The Population Health Clerkship (PHC) is a team-based, interprofessional, community engaged experience required of all second year medical and graduate nursing students. Students are placed in small groups directed by academic and community preceptors from a range of professions and disciplines. Each team’s experience is unique.

**Goal:** The overarching goal of the PHC is to provide relevant real-world context as students expand their understanding of public and population health concepts.

**Objectives:** In this clerkship, learners will:

1. Collect, synthesize, and explain relevant population-level data
2. Identify the interprofessional team members who care for the population
3. Explore ways organizations advocate for, and with, a population to improve social and structural determinants of health
4. Apply knowledge toward meaningful service in a community

**Timeline & Assignments:** see the website for the current year’s comprehensive calendar with specific dates as they become available.

- **August** - Review team descriptions in PHC catalog (received by email) and rank top 5 preferences online. Details and logistics (e.g. location, travel, weekend and/or evening hours) are summarized in the catalog and should be considered when making your choice.
- **September** - Clerkship introduction followed by a one-hour small group meeting with team leaders; review/submit any required documentation to your small group leader(s) as directed.
- **October** - Two week field experience
  - Participate fully and display professional behavior throughout the experience. The immersive learning of PHC mirrors expectations of clinicians with regards to attendance, team engagement and professionalism. All PHC activities are required. Students should not schedule other personal or elective activities during this time, and should contact their team leader or a member of the PHC planning group immediately if they identify a potential conflict
  - Complete and submit reflective writing assignments (see detail below)
  - Complete a service learning project. Your team leaders will identify one or more service needs that can be addressed during this two-week period. Examples of service projects include developing educational materials, conducting a mini health assessment, contributing to outreach initiatives, collecting and synthesizing data, and developing advocacy materials and strategies.
  - Work with team to prepare an oral presentation (see detail below)
- **November** - Peer and community learning session with oral presentations
  - In a ten-minute oral and visual presentation, the team will use data to describe and characterize the population that was the focus of the team’s work and share key points gleaned from experience in community
• discuss lessons learned through interprofessional exposure and service activity
• explain actual and potential advocacy strategies relevant to improving a population’s health, highlighting roles and responsibilities for various actors/sectors doing this work.

Evaluation & Assessment:

Students are evaluated on a credit/no credit basis. Team leaders assign individual scores for professionalism (35%) and reflection (30%). A team-based presentation score (35%) is determined by faculty raters at the presentation. A combined score of 75 or higher is required to receive credit.

Reflection:

• Take or find one photo or graphic image each day for the first five days of the clerkship. For each photo/image, write a short paragraph that describes why you selected it. Consider the words of *New York Times* photographer Mark Peterson: “The power of photography is it freezes the moment. What you’re hoping with a still image is to create something that is frozen, so you look at it, but you can see the past and the future in that moment.” [As an alternative to an image, you may instead begin with text describing a scene, activity or event – painting a picture with words.] What are you hoping to capture? What led you to take or select this photo/image? What does this image mean to you? **Share your journal with team leaders via email by 9pm on the first Friday of the clerkship.**

• At the end of the second week of the clerkship, revisit your photo/image-journal from Week 1. Consider what has happened since the photo/images were selected. Conclude your photo/image-journal with a short paragraph summarizing this reflection. Have any of the photo/images taken on new meaning? What assumptions did you during Week 1? Have any of those assumptions changed in Week 2? What were you not able to capture? What experiences are you taking with you from your clerkship? **Share your final journal with team leaders via email by 9pm on the second Friday of the clerkship.**

Please be mindful of patient and clinic confidentiality requirements and requests if you take any photos. Note if you have taken photos with recognizable faces, you must obtain consent; there is a consent form on the website.

The following rubric is used to score this assignment:

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<th>Very Good (13-15)</th>
<th>Good (9-12)</th>
<th>Unsatisfactory (&lt;=8) (request/allow resubmission)</th>
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<tr>
<td><strong>Week 1</strong></td>
<td>1 photo/image per day Short paragraph (40 words or more) which shows depth of insight; reflections are honest and balanced. Timely submission.</td>
<td>1 photo/image per day Short paragraph is of adequate length and ideas are discussed but not comprehensively; reflections are somewhat superficial or uneven. Needed to be reminded to submit.</td>
<td>EITHER lacking approp amount of photo/images and paragraph length AND/OR photo/images and paragraphs are included but ideas are not discussed; photo/images are described but no reflection discussing significant issues. Needed to be prompted more than once to submit.</td>
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Population Health Clerkship Presentation:

Please work as a team to develop a powerpoint presentation for the PHC peer and community learning session in early November. The audience is your peers, team leaders, and community partners. Note that each team must send their presentation as a pdf or ppt file to Jennifer.Masoud@umassmemorial.org on the last day of the clerkship to be preloaded for presentation. Please name the file by the name of your clerkship.

**Plan to present** as a team, identifying who will present which segments and in what order. Allow for 10 minutes total, followed by 5 minutes of questions. Teams can use their discretion in allotment of time between segments to allow emphasis on key components of the experience.

**Presentation Segments**

- Part 1: Definition of the population of focus
- Part 2: Exploration of interprofessional teams
- Part 3: Population health advocacy
- Part 4: Service/ experiential learning
- Part 5: Acknowledgements

**Part 1: Definition of the population of focus**

1. **Identify and define the population of focus and the rationale for selecting it.** **Answer the question:** As a future provider, why is this a population that you should know more about? During your presentation, tell your peers what you have learned.
   a. **Summarize Key Demographics**
      i. Geographic distribution
      ii. Age, race and class distribution
      iii. Language, culture and citizenship
      iv. Other factors shaping care for this population
   b. **Identify clinically relevant needs or trends**
      i. Common medical risk exposures and incidence rates
      ii. Common social risk exposures and incidence rates
      iii. Spotlight on disparities and areas of strength
Part 2: Exploring interprofessional teams of care

As a provider in tomorrow’s complex health systems, it will be essential that you understand the strengths brought by each team member and the elements of effective interprofessional relationships among teams.

a. Identify the professions that serve the population of focus
   i. What are their qualifications? What is the scope of practice for each?
   ii. What is their relationship to each other? How much care is coordinated vs stand-alone?
   iii. How/Where do they provide care for the population members?
   iv. What are the strengths and limitations of the team?

b. How would you interact with these other members of the team? What do you want your peers to know about these potential team members?

Part 3: Health advocacy

Advocacy specifically refers to promoting legislation, policies, systems, or specific budgetary appropriations that positively affect a health issue and or population. This may occur through decreasing barriers to accessing health services, providing an infrastructure conducive to effective health promotion programs, or directly increasing the resources and infrastructure of the public health system. What are some of the local, state, national or international organizations that do advocacy work related to the population of focus?

a. Identify 2-3 key local, state, national, and when relevant international organizations that do advocacy on behalf of your population on focus.

b. What are the major areas of advocacy? Why?

c. To whom do they advocate? What has been their track record (successes and challenges)?

d. What are the consequences of success or failure?

e. How can providers (you and your peers—nurses, physicians, others?) be involved in advocacy for this population?

Part 4: Service/ experiential learning

Please describe the ways in which you were actively engaged in with the population of focus, providing service, giving back to community partners, and/or learning by doing.

a. What activities did your group perform? Were there measurable outcomes or products that could be shared?

b. What needs in the community were being addressed? How were these needs identified?

c. What did you learn from the experience? How might the time you spent in the community shape your approach to clinical practice?

Part 5: Acknowledgements

Please acknowledge the UMass and community faculty and staff involved in your clerkship, the agencies you visited, and the people you met. Include the UMMS and agencies’ logos. Often PHC presentations become a foundation for future presentations, Capstones, scholarly projects and/or publications. If you have used photos or images with recognizable faces, please include consent forms when you submit your final presentation.
PHC Planning Group Contact Information

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Recommended resources

- Worcester Regional Research Bureau maintains an almanac of facts and figures about the city of Worcester, as well as a repository of reports and resource links useful when conducting research at various levels. http://www.wrrb.org/resources-and-related-links/
- Worcester Community Health Improvement Plan/ Community Health Assessment provide access to recent information about our local public health planning processes and community-identified priorities: http://healthycentralma.com/
- MA Public Health Association: https://mapublichealth.org/ is a great source of info about advocacy in our state.
- The MA Department of Public Health is developing a Public Health Information Tool that should be available in late 2018 to improve access to state-level data. Updates and the Environmental Public Health Toolkit with tracking data available now at : https://matracking.ehs.state.ma.us/
- The Kaiser Family Foundation has launched a new interactive tool for the policy community and journalists to create customized state reports on health coverage, access, and costs, as well as demographic and economic data, into interactive custom reports for a single state or multiple states. https://www.kff.org/statedata/custom-state-report/
  - Centers for Disease Control: Data and Statistics by topic and with links to tools and other resources: https://www.cdc.gov/DataStatistics/
- US Census American Fact Finder is an easy way to get lots of data by zip code, city, state, etc: https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml