Inter-professional
Population Health Clerkship 2014

SOM Determinants of Health & GSN 603C

Planning group: Heather-Lyn Haley, Suzanne Cashman, Linda Cragin, Jill Terrien
Today’s objectives

- Review goals and objectives for PHC
- Share resources to help you develop a plan that benefits both learners and community
- Discuss ideas for service projects
- Share best practices and lessons learned
PHC Course goals

Students will:

• Learn to work collaboratively

• Appreciate the value of looking at populations and communities as units of care rather than just individual patients

• Become aware of available and needed resources for the population

• Become aware of the need to work in teams and collaborate with different professions and disciplines providing care and services and value the role of provider as population advocate
O Student learning objectives

O 1. Describe how socio-economic, cultural, policy, behavioral, environmental and biological factors contribute to specific individual and population health outcomes.

O 2. Collect and review existing data, identify gaps in data, and explain how data can be used to improve the health status of the population of focus (and, as relevant, the mission of an organization that works with the population).

O 3. Identify the common public health and advocacy strategies and programs for preventing and addressing a health issue in a population.

O 4. Work collaboratively with other health professional students, health care providers, and community agencies to develop strategies to advocate for a vulnerable population. This is achieved through the development of clerkship products including a service project that is negotiated with the team’s primary agency to meet a need.

O 5. Demonstrate an ability to be aware of, and reflect on, personal reactions to people with the particular health issues of focus. This is achieved through guided reflection.
O Community service objective
O Develop a data-driven product that will help a population meet a goal of improved health and/or a product or activity that the organization working with the population identifies as a need to improve health. This is achieved through development of a project, product or proposal.

O Service-learning objective
O Articulate specific health professionals' social responsibility related to serving the health needs of a population.
Dates to remember

**September**
9/2: Student placements announced
9/16: Introduction to PHC and small group orientation: Population Health Clerkship Teams meet with academic faculty and/or community preceptors for introductions and discussion of students’ specific interests, 3-5pm unless otherwise arranged

**October**
10/20-31/14: Population Health Clerkship Team Field Experience
10/22/14: First reflection due to team leaders
10/31/14: All reflections and frameworks due to team leaders

**November**
11/10/14: Poster session, 3-5pm
11/14/14: Grades due
What we request from faculty

- Complete and submit team template by July 1
- Meet with student team on September 16
- Provide direction and activities for 2 weeks in October
- Read and respond to student reflections by end of Week 1
- Observe students’ professionalism in community settings
- We hope you’ll attend poster session on November 10 (or send representative)
- Submit reflection and professionalism scores for each student by Nov 14
Student assignments

- Population Health Framework
- Scholarly poster
- Reflective writing
- Service project
- Performing to standards of professionalism
# Population Health Framework

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Definition of the Population of Focus</th>
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<tbody>
<tr>
<td>Part 2</td>
<td>Inter-professional Analysis</td>
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<td>Part 3</td>
<td>Population Health Advocacy</td>
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Scholarly poster

- Poster title with names of team members and faculty
- Data-based description of population of focus
- Service project summary – goals, progress, outcomes
- Inter-professional network description
- Discussion of lessons learned, key take-away points and/or recommendations for next steps
- References
- Acknowledgements: UMass & host logos, thank agencies visited & professionals who assisted
Poster session 11/10

- Students share what they’ve learned
- Students learn about other populations
- Team leaders learn about other teams
- Brings together community faculty

- Invitation: Summer Poster session open to all: August 18, 1-3pm: See work of med students in summer community service-learning, global, research and curriculum programs
About reflection

- Written reflection allows you to “check in” with students who may not speak up in the group – makes thinking visible
- First reflection due on Day 3 – please comment/reply to students by end of weekend.
- Group reflective discussions are also valuable – writing helps students prep
- No page limit; hoping for depth, not just reporting
Reflective writing

- What have you learned about caring for a population that you think you'll be able to apply in your own future as a clinician?
- Why are the things you are seeing and experiencing the way they are?
- How do you feel about these things and why do you feel this way? What does this mean for who you are and for who you are becoming?
- What should you do and what does this say about you and about who you are as well as who you are becoming?

Please conclude your reflections with comments related to the following questions:
- What? What is the most important thing you've learned?
- So What? Why is it important that you learned it?
- Now What? How will this experience shape your learning and action?
Service Project

- Develop a data-driven product that will help a population meet a goal of improved health and/or a product that the organization working with the population identifies as a need to improve health.

- Examples:
  - Develop patient education materials
  - Conduct education session in community
  - Develop grant materials
  - Collect and analyze data
Grading student performance to standards of professionalism

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tbody>
<tr>
<td>Attendance at meetings and other scheduled activities</td>
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<tr>
<td>Follow through with suggestions</td>
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<tr>
<td>Appropriate participation in groups and meetings</td>
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<td>Initiating contacts/ activities</td>
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<td>Enthusiasm for learning about your population</td>
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<td>Involvement in implementation of a service project</td>
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<td>Understanding of issues relevant to delivery of care</td>
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<td>Communication with others (e.g. staff, patients, peers)</td>
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<td>Ability to articulate and substantiate arguments</td>
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<td>Ability to work well with other students (including those of another school when appropriate)</td>
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Best practices – 1. Plan time

Plan time for yourself to:

- Learn about the students
- Review progress on assignments
- Respond to reflections

Plan time for your students to:

- Learn directly from population of interest
- Learn from range of experts
Students should:

- Have opportunities to work collaboratively, and gain insight into how the range of professionals working with the population function as inter-professional teams
- Appreciate the value of examining populations and communities as units of care
- Understand the demographics and also the strengths and challenges of the population
- Become aware of resources available for a population
- Discover the methods by which providers can advocate for and with a population
Best practices – your ideas?

• Provide links during the September meeting to get students up to speed
• Don’t “teach” if a member of the population can tell their story instead
• Get learner feedback to improve team next year
• Look for ways to collaborate with other teams – see Joint Activities on PHC Faculty Development page
• Service project in first year could be to develop project for second year’s team