

I-HELP™ Bootcamp:

Strengthening Your Ability to Spot
and Manage Patients' Complex
Health-Harming Legal Issues

Session 3: Education & Employment

October 31, 2024

2 - 3.30 PM ET

HRSA

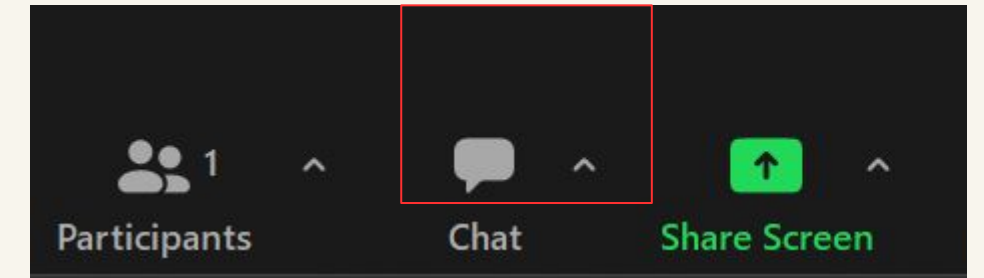
Health Resources & Services Administration

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Housekeeping

- Use the **Zoom platform to engage**: chat, raise your hand to speak, send questions, and share reactions.
- Send a **chat to the Hosts & Panelists** for help.
- To activate captions, select “**Live Transcript**” and “**Show Subtitle.**”
- Slides, recordings and resources will be available in moodle.

For any assistance, email ncmlp@gwu.edu



Raise your hand to unmute.

As you join, please share in the chat:

1) your full name, 2) organization's name, 3) State, and 4) why you're participating or what you want to learn.

Objectives

By participating in the I-HELP™ Bootcamp you will:

1. Improve your ability to understand, screen for, and refer patients to legal aid for both common and complex legal issues impacting health.
2. Practice navigating case studies that highlight pressing legal issues in the I-HELP™ categories.
3. Enhance strategies for providing more accurate referrals and legal support, leading to greater access and better health outcomes for patients.

Facilitators



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I-HELP™

- A framework for understanding the most common social and legal problems faced by vulnerable communities and how legal expertise and services can help mitigate their negative impact on health and health care.
- A tool to help train and communicate the value of medical-legal partnership.
- An acronym developed by NCMLP to describe these common health-related social and legal needs and includes **I**ncome, **H**ousing and Utilities, **E**ducation and Employment, **L**egal Status, and **P**ersonal and Family Stability,
- Adopted from the messaging guide “Framing Legal Care as Health Care.”

Source: <https://medical-legalpartnership.org/response/i-help/>

Common Social Determinant of Health	How Legal Services Can Help	Impact of Legal Services on Health / Health Care
INCOME Resources to meet daily basic needs 	<ul style="list-style-type: none"> • Appeal denials of food stamps, health insurance, cash benefits, and disability benefits 	<ol style="list-style-type: none"> 1. Increasing someone’s income means s/he makes fewer trade-offs between affording food and health care, including medications. 2. Being able to afford enough healthy food helps people manage chronic diseases and helps children grow and develop.
HOUSING & UTILITIES A healthy physical environment 	<ul style="list-style-type: none"> • Secure housing subsidies • Improve substandard conditions • Prevent evictions • Protect against utility shut-off 	<ol style="list-style-type: none"> 1. A stable, decent, affordable home helps a person avoid costly emergency room visits related to homelessness. 2. Consistent housing, heat and electricity helps people follow their medical treatment plans.
EDUCATION & EMPLOYMENT Quality educational and job opportunities 	<ul style="list-style-type: none"> • Secure specialized education services • Prevent and remedy employment discrimination • Enforce workplace rights 	<ol style="list-style-type: none"> 1. A quality education is the single greatest predictor of a person’s adult health. 2. Consistent employment helps provide money for food and safe housing, which also helps avoid costly emergency health care services. 3. Access to health insurance is often linked to employment.
LEGAL STATUS Access to jobs 	<ul style="list-style-type: none"> • Resolve veteran discharge status • Clear criminal / credit histories • Assist with asylum applications 	<ol style="list-style-type: none"> 1. Clearing a person’s criminal history or helping a veteran change their discharge status helps make consistent employment and access to public benefits possible. 2. Consistent employment provides money for food and safe housing, which helps people avoid costly emergency health care services.
PERSONAL & FAMILY STABILITY Safe homes and social support 	<ul style="list-style-type: none"> • Secure restraining orders for domestic violence • Secure adoption, custody and guardianship for children 	<ol style="list-style-type: none"> 1. Less violence at home means less need for costly emergency health care services. 2. Stable family relationships significantly reduce stress and allow for better decision-making, including decisions related to health care.

The Bootcamp

- Session 1:** Common social and legal needs related to **income**, such as food stamps, health insurance, cash benefits, and disability benefits.
- Session 2:** Common social and legal needs related to **housing and utilities**, such as housing subsidies, substandard housing conditions, evictions, and utility shut-off actions.
- Session 3:** **Common social and legal needs related to education and employment, such as special education services, employment discrimination, and workplace rights.**
- Session 4:** Common social and legal needs related to **legal status** to access jobs, such as veteran discharge status, criminal and credit histories, and asylum applications.
- Session 5:** Common social and legal needs related to **personal and family stability**, such as restraining orders for domestic violence, and adoption, custody, and guardianship for children.

I-HELP™ In Your Practice

- Reflections on the **HOUSING & UTILITIES** discussion from **last week**.
- What **HOUSING & UTILITIES** issues are you seeing in your **day-to-day** practice?
- What **guidance or input** could you seek from **fellow Bootcamp participants**?

Moodle

<https://ncmlp.moodlecloud.com/login/index.php>

How do you want to use Moodle?

- Engage with MLP peers
- To view recordings and slides from prior sessions
- To continue learning between sessions
- Other

Case Study Role Play

Sessions 4 & 5

How to Participate

- Play the role of health care staff
- Play the role of legal aid attorney/MLP attorney
- Play the role of the patient
- Challenge yourself! You are encouraged to play a role that is different from your own occupation.

Let us know in the Chat!

How to Prepare

- ➔ Case studies will be loaded onto Moodle by 12 noon ET the Wednesday before the sessions.
- ➔ Consider how your experience informs how you assess the case studies. What blind spots might you have?
- ➔ Come to the session ready to play a role you may not be familiar with and to discuss how MLP can address the issues presented.

Case Study Role Play

Sessions 4 & 5

Role - Health Center Staff

How have the nonmedical issues affected your patient's health or wellbeing?

Role - Legal Aid/MLP Attorney

How would having access to a lawyer be helpful to the provider and patient?

Role - Patient

Describe your challenge and desired outcomes. What factors have enabled or prevented you from seeking legal assistance for your nonmedical needs?

Education & Employment

EDUCATION & EMPLOYMENT

Quality educational and job opportunities



- Secure specialized education services
- Prevent and remedy employment discrimination
- Enforce workplace rights

1. A quality education is the single greatest predictor of a person's adult health.
2. Consistent employment helps provide money for food and safe housing, which also helps avoid costly emergency health care services.
3. Access to health insurance is often linked to employment.

Case Study 1

- *What issues do you see?*
- *What would you do in response?*
- *What are the patient's desired outcomes?*

Remember Marcus?

- ❖ Prior: 7 years old, Little Rock, AR. Type 1 diabetes & asthma.
- ❖ Prior history of low blood glucose due to missing lunch at school.
- ❖ Family had school lunch debt and income challenges related to unsteady employment, leading to their losing their eligibility for the state's cash assistance program. Debt collection activities had commenced.

Case Study 1

- *What issues do you see?*
- *What would you do in response?*
- *What are the patient's desired outcomes?*

Marcus returns to the health center for a routine check up. He's now age 9 and in third grade. His family's school lunch debt issue has been resolved but his father mentions Marcus has been struggling at school. He recently took standardized tests and did not perform at the level his teachers thought he would based on their assessments of his academic skills. Dad also shares that emotions have flared recently when Marcus has become upset at missing a school field trip because there was no school nurse available to accompany him. He also lets slip that they are dealing with some disciplinary actions due to Marcus getting into fights with classmates during recess. Marcus appears quieter and sullen during the appointment than he has at prior appointments.

Case Study 1

- *What issues do you see?*
- *What would you do in response?*
- *What are the patient's desired outcomes?*

- ❖ Marcus, age 9. Little Rock, AR. Type 1 diabetes and asthma.
- ❖ Poor performance on third grade standardized tests.
- ❖ Recent history of emotional outbursts and feeling upset at missing a school field trip due to lack of a school nurse.
- ❖ Recent history of getting into fights with classmates during recess, leading to disciplinary actions.
- ❖ Marcus appears quieter and more sullen.

Case Study 2

- *What issues do you see?*
- *What would you do in response?*
- *What are the patient's desired outcomes?*

Andrea is a transgender woman being seen at the health center today for the first time. During intake she completes a SDOH questionnaire but seems reluctant to share too many specifics about her employment. After some discussion, she reveals that she is very worried about her job, specifically a fear that she will be fired or that her employer will remove her access to certain healthcare benefits. Andrea shares she has been dealing with a manager she does not report to directly who makes her uncomfortable by asking inappropriate questions and making derogatory comments about “real women.” When asked why she thinks her benefits could be removed, she states that she’s heard employers can tell their health plans what drugs to cover and her employer - a large corporation based in Texas - is generally conservative and known to be not LGBTQ friendly. Finally, Andrea is worried about her housing if she were to lose her job, as she lives in an apartment on a month to month basis with a verbal agreement with a landlord, but no written lease. She knows her landlord, also a member of the LGBTQ community, wants to sell the property and move out of Texas.

Case Study 2

- *What issues do you see?*
- *What would you do in response?*
- *What are the patient's desired outcomes?*

- ❖ Andrea, transgender woman, living in Texas.
- ❖ Identifies concerns with her employment, namely inappropriate questions and comments about “real women” from a manager.
- ❖ Fears losing access to her employer-sponsored healthcare benefits because her company is conservative and not LGBTQ friendly.
- ❖ Is also afraid of losing access to safe housing if she were to lose her job and her income, and if her landlord sells the property. She does not have a written lease agreement.

Key Takeaways

Themes

Action Steps

Possible Barriers

Resources

Resources



See the Webinar Series here:

https://medical-legalpartnership.org/mlp-resources/pip-webinarseries_2024/



See the Toolkit here:

<https://medical-legalpartnership.org/mlp-resources/health-center-toolkit/>

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The screenshot shows a Moodle course interface. On the left is a navigation menu with the following items: Course Overview (with sub-items: Course Description, Learning Objectives, Moodle FAQ, Announcements), Session 1: Bootcamp Intr... (highlighted), Case Study for Discussion: I..., NCMLP I-HELP Chart: How ..., Case study for discussion: I..., and Session Evaluation/Feedback. The main content area is titled 'PIP Fall Learning Collaborative Fall Cohort / Session 1: Bootcamp Introduction & Income' and 'Session 1: Bootcamp Introduction & Income'. It lists four items: 'Case Study for Discussion: Income - Supplemental Security Income (SSI)', 'NCMLP I-HELP Chart: How Legal Services Help Health Care Address the Social Determinants of Health', 'Case study for discussion: Income - School Lunch Debt & Other Benefits', and 'Session Evaluation/Feedback'.

Final 30 Minutes Independent Study

→ Log on to Moodle, engage with content - answer questions, pose questions, read articles and guides

Login at <https://ncmlp.moodlecloud.com/my/courses.php>

→ Drop into facilitator office hours to ask questions

THANK YOU

**Please take a moment to
complete our post-session
evaluation survey!**

<https://www.surveymonkey.com/r/WK3GKK>

A link to the survey is also in the chat



Next Session:

Legal Status

Thursday, November 7, 2024

2:00 PM ET / 11:00 AM PT

*(See the Zoom info in your calendar
invitation.)*

Contact us for assistance!

The National Center for Medical-Legal Partnership would be happy to answer your questions, connect you with other medical-legal partnerships in your state, and provide additional resources.

For more information, contact us at ncmlp@gwu.edu.