanier, Jamie Lehnen, Melanie Lopez, and Kim Le.

## Format:
This elective is designed as a Preclinical Enrichment Elective course for medical students and graduate students in the School of Health Professions. The course is open to all students at UT Southwestern.

## Student Evaluation:
Grades will be pass/fail. Attendance is required to receive credit for the course. The class consists of lectures, student discussion, one short essay, and an optional immersion event at the end of the semester where students can visit local shelters.

## Course Evaluation:
Grading will be pass/fail. To receive transcript acknowledgement,
- Students must attend 10 of the sessions. The first session is mandatory.
- Students must complete the online REDCap course evaluation form sent out at the end of the Fall 2021 semester.

## Schedule:

Classes will be held from **6:00-7:00 p.m. on Mondays** over Zoom. There will be one optional session at the end of the semester where students can visit local shelters. These visits will be on a first-come-first-served basis and an interest survey will be sent midway through the course.

| Session | Date | Topic |
|---------|------|-------|
| 1 | 9/13/21 | Orientation: An Introduction to PNP<br>    *Speaker*:        Dalia        Mitchell,        MS2<br>        Navigation Team Executive Leader<br>**NS curriculum**: Introduction to PNP |
| 2 | 9/20/21 | Introduction to Homelessness<br>    *Speaker:* Jamie Lehnen, MS2<br>        Resources & Curriculum Executive Leader<br>**NS curriculum**: Health literacy (Part 1) |
| 3 | 9/27/21 | Social Determinants of Health *+ Health Barriers in DFW*<br>        *Speaker:* Lara Johnson, MD<br>        Homeless Outreach Medical Services at Parkland<br>**NS curriculum**: Health literacy (Part 2) |
| 4 | 10/4/21 | Common Health Problems Experienced by the Homeless<br>        *Speaker*: Shelley Speed, APRN, MSN, ACNP-BC, FNP-BC<br>        Department of Family and Community Medicine<br>        UT Southwestern Family Medicine Clinic at Texas Health Dallas<br>**NS curriculum:** Health literacy (Part 3) |
| 5 | 10/11/21 | Life in the Shelter *+ Interview with Shelter Resident*<br>        *Speaker*: William Freeman<br>        Chaplain at Union Gospel Mission<br>**NS curriculum**: Client encounters (Part 1) |
| 6 | 10/25/21 | Common Barriers and Resources in DFW *+ Impact of COVID-19*<br>        *Speaker:* Dedra Medford<br>        Peer Navigator at Parkland Memorial Hospital<br>**NS curriculum**: Resources and goal-setting (Part 1) |
| 7 | 11/1/21 | High-Utility Resources in DFW *+ Setting SMART Goals*<br>        *Speaker*: Jamie Lehnen and Maishara Muquith, MS2's<br>        Resource Leads for PNP |

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| | | **NS curriculum:** Resources and goal-setting (Part 2) |
| 8 | 11/8/21 | Mental Health Issues Among Homeless Populations<br>     *Speaker:* Carol North, MD Psychiatry<br>     Professor in Psychiatry and Emergency Medicine at UTSW<br>**NS curriculum**: Health literacy (Part 4) |
| 9 | 11/22/21 | MetroCare Services<br>     *Speaker:* Ikenna Mogbo<br>     Housing & Veterans Outpatient Operations Manager at MetroCare<br>**NS curriculum**: Resources and goal-setting (Part 3) |
| 10 | 11/29/21 | Professional Boundaries, Client Communication, and Cultural Sensitivity<br>     *Speaker*: Carl Falconer<br>     President/CEO of Metro Dallas Homeless Alliance<br>**NS curriculum**: Client encounters (Part 2) |
| 11 | 12/13/21 | Translation to Navigation<br>     *Speaker:* Miscellaneous PNP Fellows<br>**NS curriculum**: Resources and goal-setting (Part 4) |
| 12 | By 12/13/21 | Optional Immersion Experience<br>     Student groups will visit local shelters (Center of Hope and Calvert Place) on a first-come-first-served basis<br>**NS curriculum**: Client encounters (Part 3) |

## Session 1: Orientation, An Introduction to PNP

**Speaker:** Dalia Mitchell, MS2 (Dalia.Mitchell@UTSouthwestern.edu) and Akshat Patel, MS3 (Akshat.Patel@UTSouthwestern.edu)

**Learning objectives**:
- Clarify the role of a patient navigator in PNP, and list the appropriate services that navigators can and cannot provide.
- Define the Acute Care System (ACS) and Continuous Care System (CCS) within PNP. Introduce Calvert Place Men's Shelter and Center of Hope Women's Shelter.
- Discuss barriers to healthcare access among those experiencing homelessness.
    - Provide a brief introduction to the social determinants of health.

**Required Readings**: None

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## Session 2: An Introduction to Homelessness

**Speaker:** Jamie Lehnen, MS2 (Jamie.Lehnen@UTSouthwestern.edu)

**Learning objectives**: Many of these objectives will be addressed using the resource endhomelessness.org.

- Evaluate knowledge of homelessness both before and after the lecture by having attendees complete a pre-survey and post-survey.
- Describe the rates of homelessness among different genders, ethnicities, ages, and within other subpopulations, such as veteran groups.
- List the states with the highest rates of homelessness.
- Describe factors that contribute to homelessness, including racial inequalities, domestic violence, disabling health conditions (including mental illness), job insecurity, and criminal history.
- Define what it means to be "chronically homeless" and identify factors that contribute to chronic homelessness.
- Address common misconceptions about homelessness.

**Required Readings**: Read the following 2017 article about the individual faces of homelessness. Remember that no two people experiencing homelessness are the same. Know that each person has their own story. Eyes of the homeless reveal stories of heartache, hope

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## Session 3: Social Determinants of Health in Homeless Populations

**Speaker:** Lara Johnson, MD (lara.johnson@phhs.org)

**Learning Objectives:**

- List the **major determinants of health** and how health inequities are generated throughout multiple domains (e.g. economic stability, education, health and health care, neighborhood and built environment, social and community context).

- Appreciate that people experiencing homelessness are subject to stigma that may deter them from accessing care.
- Learn to **recognize and assess in patient interactions** the ways that social determinants of health may be impacting an individual's health outcomes.

**Required Readings:**
*Social Determinants of Health* Overview & Housing Instability

*Optional Readings*
- CDC Research on SDOH
- Explore Resources Related to the Social Determinants of Health
- Daniel H, Bornstein SS, Kane GC, for the Health and Public Policy Committee of the American College of Physicians. Addressing Social Determinants to Improve Patient Care and Promote Health Equity: An American College of Physicians Position Paper. Ann Intern Med. 2018;168:577–578. doi: https://doi.org/10.7326/M17-2441
- *Social Determinants of Health* National Snapshot
- Stafford A, Wood L. Tackling Health Disparities for People Who Are Homeless? Start with Social Determinants. Int J Environ Res Public Health. 2017;14(12)doi:10.3390/ijerph14121535, 10.3390/ijerph14121535

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## Session 4: Common Health Problems Experienced by the Homeless

**Speaker:** Shelley Speed, APRN, MSN, ACNP-BC, FNP-BC (shelley.speed@UTSouthwestern.edu)

**Learning objectives:**
- Recognize the link between homelessness and poor health. Factors contributing to poor health among homeless populations include: limited access to health care, food insecurity, violence, stress, unsanitary living conditions, exposure to severe weather, limited access to medication, etc.
- Identify some common health problems experienced by homeless populations, including:
  - HIV/AIDS
  - Substance abuse problems
  - Mental health problems (including depression, anxiety, schizophrenia, bipolar disorder)
  - Wounds and skin infections

- Lung disease, such as COPD, tuberculosis, bronchitis, pneumonia, and COVID-19
- Metabolic syndromes (diabetes, hypertension, hypercholesterolemia, etc.)
- Compare the prevalence of certain health conditions in homeless populations vs the general U.S. population.
  - Example: 20% HIV prevalence in homeless populations vs 1% in general population
- Describe how homeless individuals access healthcare, *i.e. Where do they go and how do they pay for it?*

**Required Readings:** None

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## Session 5: Life in the Shelter *+ Interview with Shelter Resident*

**Speaker:** William Freeman, Chaplain at UGM Shelter (wfreeman@ugmdallas.org)

**Learning objectives**:
- Identify some of the major shelters in DFW, including Center of Hope and Calvert Place.
- Address the following FAQs about homeless shelters:
  - Who is eligible to stay in a homeless shelter? Do you need an ID or any "proof" of homelessness to access a shelter?
  - How long can a homeless individual stay at a shelter?
  - What does a shelter provide to its occupants? (ex. transportation, Internet service, printing, meals/snacks, laundry, social events, childcare, classes, etc.)
  - What are the rules at a shelter?
    - What are usual curfew hours? Are visitors allowed? Is smoking allowed?
  - Does the shelter help occupants find work or permanent housing?
  - How many residents stay in a room and how many rooms are available?
  - Is the shelter usually at max occupancy?
  - How is a shelter funded?

**Required Readings**: None

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## Session 6: Common Barriers and Resources in Dallas-Fort Worth

**Speaker:** Dedra Medford ([dedra.medford@phhs.org](mailto:dedra.medford@phhs.org))

**Learning objectives:**
- Understand the common barriers that individuals experiencing homelessness face in the DFW area.
- Become familiar with the most-utilized resources available to patients experiencing homelessness in the Dallas-Fort Worth area. Describe the services that these organizations are able to provide and how a client may access these services.
  - Categories: case management, clothing, current events, domestic violence, education, food, health care, health insurance, housing, legal aid, substance use, translation, transportation, and veterans' affairs.
- Understand when to reach out to a case manager when addressing a client's issue.
- Describe how COVID-19 affected the homeless population.
  - Did we see a significant increase in the size of the homeless population during the pandemic?
  - How were shelters impacted by the COVID-19 pandemic?

**Required Readings**: None

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## Session 7: High-Utility Resources in DFW *+ Setting SMART Goals*

**Speakers:** Jamie Lehnen, MS2 ([Jamie.Lehnen@UTSouthwestern.edu](mailto:Jamie.Lehnen@UTSouthwestern.edu)) and Maishara Muquith, MS2 ([Maishara.Muquith@UTSouthwestern.edu](mailto:Maishara.Muquith@UTSouthwestern.edu)), Resource Leads for PNP

**Learning objectives:**
- Become familiar with the most-utilized resources available to patients experiencing homelessness in the Dallas-Fort Worth area. Describe the services that these organizations are able to provide and how a client may access these services.
- Learn how to navigate the Internal Database for PNP in order to find community resources.
- Learn how to set **SMART goals**, focusing mainly on time-based and attainable goal-setting. Use the Internal Database to make more specific goals.

**Required Readings**: SMART Goal Introduction, [https://www.baylor.edu/hr/doc.php/308719.pdf](https://www.baylor.edu/hr/doc.php/308719.pdf)

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## Session 8: Mental Health Issues Among Homeless Populations

**Speaker:** Carol North, MD Psychiatry (Carol.North@UTSouthwestern.edu)

**Learning objectives:**
- Describe the prevalence of mental health issues (including depression, BPD, anxiety, substance abuse) among homeless populations.
- Define common mental health disorders experienced by homeless populations. Provide a clinical definition for depression, anxiety, bipolar disorder, schizophrenia, alcoholism, and substance abuse disorders.
- Explain the connection between mental health disorders, substance abuse, and homelessness.
- Review the concept of addiction, how it affects the body physically, and factors that increase the likelihood of developing an addiction (including genetics and the environment).
- List DFW recovery programs for homeless individuals suffering from addiction.

**Required Readings**: None

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## Session 9: Metrocare Services

**Speaker:** Ikenna Mogbo (ikenna.mogbo@metrocareservices.org)

**Learning objectives:**
- List the services provided by Metrocare, including intellectual and learning disability services, mental health care, pharmacy access, temporary housing, veteran services, the Special Needs Offenders Program, and more.
- List the different Metrocare locations throughout the DFW area.
- Describe services provided by the Stewpot and other outreach clinics through which Metrocare operates.

**Required Readings**: None

### Session 10: Professional boundaries, client communication, and cultural sensitivity

**Guest Speaker:** Carl Falconer ([Carl.Falconer@mdhadallas.org](mailto:Carl.Falconer@mdhadallas.org))

**Objectives:**
- Identify social and cultural factors that have contributed to the marginalization and stigmatization of the homeless community
- Discuss how bias and stereotypes can impact the quality of healthcare services provided to homeless individuals
- Identify effective communication strategies for establishing trust and rapport with homeless clients
- Understand how to facilitate conversation between clients and their providers so that both sides understand each other's goals and priorities
- Define the scope of the student navigator role (i.e. professional responsibilities, limitations) and where to set up boundaries
- Describe the concept of shared decision making and how to apply this practice when performing the role of the patient navigator

**Pre-Class Assignment**
- Prior to attending this class session, please write a short reflective essay addressing any of the below prompts. The purpose of this exercise is to encourage self-reflection on personal identity and how these factors impact our interactions with others.
  - Describe a time when you or someone you know experienced differential treatment, stereotyping, bias, prejudice, or discrimination in any type of setting *(May be related to ethnicity/nationality, socioeconomic status, gender, sexual orientation, social history, disabilities, chronic medical conditions, etc.)*
  - Describe your historical roots and upbringing. How has your social and/or cultural background influenced your core beliefs, actions, and goals? Was there a time when personal bias affected your view or attitude toward certain patients?
  - Describe a time when you felt out of place, alienated or unwelcomed.
- Essay requirements:
  - Length: ½ page
  - Double-spaced, 12-point font
- Essays will need to be turned in to receive credit.

## Session 11: Translation to Navigation

**Speaker:** Miscellaneous PNP Fellows

**Learning objectives:**
- Explain the navigator process and what to expect for the Spring 2022 semester.
- Describe motivational interviewing and why it is appropriate for conversations with homeless individuals.
- Identify the tools used in the **OARS model** of motivational interviewing: open questions, affirmation, reflective listening, and summarizing discussions. Understand strategic use of OARS in client encounters.
- Review SMART goals and how to navigate the Internal Database.
- Give a client example from Spring 2021, show the team's SMART goals for the client, and list the successes and obstacles of the cycle.

**Required Readings**: None

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## Session 12: Immersion Experience (In-Person and Optional)

**Experience:** Students (no more than 6 people per group) will tour either UGM Men's Shelter or Center of Hope Women's Shelter to get a better idea of life within a shelter. The tour will be led by the shelter employees or chaplains and should last less than 1 hour. Students should wear flat, closed-toed shoes and professional attire. Scrubs should be avoided (this gives a very clinical appearance that can make residents feel scrutinized or uncomfortable). This is a great opportunity to see the living conditions within a shelter and visualize the amenities provided. The tour will happen within the first 2 weeks of December 2021 but will not be scheduled after December 13th, 20201 to respect student holiday time.

An interest survey will be sent halfway through the course to gauge student interest. Students will sign up on a first-come-first-served basis. This session is not required and students should not feel pressured to sign up. However, this session will count for any student who needs to meet their ten-hour minimum for the course.