

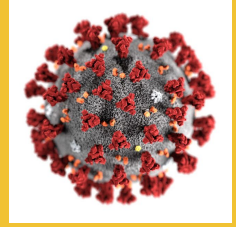
# Using an Interprofessional Team to Address COVID-19 Vaccine Hesitancy in Flint, MI



April 5, 2022  
Health Professionals Education Day  
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# 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.
- ❖ 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).

# Context



- ❖ Genesee County ranked **5th in Michigan** for coronavirus cases and deaths.
- ❖ As of October 23, 2020, Genesee County had 5,347 confirmed cases of coronavirus and 305 deaths, which translates into a **5.7% fatality rate** (Michigan Data, 2020).
- ❖ For Genesee county, **African Americans represent 25% of all cases but 44% of all coronavirus deaths** (GCHD, 2020).
- ❖ Persons aged 60-69 compose 15% of cases and 21% of deaths, followed by persons 70-79 who compose 9% of cases but 23% of deaths. Finally, persons 80 years and older represent only 7% of cases, but 42% of deaths (GCHD, 2020). Taken together, **persons aged 60 and older represent nearly one-third of all county coronavirus cases but more than three-fourths (86%) of all deaths.**
- ❖ **March 27, 2020 FDA gives emergency use authorization for Pfizer and Moderna vaccines;** February 27, 2021 FDA gives emergency use authorization for Johnson & Johnson vaccine.
- ❖ **The Interprofessional, Service-Learning project occurred during the Winter 2021 Semester (Jan-April 2021)**

# 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 Address Student Learning Objectives, 1

- ❖ To increase skills in interprofessional communication and teamwork
  - Attendance and Participation accounted for 25% of course grade
    - Students were required to write self and peer assessments
  - 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 To Address Student Learning Objectives, 2

- ❖ 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*”

# Methods to Address Project Objectives, 1

- ❖ 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

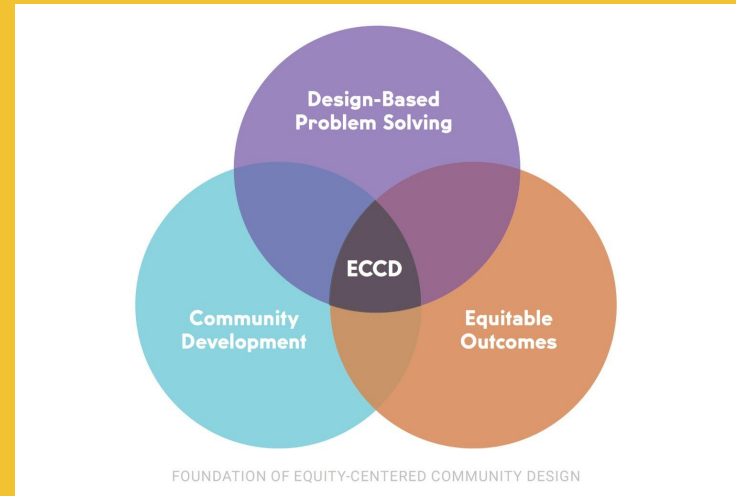


## Methods to Address Project Objectives, 2

- ❖ 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.

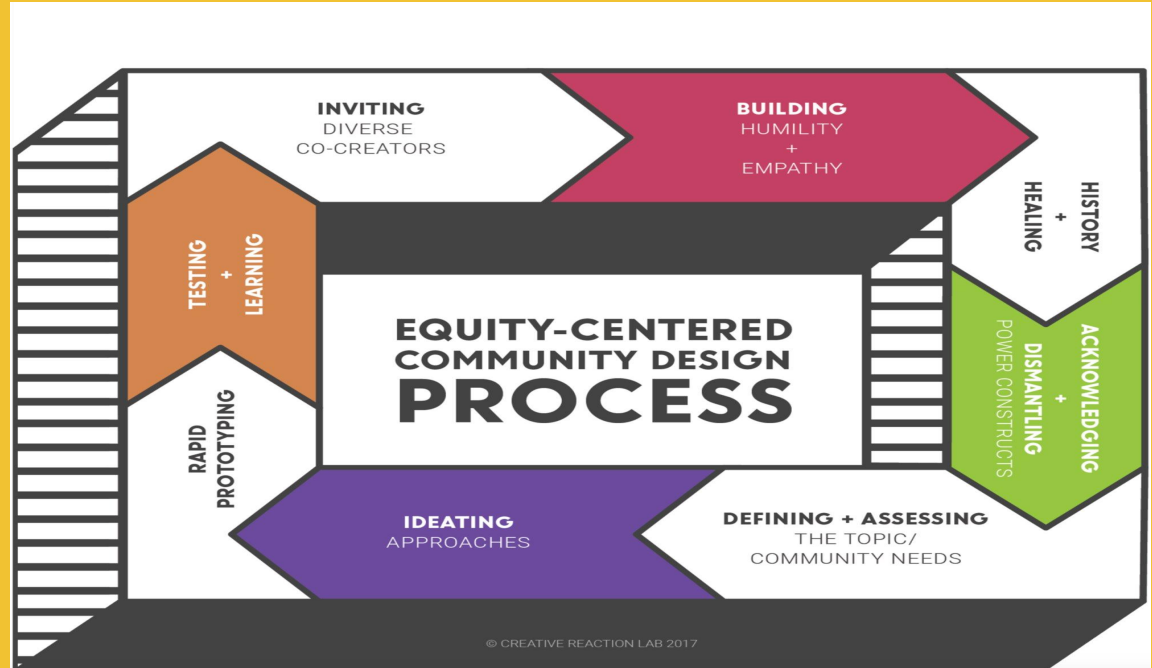
# Equity Centered Community Design, 1

- ❖ Equity-Centered Community Design, is a creative problem solving process based on equity, humility-building, integrating history and healing practices, addressing power dynamics, and co-creating with the community. This design process focuses on a community's culture and needs so that they can gain tools to dismantle systemic oppression and create a future with equity for all.
- ❖ <http://www.creativereactionlab.com/our-approach>
- ❖ **Questions:** Professor Benjamin Gaydos  
[gaydos@umich.edu](mailto:gaydos@umich.edu)



# Equity Centered Community Design, 2

1. Invite Diverse Co-Creators
1. Build Humility & Empathy
1. Define & Assess Topic and Community Needs
1. Ideate Approaches
1. Prototype
1. Test & Learn





# Budget

EXPENSE	COST
Translation (needs assessment, flyers, guides)	980.00
Community Partner Stipends (4* 250)	1,000.00
Community Assessment Incentives (4*150)	600.00
Guest Speakers and Panelists	450.00
Postage and supplies	1,139.49
Printing Drum	850.00
Printing (guides, flyers)	1782.50
<b>TOTAL</b>	<b>6,801.99</b>



# 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
- ❖ **(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.**



A  
neighbor's  
guide to  
the COVID  
vaccine









# A Neighbor's Guide to the COVID Vaccine

++ Download a link to the guide here: English / <https://is.gd/DDdZ0t> ++ Spanish / <https://is.gd/k0FLhR> ++ A Neighbor's Guide to the COVID Vaccine is a collection of community resources compiled from the Centers for Disease Control and Prevention (CDC), the Genesee County (MI) Health Department, along with Genesee County residents and community partners. You'll find a link to download a PDF of the guide below, along with a collection of informational videos, Q&A sessions, and video testimonials about the COVID-19 vaccine. The guide was produced by Community Design Studio in Flint, MI (<http://communitydesign.studio>) with partners from UM-Flint College of Health Sciences, UM College of Pharmacy, and Shiloh Missionary Baptist Church, Saline Area Senior Center, Shiloh Missionary Baptist Latinos United for Flint, and McFarlan Villages of Flint. Camera and edit: Erika Xavier de Melo. ++ Download a link to the guide here: English / <https://is.gd/DDdZ0t> ++ Spanish / <https://is.gd/k0FLhR> ++

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A Neighbor's Guide to the ...

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Vaccine Q&A with Minister and Registered Nurse, Michelle McClawthlin & Genesee





A  
Survivor's  
Guide to  
COVID-19  
Vaccine

# Student Results, 1

## ❖ Students Expressed Gaining Skills and An Appreciation for Other Professions

*“On a personal level this project taught me to work as part of a group and as part of a community. I have always been an independent worker and spent most of my educational career doing projects on my own. Working as a team taught me that people have skills that they specialize in and when brought to the table works for the betterment of a program.”*

# Student Results, 2

## ❖ Community-Engagement

“The mindswitch of “working with” rather than working for a community has been tremendous for myself. Although we are public health professionals, we do not call all the shots.”

“It also showed me how certain communities are often untrusting of outsiders, and that to achieve their trust, one must have patience and kindness.”

## Student Results, 3

### ❖ 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**.
- ❖ We recommend developing **partnership agreements** to ensure accountability and equity of work responsibilities among partners i.e., faculty, community, and students.
- ❖ **Require all students to complete reflective writing as to capture learning and growth.**



## **Thank You to Our Students**

Tayyab Ali, Audrey Banks, Katie Bromm, Anastazia Capparelli, Meg Chen, Kesten Coulter, Darlynn Darko, Natalie Gaines, Tiffany Jao, Jeremiah Jean, Jessica Lee, Jacquelyn Letavis, Alyssa Norris, Maria Plyland, Mark Plyland, Autumn Quigly, Kendra Selby, Rahul Shaji, Megan Woods, Erika Xavier de Melo, and Madison Zarembo.

# Thank You to Our Community Partners



- ❖ Andrea Lewis, Saline Area Senior Center
- ❖ Rev. Dr. Daniel Moore, Shiloh Missionary Baptist Church

# Thank You to Our Community Partners



- ❖ Aurora Saucedo, Latinos United for Flint
- ❖ Erica Thrash-Sall, McFarlan Villages Senior Living Community



## Thank You to Our Funders

- ❖ Ginsberg Center Community Engagement Grant for Interprofessional Education
- ❖ Flint Truth and Action Partnership Project (FTAAP)  
Faculty Critical Needs Grant

THANK YOU!

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