

Background

The coronavirus is a highly contagious and deadly disease (Carico, Sheppard, and Thomas, 2020). The politically polarized climate and seemingly rushed nature with which drug trials were conducted sparked skepticism among politicians and health professionals alike about the potential safety and effectiveness of newly developed vaccines (Shah, Marks, and Hahn, 2020). Repeated public expressions of skepticism (Dall, 2020) can negatively influence the public's attitudes, beliefs, and intentions to get vaccinated (Dempsey, McInaney, and Bewisk, 2018).

Racial/ethnic minority populations contract and die from coronavirus at greater rates than their white counterparts (CDC, 2020; Moore, Ricaldi, Rose, et al., 2020). According to the CDC (2020), ***social determinants of health*** such as occupation, housing, and poor access to healthcare, place people of color at disproportionately greater risk of becoming sick and dying from coronavirus. Similarly, among elderly populations, housing conditions and barriers to healthcare, as well as the presence of multiple comorbidities and age-related decline in the immune system, place them at increased risk for contracting and dying from coronavirus (CDC, 2020: Mueller, McNamara, and Sinclair, 2020). Addressing social determinants of health such as access to accurate, culturally and linguistically appropriate health information, is a critical step to addressing vaccine hesitancy among medically vulnerable populations such as ethnic minority and elderly populations.

Objectives

STUDENT LEARNING OBJECTIVES

- ❖ Increase skills in interprofessional communication and teamwork through community-engaged, service-learning.
- ❖ Learn and develop strategies and techniques for developing equitable community partnerships through community-engaged, service-learning.

PROJECT OBJECTIVES

- ❖ Apply community-engagement strategies to understand COVID-19 vaccine knowledge, beliefs, and intentions among African American, Latinx, and elderly populations residing in Flint, Michigan.
- ❖ Co-create solutions to address vaccine hesitancy among African American, Latinx, and elderly populations residing in Flint, Michigan through community partner and interdisciplinary team collaboration.

Methods

To increase skills in interprofessional communication and teamwork

- ❖ Each of the three courses involved with the project (i.e., ART 379: Community Design Studio, HED 545: Program Planning and Program Design, and an independent study in Pharmacy) met together in a single, online synchronous class.
- ❖ Each discipline had to present an overview of their field to the online class, including what they believed their professional contribute to the project
- ❖ Students were split into 3 interprofessional teams that accounted for gender, race/ethnicity, and academic discipline to maximize diversity among team composition.

Methods Continued...

Learn and develop strategies and techniques for developing equitable community partnerships

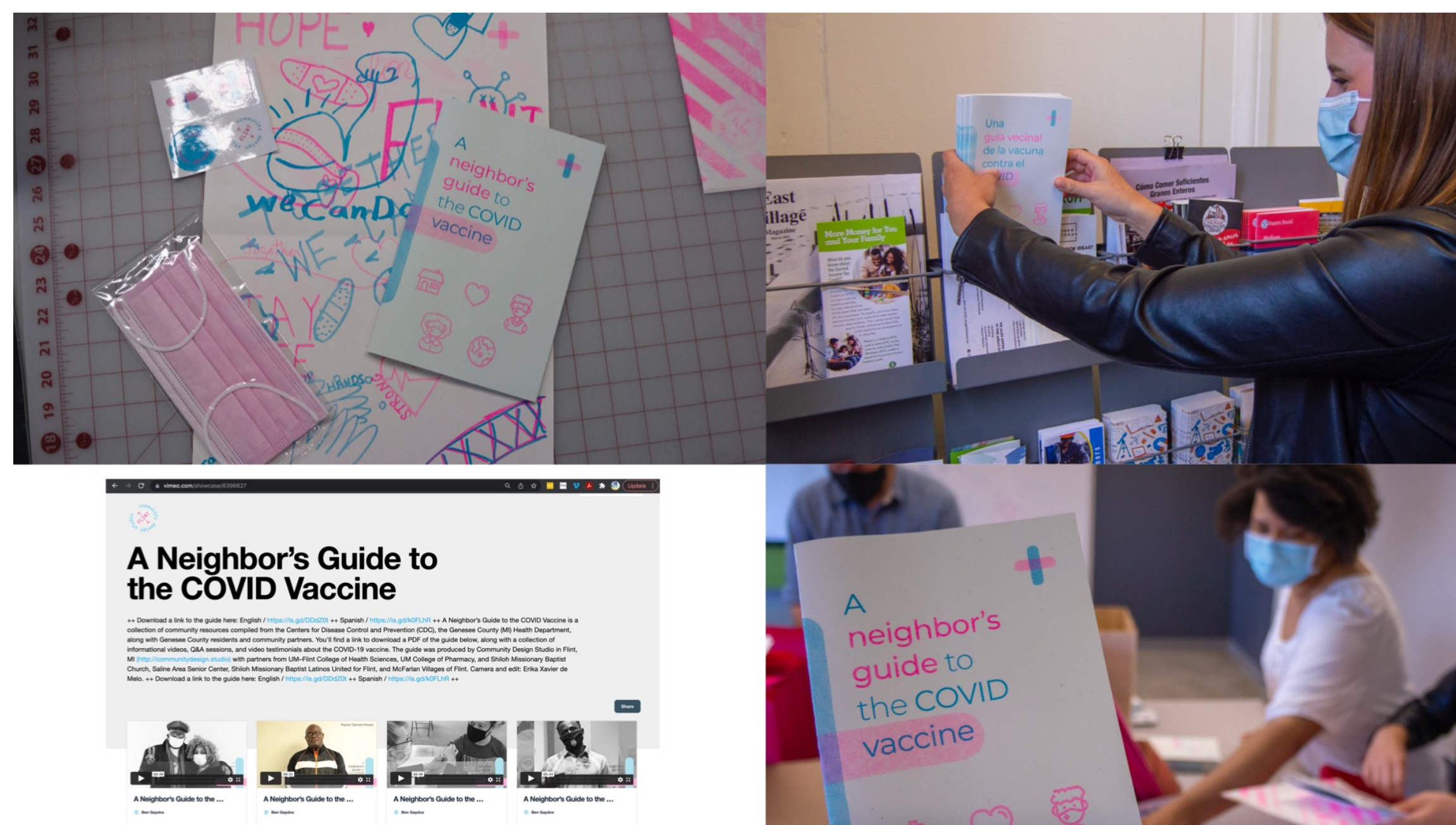
- ❖ Guest speaker, Flint Community Leader: **Ella Green Moton** “*Cultural Humility for Building Equitable Community-University Partnerships*”
- ❖ Guest speaker, Flint Community Leader: **Rev. Dr. Sarah Bailey** “*Community-Engagement Strategies for Building Equitable Community-University Partnerships*”
- ❖ Guest Speakers, Flint Community Leaders: **Todd Womack** and **Patrick McNeal** of **Community Roots** “*Historical Trauma and Community Dynamics in Flint: A Background for Understanding COVID-19 Vaccine Hesitancy*”

Apply community-engagement strategies to understand COVID-19 vaccine knowledge, beliefs, and intentions among African American, Latinx, and elderly populations residing in Flint, Michigan.

- ❖ Under the guidance of faculty and community partners, students developed surveys and/or focus group questions to collect needs assessment data from their assigned priority population (i.e., African American, Latinx, or elderly).
- ❖ Under the guidance of faculty and community partners, students analyzed needs assessment data from their assigned priority population

Co-create solutions to address vaccine hesitancy among African American, Latinx, and elderly populations residing in Flint, Michigan through community partner and interdisciplinary team collaboration.

- ❖ Art and Design Professor **Benjamin Gaydos** introduced students to the concepts of **Equitable Community Centered Design (ECCD)**
- ❖ Under the guidance of faculty and community partners, students applied **ECCD** methodology to design and development of culturally and linguistically appropriate health education materials for African American, Latinx, and elderly populations residing in Flint, Michigan.



Project Results

- ❖ Because educational needs were similar across all 3 priority populations, all students worked to develop a neighborhood guide to COVID-19 in both English and Spanish
- ❖ Students attended vaccination clinics in Flint to take photos and collect testimonials from local residents about why they decided to get vaccinated, which were feature in both video testimonials as well as the neighborhood vaccine guide.
- ❖ n = 750 hardcopy educational guides were distributed throughout Flint
- ❖ A web portal was also developed to distribute digital copies of the guide and community testimonial videos. Testimonial videos totaled n = 1,163 unique impressions.
- ❖ Facebook Live Panel discussions featuring community residents as well as public health and pharmacy faculty were held in both Spanish and English. A single panel discussion received (n = 97) views by the end of the academic semester.

Student Results

Students Expressed Gaining Skills and An Appreciation for Other Professions

“This project has impacted me both personally and professionally in a sense that it has helped me to recognize the importance of teamwork and effective communication.”

“it is easy to create a poster or flyer on Microsoft Word or research information online. The quality of work our group put together because of their individual talents really helped this program become successful.”

“I can use this experience to recognize the value of working alongside different individuals who all could contribute something unique to the group and the project.”

Students Also Said More Direction Was Needed

“...there needs to be more defined structure and expectations so that it does not feel like things are being implemented as we go through the semester”

“I believe providing examples on what can be done within a semester[s] length [of time] would be helpful...”

Lessons Learned

- ❖ Service-learning is time intensive endeavor for both faculty students, as such it is recommended that you start small and set modest goals. Additionally, student participation should account for a significant proportion of their course grade.
- ❖ We recommend developing partnership agreements to ensure accountability and equity of work responsibilities among partners i.e., faculty, community, and students.

Future Application and Next Steps

With scientists warning that the likelihood of future infectious diseases is on the rise, it's important for health promotion efforts to continue to address community knowledge, perspectives, and beliefs among vulnerable populations. In addition to continued resources being available to develop and distribute information with our community partners, maintaining and supporting quality relationships with these partners is paramount for success.

Acknowledgments

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- ❖ Rev. Dr. Daniel Moore, Shiloh Missionary Baptist Church
- ❖ Aurora Saucedo, Latinos United for Flint
- ❖ Erica Thrash-Sall, McFarlan Villages Senior Living Community

STUDENTS

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