



Innovations to Virtual Pedagogy: Translation from Classroom Learning to Community-Based Engagement and Research

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Community Health Division

The Community Health Division is a multidisciplinary program and is housed within the Department of Family Medicine. The Division partners with the University Center for Excellence in Developmental Disabilities (UCEDD) and the Georgetown Center for Child and Human Development (CCHD)

CHD serves two main functions:

Community Based Participatory Research

Offers a diverse, integrative educational experience in Community Health



The Team:

Dr. Kim Bullock, Division Director
John DiBello, Division's Research Coordinator
Meghan Chin, Junior Research Coordinator
Medical, Graduate, & Undergraduate researchers from several universities including UMaryland, Johns Hopkins and Boston College

Community Based Learning as Pedagogy

- Roots in experiential learning
- Students become actively engaged in their local communities by tackling real world issues beyond the classroom
 - Leads to transactional solutions between students and community members
- This approach leverages student's interests to infuse a practical interpretation to education



Why Community Based Learning?

- Allows students to gain didactic *and* experiential knowledge in partnership with community member advocates of highly marginalized groups
- Students directly interact with lay advocates across the spectrum of functionality and cognition
 - These lived experiences substitute for traditional instruction methods
- Exposure to the everyday lives of community members allows students to contextualize how social determinants of health play a role in health outcomes



Community-Based Learning at Georgetown

- Service-learning curriculum developed in 1995 to empower medical students to serve their communities and learn about health disparities affecting local populations
- For over 4 years, students completed the course **on-site** with the community partners
 - Final projects focus on preventable causes of morbidity and mortality in Washington, DC
- Currently, **26 community partners** take part in the course
 - Populations served: children, adolescents, persons forced from their homes, persons living with disabilities, persons living with food insecurity, persons in supportive housing, and adults/seniors



COLUMBIA
LIGHTHOUSE
for the BLIND



Community-Based Learning: Transition to Virtual Engagement

- Completely virtual curriculum announced late July 2020, leaving two weeks for finalization of community partner participation
 - Some partners were unable to accommodate virtual engagement, other partners stepped up with more opportunities for students
- Virtual curriculum allowed for remote faculty to become involved in course delivery
- IDD partnerships demonstrated differing levels of comfort in participation due to challenges of self-advocates in the virtual space
- Curriculum change highlighted student and IDD self-advocate flexibility, creativity, and resiliency
- Students, IDD community partners, and faculty reported higher levels of communication that fostered a deeper sense of community

What The IDD Community Taught Us As Future Doctors

- Use Person First Language - *people are not defined by their disability*
- Speak directly to the patient with good eye contact
- Listen
- Ask questions



Community Based Learning Outcomes



- Trains students to think in adaptable ways, across populations and locations
- Students begin to think more globally vs. locally
 - D.C. is rich in cultural diversity
- Students often stay engaged with community partners for years after completion of the course
- Changing the direction of student career paths to appreciate community and community health
 - Leads to development of diverse research interests with vulnerable populations
- Students become advocates for IDD community
 - Residents on Georgetown Campus
 - Georgetown Disability Alliance

Community Based Participatory Research

- Undergraduate, graduate, medical and post-graduate learners
 - Allows for mentorship at all levels
 - Currently 17 active students
- Students meet weekly in groups based on their research interests and involvement
 - Health and Nutrition Literacy Initiative
 - COVID-19 Disability Advocacy
 - Grant Writing
- Students participate in local and national organizational meetings
- Student leadership applying for LEND Fellowship



Current Projects/Student Output

- Contributed preliminary data to the Biden-Harris Health Equity Task Force
- Virtual Health Education and Nutrition Literacy Program
- Mini-Lecture Series
 - Developed by students based on disability studies interests
- CHD Newsletter & Disability Pride Circular
- Technology in the Garden Grant
 - In partnership with National Children's Center
- COVID-19 Listening Sessions with IDD Self-Advocates
- Student Scholarships
 - Posters/Presentations/Publications
- Grants
 - WITH Foundation, Technology Innovation Grant, William T. Grant Foundation

Brain-Healthy Food: Omega-3's

Types of fats in the body and in our food

The body cannot make from scratch! → must get from food!

Present in brain cells → preserve cell membrane health, increase communication between brain cells → improve overall brain function

Omega-3s also promote good cholesterol levels which means they help not just your brain but also your heart and blood vessels

Play (3)

History of Disability Rights Movement

- 61 million adults in the US live with a disability (26%)
- 1 in 6 children has developmental disabilities
- The history of people with disabilities is defined by immigration, feminism, slavery, institutionalization, race, and sterilization.
 - ◆ 1972: The Rehabilitation Act of 1973 (Section 504)
 - ◆ 1975/1990: Individuals with Disabilities Education Act (IDEA)
 - ◆ 1990: Americans with Disabilities Act (ADA)
- Health
 - ◆ 1 in 3 adults with disabilities 18 to 44 years do not have a usual health care provider
 - ◆ 1 in 3 adults with disabilities 18 to 44 years have an unmet health care need because of cost in the past year
 - ◆ 1 in 4 adults with disabilities 45 to 64 years did not have a routine check-up in the past year

Disability Type	Percentage
Mobility	13.7%
Sensory	10.8%
Cognitive	6.8%
Learning	5.9%
Hearing	4.6%
Self-Care	3.7%

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Engagement with Community Partners

Although the virtual space provided challenges, our team was still able to have meaningful engagement with our community partners. During the past year, we have held the following events in collaboration with IDD self-advocates, families, and IDD community organizations:

- Listening Sessions
- Parent Cafes
- Town Halls
- Questions & Answer Sessions
- Consultant Meetings for Student and Faculty Medical Education and Justice Committees

COMMUNITY HEALTH DIVISION
GEORGETOWN UNIVERSITY

ncc

Health and Nutrition Initiative

WHAT IS YOUR
[GUT]
TELLING YOU?

This underrated system has the power to impact all other parts of your body. Join the discussion about gut health, microbiomes, and necessary nutrients with Georgetown Medical School and fellow NCC families and staff.

LIVE ZOOM EVENT
WED. JUNE 16, 2021 6-7PM

Community Partnership: Project ACTION!

- A regional coalition of self-advocates and self-advocacy groups from the District of Columbia, Maryland and Virginia.
 - ACTION! stands for Advocacy, Change, Training, Information, Organizing and Networking.
- Students attend monthly Project ACTION! meetings to get updates on current advocacy initiatives in the DC IDD community
- Community “Listening Sessions” were held to discuss self-advocate’s lived experience during the COVID-19 pandemic
- Self-advocates act as consultants for development of future study materials



**COVID-19:
WHERE ARE
WE NOW?**

GEORGETOWN
UNIVERSITY SCHOOL OF
MEDICINE

**SATURDAY JUNE 12TH
ARRIVE AT 9:30AM**

PLEASE PRE-REGISTER

**LISTENING SESSION
WILL LAST FROM:**

10AM - 11:30AM

ZOOM LINK: [CLICK HERE](#)

**COVID-19 Vaccines
Technology &
Relationships
Healthcare access**

Calling **all folks with a disability** for a community forum discussion

To register, email:

Or contact the
Project ACTION!
leadership team



Community Partnership: National Children's Center

- Multidisciplinary community-based early education center supporting adults, families, and children with IDD
- Developed Baby Bloomer's Farm in 2017
 - Goal is to provide healthy food access to community members of Ward 8 while educating children and families through engagement and empowerment
- Partnership with Georgetown through the **Health and Nutrition Literacy Initiative**
 - Monthly presentations centered on the integration of nutrition within the context of a specific body system
 - Partnership with the Center's 5-star chef for interactive culturally inclusive cooking classes
 - Parent co-educator collaboration
 - Deliverables: family resource guides, culturally inclusive recipes, curriculum modules for community partners



A Sense of Community

How has the Community Health Division grown virtually while still creating a sense of community?

- **Organic growth** - students join our team after learning about our activities through presentations, peers, or coursework.
 - This brings together diverse individuals passionate about IDD health equity
- **Weekly meetings and Interactive Virtual Discussions**
 - Students meet to collaborate on projects, discuss upcoming tasks, reflect on personal and vocational reflection
 - Future journal club in development
- **Student leadership**
 - Student leadership is highly encouraged, empowering students to develop projects based on their interests
- **Faculty mentorship**
 - Faculty lead has an open line of communication with students, helping them explore and develop their interests while providing feedback to improve their learning experience and perspective on the realities and challenges of medicine

