

SOM Determinants of Health & GSN 603C

Inter-professional Population Health Clerkship 2016

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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

9/13: Introduction to PHC 3-4 and small group orientation 4-5:
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

10/17-28/14: Population Health Clerkship Team Field Experience

10/19/14: First reflection due to team leaders

10/28/14: All reflections and frameworks due to team leaders

November

11/7/14: Poster session, 3-5pm

11/10/14: Grades due

What we request from faculty

- o Complete and submit team template by July 1
- o Meet with student team on September 13
- o Provide direction and activities for 2 weeks in October
- o Read and respond to student reflections by end of Week 1
- o Observe students' professionalism in community settings
- o We hope you'll attend poster session on November 7 (or send representative)
- o Submit reflection and professionalism scores for each student by Nov 10

Student assignments

- Scholarly poster
- Reflective writing
- Service project
- Performing to standards of professionalism

Population Health Framework

Part 1	Definition of the Population of Focus
Part 2	Inter-professional Analysis
Part 3	Population Health Advocacy

Scholarly poster

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

Poster session 11/7

- o Students share what they've learned
 - o Students learn about other populations
 - o Team leaders learn about other teams
 - o Brings together community faculty
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- o Invitation: Summer Poster session open to all:
August 12, 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

- o 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?
- o Why are the things you are seeing and experiencing the way they are?
- o 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?
- o 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:

- o What? What is the most important thing you've learned?
- o So What? Why is it important that you learned it?
- o Now What? How will this experience shape your learning and action?

Service Project

- o 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.
- o Examples:
 - o Develop patient education materials
 - o Conduct education session in community
 - o Develop grant materials
 - o Collect and analyze data

Grading student performance to standards of professionalism

Attendance at meetings and other scheduled activities

Follow through with suggestions

Appropriate participation in groups and meetings

Initiating contacts/ activities

Enthusiasm for learning about your population

Involvement in implementation of a service project

Understanding of issues relevant to delivery of care

Communication with others (e.g. staff, patients, peers)

Ability to articulate and substantiate arguments

Ability to work well with other students (including those of another school when appropriate)

Best practices – 1. Plan time

Plan time for yourself to:

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

Plan time for your students to:

- o Learn directly from population of interest
- o Learn from range of experts

Students should:

- o Have opportunities to work collaboratively, and gain insight into how the range of professionals working with the population function as inter-professional teams
- o Appreciate the value of examining populations and communities as units of care
- o Understand the demographics and also the strengths and challenges of the population
- o Become aware of resources available for a population
- o 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

Opportunities

- Oct 17-28: Flu immunization in Worc Public Schools
- Oct 22: Regional Environmental Council Food Day Celebration
- Oct 24: Race, Power and Privilege workshop
- Oct 24: Senior Health and Safety Fair

- o **Team title:**
- o **Brief summary description/abstract (50 words or less):**
- o Team faculty: please supply full names, titles, phone, email and mailing addresses
 - o Academic faculty:
 - o Community faculty:
- o Defining characteristics
 - o The population of focus for this team is:
 - o The health issue affecting this population on which this team will focus is:
 - o The primary sites and locations at which the team will spend their time are:
 - o Primary student activities include:
 - o Specific logistical details, e.g. housing, transportation, etc. include:
 - o Maximum number of students on team:
 - o Typical hours, including any weekends or evenings:
 - o Typical daily travel distance (round trip):
 - o The different types of professions that are part of the student experience include:
- o j. Do students need to be highly self-directed or are activities largely pre-scheduled?
- o k. Possible micro-service projects are:
- o Preparatory materials:
 - o Site/task requirements: forms, CORIs, immunization records, CITI completion, injection training
 - o Readings to prepare for activities, discussions, site visits or meetings
- o Resources:
 - o Web resources relevant for this population and/or health issue:
 - o Links to relevant agency reports:
- o Return to Heather-Lyn.Haley@umassmed.edu by Friday, July 1, 2016. Thanks!

Models for scheduling students – Food Insecurity

18	<p>19 <u>Main Conference</u> <u>Room:</u> 9:00-10am: Introduction 10-12pm: CM presentation Sign up for CM classes and REC shift.</p> <p><u>Shaw Building:</u> 2:20pm: Tour of Shaw 2:30-3:30pm: Nut Lecture 3:30-5:00pm: Film</p> <p>Notes: May wish to bring a change of clothes for CHP, water bottle, and packed lunch.</p>	<p>20 <u>Family Health Center:</u> 10-12pm: Fran Anthes/Role of community health centers</p> <p><u>Community Harvest Project:</u> 12:30-2:00pm: Intro with Wayne/Prep produce for Food Bank</p> <p><u>Worcester County Food Bank:</u> 3-4:30pm: Jean McMurray Tour of warehouse; food and advocacy discussion with Jean. Remember to come prepared with questions.</p> <p>Students brainstorm on meals/finalize picks for AM.</p>	<p>21 Student pairs shop for food w/ \$10 cards in AM</p> <p><u>Shaw Building:</u> 10am-2pm: Culinary Lab Practice meals in Shaw kitchen; sit down for meal; discussion.</p> <p>Students on own: Start going over FM tool kit for Food Day on Saturday</p> <p>HW due: Initial Reflection</p>	<p>22 <u>Main Conference</u> <u>Room:</u> 10am-1pm: Design Photo Booth Survey Tool Students given topics REC and CM would like addressed -> students craft wording of questions for photo booth</p> <p>Go over logistics for Sat</p> <p>*Send photo booth survey tool students created to REC and CM</p>	<p>23 <u>Boston State House:</u> 9:30am-11:30am: MAPC to publicly release MA state Food System Plan. Discussion with experts.</p> <p><u>Boston Public Market Kitchen:</u> 12-1pm: "Let's Talk about Food"</p> <p>Students on own: Prep for Sat Food Day</p>	<p>24 <u>Food Day @ Main South FM:</u> 9:00am: Arrive to set up Booths (CM Photo Booth + FM Tool Kit).</p> <p>9:30-1pm: Market Open</p> <p>1-1:15pm: Clean, breakdown booths, load vehicle.</p>
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Models for scheduling students:

Health Policy

Monday, October 19- Worcester

8:00-9:00am

Topic: PHC Orientation & Introduction to Health Policy in Massachusetts

Location: 333 South Street, Canada Conference Room ([map from Main campus](#)); -14 minutes

Note: This was the same conference room we originally met in, diagonal from the front desk

Discussant: Michael Chin, MD, Assistant Professor, Dept. of Family Medicine

Agenda:

Review the PHC expectations, assignments and assessments

Prepare for PHC meetings (i.e., select a "student leader" for each session)

"Boot camp" for health policy in Massachusetts: key stakeholders, terminology and resources

Recommended Preparation:

For this session (and for today's 1pm session), please bring one paper copy of the document that describes what your health insurance plan covers, and what the costs are (e.g., how much do you pay for a hospital admission, a CT scan, or a medication prescription). Here is an example:

PDF: Harvard Pilgrim Health Care, Inc. The Harvard Pilgrim Silver HMO 1000

10:00-11:30am

Topic: Community Health Centers: Comprehensive Services for those in most need: EMK Orientation & Tour

Location: [Edward M. Kennedy Community Health Center](#) 19 Tacoma St. Worcester MA ([map from South St](#)) – 13 minutes

Discussant: [Jose Ramirez, MD, MHA](#), Vice-President, Worcester Operations

Student Leader:

Recommended Preparation:

Website: [Edward M. Kennedy Community Health Center](#)

11:35-12:55pm – LUNCH & Transportation to South Street, Worcester