



# **Teaching Community Health Assessment to 3<sup>rd</sup> Year Medical Students on a 9-month LIC**

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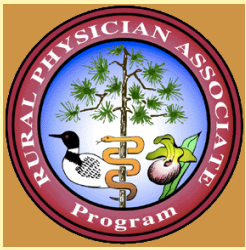


# Disclosure

The presenters have no conflicts of interest to disclose



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# Lecture/Discussion Objectives

- **Identify** key components of a community health assessment (CHA) curriculum for students on an LIC
- **Describe** means to evaluate short & long term benefits of CHA projects to learners & communities
- **Discuss** how CHA project outcomes on an LIC differ from those completed on traditional FM clerkships





## L/D Presentation Outline

- **5 min-** intro/background of UMN RPAP/MetroPAP & CHA curriculum
- **10 min-** review of CHA projects, our evaluation data
- **5 min-** discussion re: attendee experience with community health curricula on LIC vs. trad. clerkship
- **10 min-** discussion re: philosophical & practical challenges of implementation & assessment of community projects





# RPAP/MetroPAP Description

- 47-yo *rural* distributed model, FM-based LIC;  
8-yo *urban underserved* model, FM-based LIC
- 30-40 3<sup>rd</sup> year med students spend 9 mo in rural settings; 5 students at urban underserved sites
- CHA curriculum began in 2004; on-line curriculum w/ web-based resources
- Since 2005, 480 students have completed 457 CHA projects





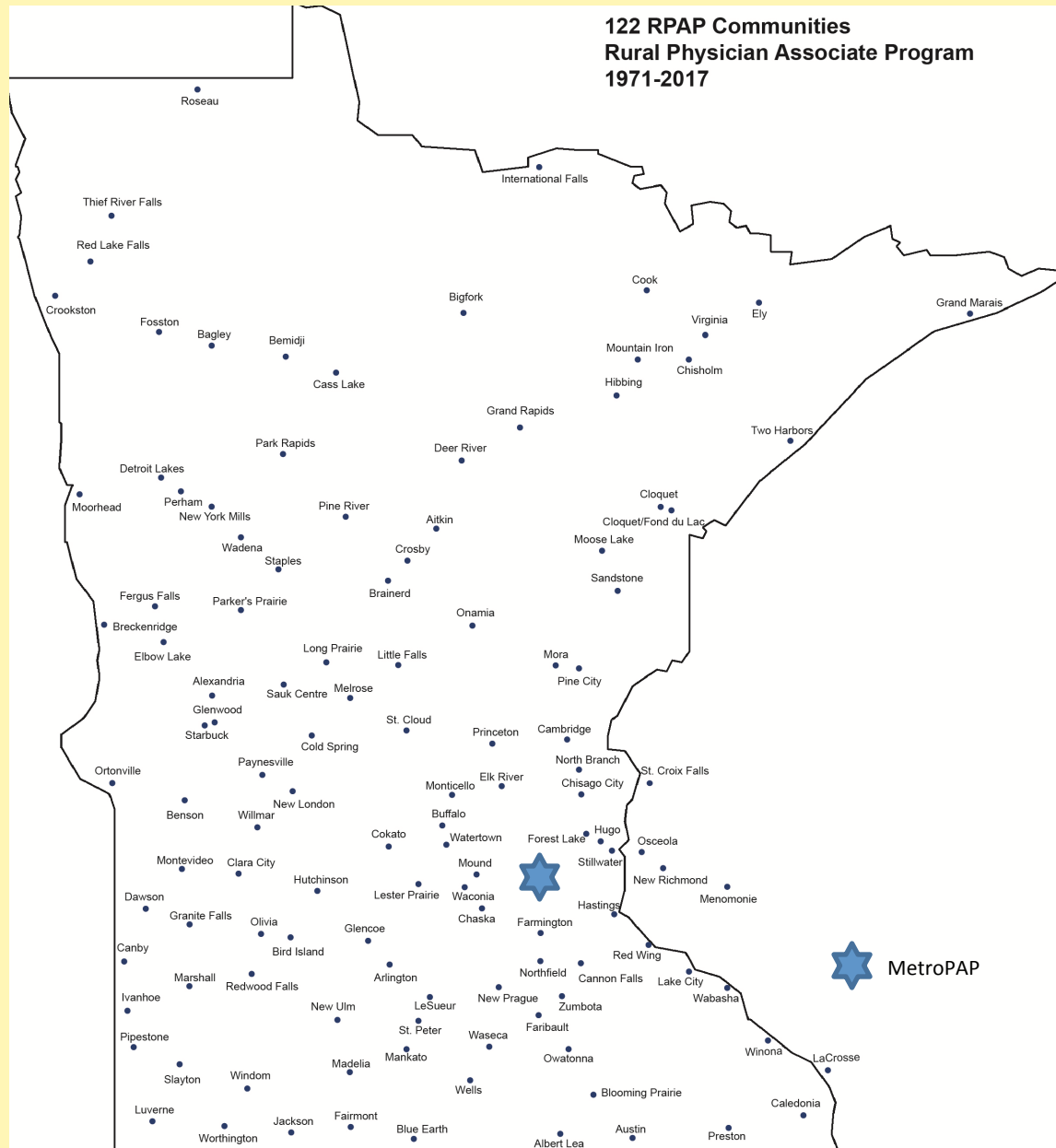
# 2017/2018 RPAP/MetroPAP Class



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## 122 RPAP Communities Rural Physician Associate Program 1971-2017



RPAP/MetroPAP Sites, 1971-2017



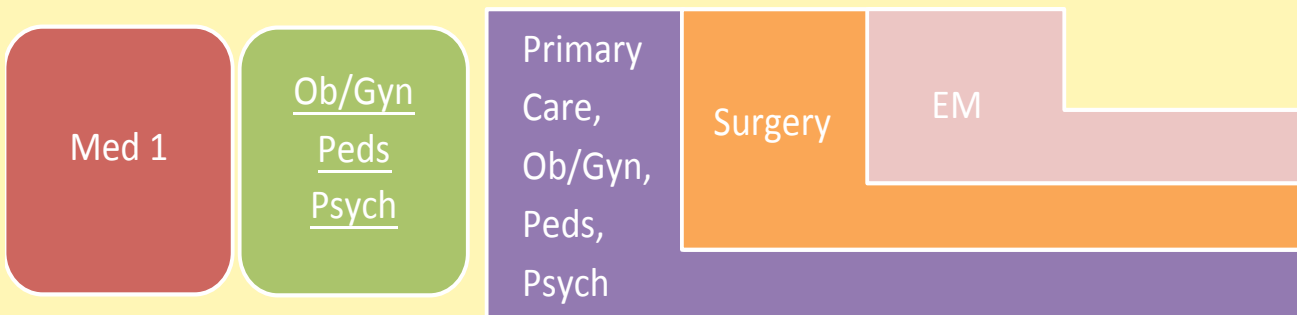
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# 2017/2018 Student Schedule

## RPAP Model

## MetroPAP Model



*On TC/DU Campus for 14 weeks:*

- 8 weeks Med 1
- 2 weeks initial bursts of Ob/Gyn, Peds and Psych

*In Community Site for 38 weeks (including 2 weeks of vacation) – includes 18 credits of Primary Care, 8 credits of Surgery, 4 credits of EM, 2 credits each of Ob/Gyn, Peds, and Psychiatry. Each discipline is initially blocked, and then threaded. Also 1 week back on campus for intercession.*



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# RPAP/MetroPAP CHA Curriculum

- Utilizes Nutting's (Liaw) 4 step COPC process  
(1) Define (2) Identify (3) Develop (4) Evaluate
- Promotes Rhyne's partnership
- Prioritizes population & public health
- Champions teamwork
- Emphasizes measurable outcomes



## -Rural and Metro Physician Associate Programs LIC-

Show Course Objectives

### Course Director(s):

Kirby Clark,

#### RPAP/Metro

Welcome  
Contacts  
Where To Start  
Orientation  
First Steps  
Exams  
CS1 Visit  
SFV:  
Specialty Fac  
CS2 Visit  
Med-U Curriculum  
Ed Modules  
EBM Project

#### CHA Project

Education Rx  
Mid-Clerkship Feedback  
Mid-Year Retreat  
End of Year Grading  
Myprogress  
E\*Value  
Calendar  
Policies

## CHA Project

### Community Health Assessment Project

The RPAP/MetroPAP curriculum goal is that each student work to improve the health of a specific population within their rural or urban community. After completing an online module describing Community Oriented Primary Care (COPC) methods, and reviewing current data on local and state health disparities, each student partners with community stakeholders to implement a community health project (CHA) that addresses a specific health issue. At year-end, each student submits a CHA project paper for grading and presents a poster, describing their project, to faculty and peers.



1. *Project Description: Upload by Jan 16, 2018*
2. *Final Paper: Upload by May 15, 2018*
3. *Community Partner Evaluation: Upload by May 15, 2018*
4. *Poster: by June 20, 2018 email to Sean Meyer at team@umnposters.com.*

- [CHA Project Timeline](#) - review during October
- [Community Health Assessment Book](#) - read during Oct/Nov
- [Previous CHA Topics](#)



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# Community Health Assessments

Engage your community with Community Health Assessment

## Table of Contents

[Community Health Assessment](#)

[What is a Community Health Assessment?](#)

[The Need for Teams](#)

[Community Health](#)

[Health Status Indicators](#)

[The Purpose of a Community Health Assessment](#)

[Planning a Community Health Assessment](#)

[Step 1: Define the Community](#)

[Step 2: Assess the Health of the Community and Choose Your Health Indicator](#)

[Step 3: Review healthcare Data Sources](#)

[Step 4: Work with Stakeholders and Plan](#)

[Step 5: Plan to Measure Outcomes to Evaluate Your Project](#)

[Completing Your Community Health Assessment Project](#)

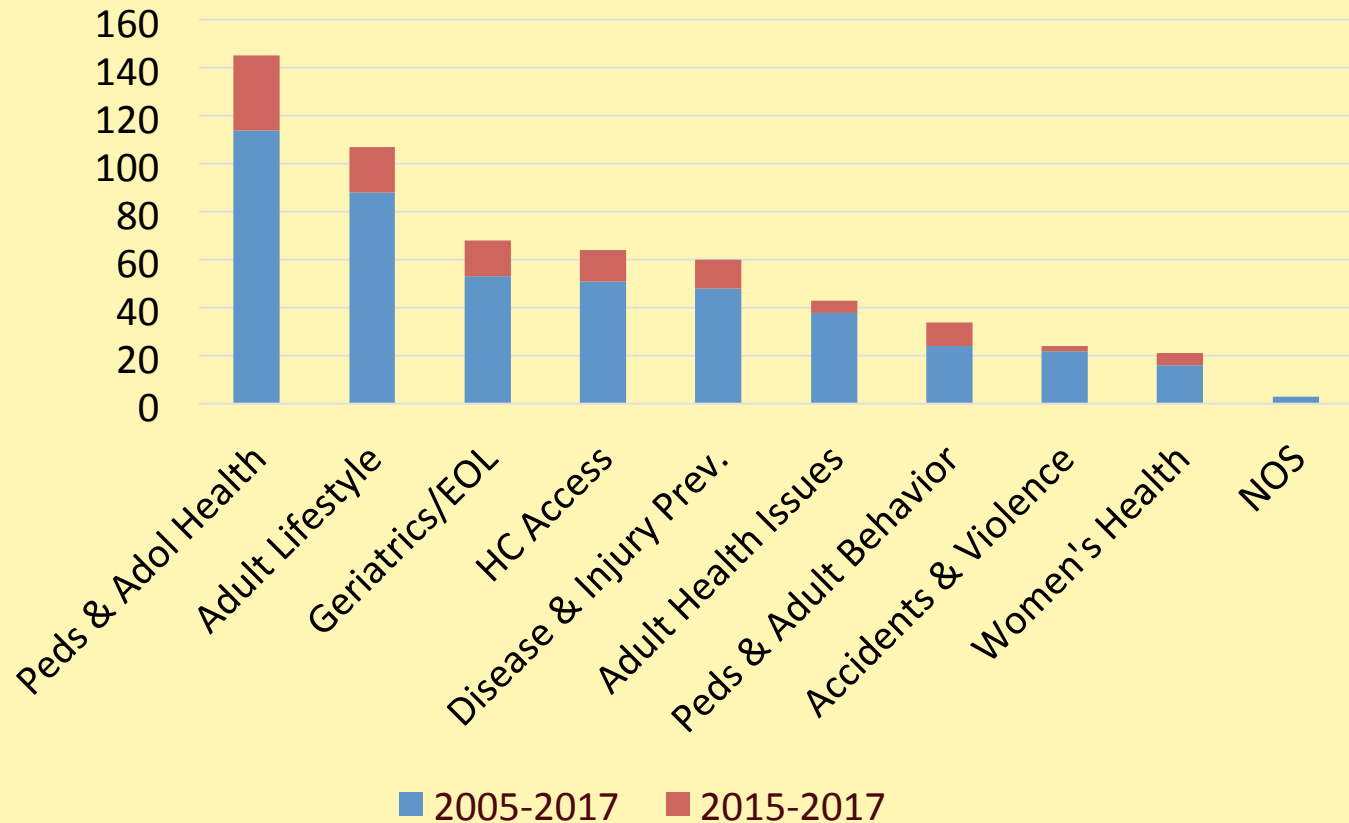
[CHA Paper and Poster Presentation](#)

[Summary](#)



## RPAP/MetroPAP CHA Project Categories

n=457, n=112



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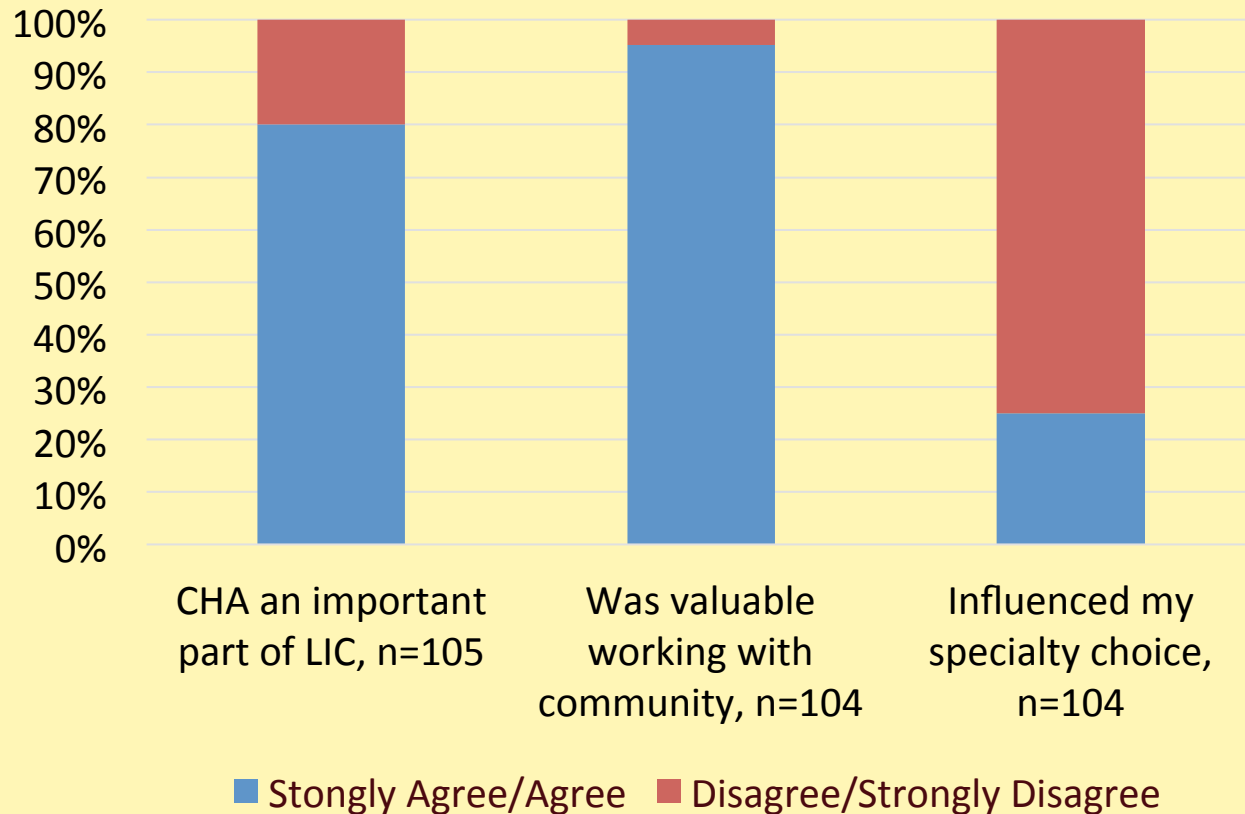
# CHA Project Categories

- Peds & Adol Health: *Sun Safety, Teen Mentoring*
- Adult Lifestyle: *Cooking Class, Walk w/a Doc*
- Geriatrics/EOL: *Advance Care Planning*
- Health Care Access: *Health Literacy, Amish Free Clinic*
- Disease & Inj Prev: *HPV initiative, Heart of New Ulm*
- Adult Health Issues: *Diabetes Care, Chronic Dis Care*
- Peds & Adult Behavior: *Destigmatizing Mental Health*
- Accidents & Violence: *Concussion in Youth Sports, CO*
- Women's Health: *Promoting Breastfeeding*





## 2015, 2016, 2017 Year-end Program Evaluations





# Favorable RPAP CHA Project Student Comments

- “... it gave me an idea of how to start making a change in the community...”
- *“... as a student I was in a unique position to bridge a gap between public health & the community physicians.”*
- “... I was able to work with a multidisciplinary team...”
- *“It helped me become aware of the ways Family Medicine doctors can utilize community resources.”*





# Favorable MetroPAP CHA Project Student Comments

- “My CHA experience... showed me just how insidious & hidden inequity [is] across all demographics & geographic areas.”
- *“My project further cemented my interest... in community health.”*
- “I think the CHA experience is incredible & such a unique & strong aspect of MetroPAP & RPAP.”

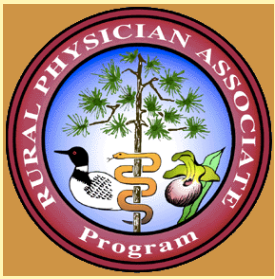




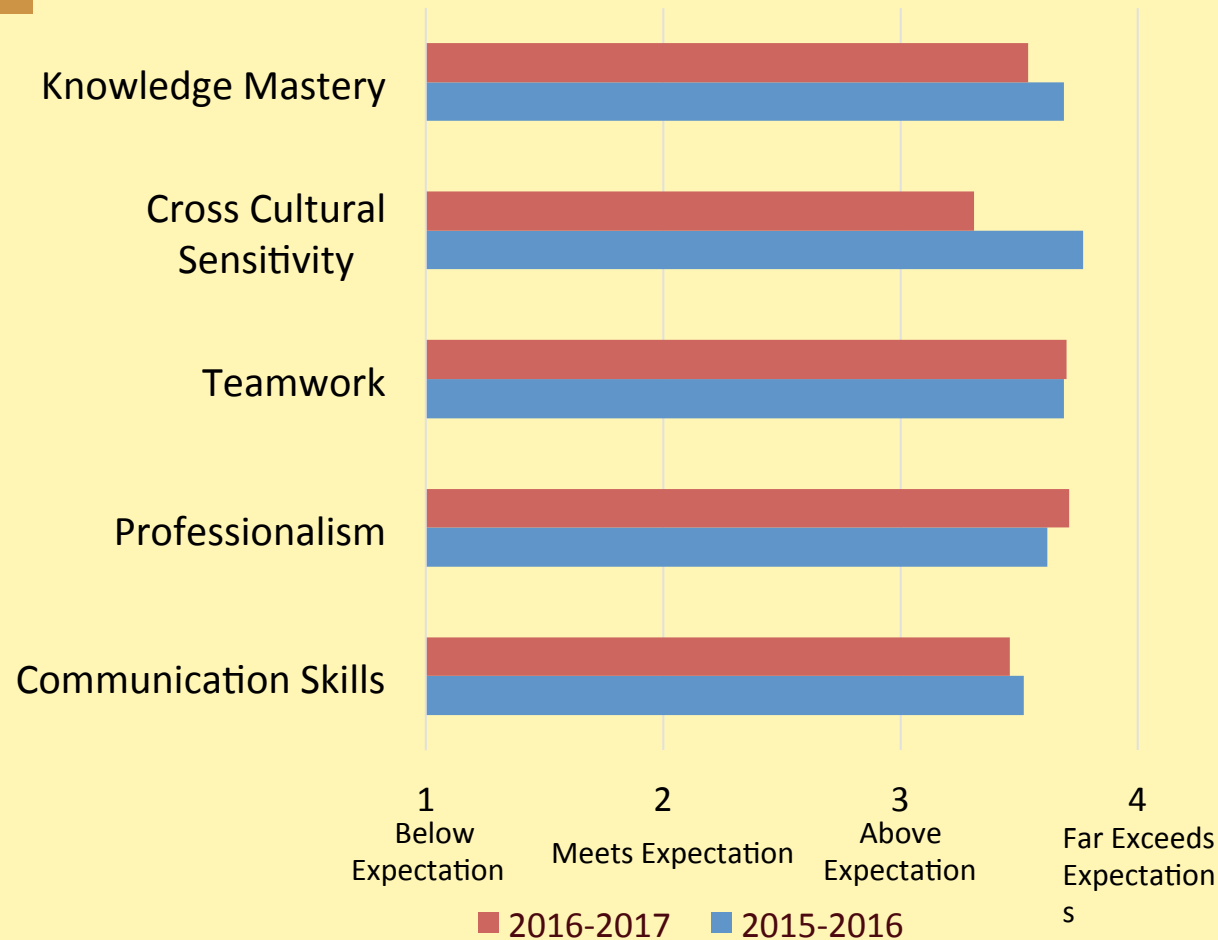
# Negative CHA Project Comments

- “My community was not as receptive as I was hoping when it come to doing the networking assignment & I found it more challenging to make connections in the community.”
- *“Students should ensure the interventions they implement are actually addressing what the community feels are the needs of [its members] rather than imposing what we as medical students feel the community needs... this is especially important in communities that are culturally and ethnically different from our own.”*





## 2016, 2017 Community Partner Student Evaluations, n=32, n=40





# RPAP/MetroPAP CHA Project Partner Sample Comments

- “Lead the charge; servant leader; builds community; created momentum, spreads energy & joy” **Cross Cultural Wellness**
- *“Managed large data set; time intensive work; willing clinic volunteer”* **EHR Tracking Tools to Improve Diabetes Care**
- “Offered open, conversational health tools to those w/low health literacy” **Health Education for Homeless Adults**
- *“Exceptional teacher; engaged students, well prepared & flexible”* **8<sup>th</sup> Grade Health Education Classes**





## Next Steps for RPAP/MetroPAP

- How do program alumni view their CHA experience after medical school graduation?
- *Does a CHA project influence graduate's knowledge mastery, cross-cultural sensitivity, teamwork, professionalism & communication skills?*
- Is there an association between CHA project type &
  - Eventual medical specialty selection
  - Future engagement in community & public health initiatives





## Group Discussion

- What's your experience w/student-led community projects & have you evaluated the impact of this work on your learners & the community?
- *What philosophical & practical challenges interfere with implementation & assessment of community projects?*
- How can we optimize community-based medical education on a traditional FM clerkship?





## Conclusion

- Completion of a CHA project by 3<sup>rd</sup> year medical students on a 9 mo. LIC facilitates community engagement & collaboration
- Students & community partners glean satisfaction from partnering on projects
- CHA curricula within the context of a longitudinal clinical clerkship prepares medical students to provide quality care to patients & their families in the context of community



# A Select Bibliography

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