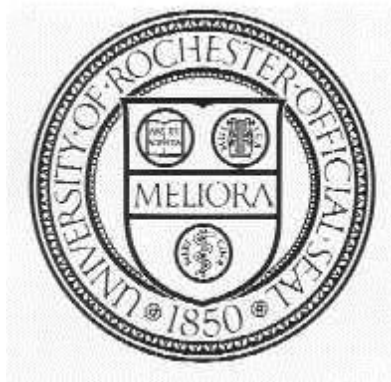


**COMMUNITY HEALTH IMPROVEMENT COURSE
(C.H.I.C)
SYLLABUS**



**UNIVERSITY OF ROCHESTER
SCHOOL OF MEDICINE AND DENTISTRY**

2015-2016

FORWARD

This syllabus is intended to be a useful reference and study guide for the Community Health Improvement Course. This required course was developed around the time that "Community Health" became the fourth Mission of URMC so that all students would be offered these opportunities as part of the regular curriculum.

This syllabus is divided into the following areas:

- *Guidelines for the Community Health Improvement Course:* This section contains important course objectives and administrative information concerning the program.
- *Components of the CHIC Curriculum:* This section discusses the planned schedule for classroom learning, experiential learning and project learning as well as course content
- *Distinction in Community Health:* This section contain an overview for planning if you are a candidate for Distinction in Community Health. Direction for what you will be completing during your month of CHIC is given here.

This syllabus, the schedule, and all accompanying information and materials are on BlackBoard in the Community Health Improvement Course. It is expected that you will attend all required lectures and will work hard for our community partners. Your CHIC project is not only important for you as a learning tool, but is extremely important for moving the health agenda forward in our community. In addition, the sustained relationship between the University of Rochester and the community has taken a lot of time to build, based on mutual trust and respect. Please honor that relationship through your communications, your work ethic and your contribution.

Together we work to honor George Eastman's charge. As the founder of Eastman Kodak Company, Mr. Eastman donated \$4 million to endow the University of Rochester School of Medicine and Dentistry, with a caveat;

"that the skills and talents be used to make Rochester the healthiest community in the world."



Theresa Green, PhD, MBA
Course Director

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COMMUNITY HEALTH IMPROVEMENT COURSE

I. GUIDELINES

A. Introduction

Welcome to the Community Health Improvement Course (C.H.I.C.). CHIC is a four-week experience in community health for 4th year medical students at URMC which includes a specific project aimed at improving community health.

We view the teaching of community health at the University of Rochester, School of Medicine as an important aspect of medicine, so much so that it is included as a fourth pillar of the URMC mission: education, research, patient care, and community health. Improving the health of the community in which we live, work, and play should be an obligation of any community member, but even more so for physicians. As physicians, you are community leaders especially when it comes to health. In addition, learning about the social, economic, environmental and behavioral aspects of your patients will have a profound effect on the way you care for your patients.

Overall, at the completion of CHIC, students should be able to:

- Understand that health is more than health care, and be able to articulate that social determinants of health are significant predictors of health outcomes
- Describe population health and understand that in order to effectively impact the health of a population, providers must engage resources and interventions outside of traditional medicine
- Incorporate psycho-social approaches to patient care including effective use of non-medical providers and location of community resources to address psycho-social needs
- Demonstrate principles of effective community engagement, and understand how these principles are critical to improve the health of communities and reduce disparities
- List significant personal contributions to community health improvement accomplished during the CHIC 4-week block

We hope that you enjoy the Community Health Improvement Course. We sincerely look forward to working with you.

CHIC Director

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B. Community Health Improvement Course Objectives:

The learning objectives for the CHIC course center on the Population Health Competencies for Medical Students recommended by the AAMC Regional Medicine-Public Health Education Centers (RMPHE)¹.

Students who successfully complete the CHIC course will be able to:

- Describe community health and why it is important in medicine (K-SC-1, AB-PH 1)
- Articulate the difference between volunteer health service and community health improvement projects
- List social, economic, and behavioral determinants of health and how they relate to health outcomes (K-NSS-2, AB-PH-1)
- Design a sustainable and evidence-based community health project (K-T-1)
- Locate and interpret accurate and timely community health surveillance data (S-CRM-1)
- Identify the principles of effective community engagement and partnership (S-C-3)
- Formulate a basic evaluation plan for a community health project
- Describe an effective health education process including identifying target population and using appropriate health literacy levels (K-T-1, S-C-1)
- Recognize health disparity and the underlying upstream potential causes of health inequity (K-NSS-2, AB-PH-1)
- Understand several functions of the local public health department including emergency preparedness, environmental health and surveillance (K-SC-1)
- Recommend policy changes to address barriers to community health and suggest an advocacy strategy for the policy (K-SC-1)
- Critique strategies to promote behavior change for effectiveness based on evidence base and self-determination theory (K-NSS-2)
- Identify and prioritize the most relevant health issues based on local data and community input. (K-NSS-2, S-CRM-1)

The overall objectives and competencies of the M.D. program can be found on the web at:

<http://www.urmc.rochester.edu/education/md/documents/school-medicine-dentistry-educational-objectives.pdf>

In compliance with LCME accreditation standards, every required course and clerkship has its objectives mapped to the overall objectives to allow the school to be certain the overall objectives are met. In the course/clerkship objectives above, there are abbreviations that link to the overall program objectives. The key to these abbreviations can be found at:

https://bb.urmc.rochester.edu/bbcswebdav/xid-3849282_4

The document will help assist URMIC faculty, residents, staff, and students in understanding how the curriculum objectives and competencies are taught and assessed.

¹ Maeshiro, R et al. Medical Education for a Healthier Population: Reflections on the Flexner Report from a Public Health Perspective. *Academic Medicine*, Vol. 85, No. 2 / February 2010

C. Responsibilities of the Student

- Throughout the entire course, a level of professionalism is expected on the part of the staff and speakers as well as the students. Professional behavior will be demonstrated by attendance, punctuality, and respect for all professors, peers, speakers and community members during lectures and in written evaluations.
- Students are expected to attend all required lectures and should make every attempt to attend recommended lectures including Public Health Grand Rounds and any other special events recommended by the instructor. If a student cannot attend a required lecture, it is that student's responsibility to inform the CHIC Director or Coordinator prior to the lecture so that other arrangements can be made. In addition, it is expected that the student will work diligently on their CHIC project and the experiential learning assignments which are also mandatory.
- The CHIC student will be responsible for conducting a complete community health improvement project (or participate in an ongoing project or strategy) with a target population within the Rochester community. Opportunities in other communities are not possible at this time. He/she will be responsible for submitting weekly progress reports and a summary report on his/her project during the four-week block.
- Given the nature of the classroom learning – interactive and applied – students will be asked to conduct foundational learning independently prior to class, so that they come to class prepared for an in-depth discussion of the topic.
- Blackboard will be the primary source of information for this course. The Blackboard course is where you will find the syllabus, schedules, speaker bios, assignments, and any changes in schedules or assignments. Students are asked to check the Blackboard course site regularly during their CHIC block.

D. Responsibilities of the Instructor

- The Course Director and Course Coordinator will make every effort to make your learning experience during CHIC exceptional. We will demonstrate professional behavior by attendance, punctuality and respect for all professors, peers, speakers, community members and students throughout the course.
- The course will be taught in a manner that supports self-determination theory. We will encourage autonomy, relatedness and competency in the manner in which the curriculum is delivered.
- The Course Director and Course Coordinator are here to support you in your learning. We are available via email, phone or in-person to address any concerns you may have throughout the course. We encourage students to contact us sooner rather than later with any conflicts or issues, especially those that relate to their project, so that solutions can be found early.
- We will provide feedback to the students in a timely manner. Every effort will be made to review foundational learning assignments and e-progress notes during the following week that

they are assigned and provide feedback as needed. In addition, students will periodically report on the progress of their projects in class to the rest of the class for feedback and comment.

- Blackboard will be kept current and we will make every effort to update information, presentations and schedules as any changes are made.

E. Student Evaluation:

The final grade (Pass/Marginal Pass/Fail) will be determined by the quality of work completed by the student. All e-progress notes must be completed and submitted, and students must attend all required lectures (or receive approval to make up the work by the Director). Final grades will be based on the students' attendance and participation in group discussions and lectures each week, participation in the experiential learning, quality of the e-Progress notes and the final submitted abstract notes, and evaluations of performance of the student as determined by the feedback from community partners. If there is any conflict regarding the final grade, a committee will be established including the student's mentor, preceptor, CHIC Director, CHIC coordinator, and an additional faculty member from either the Center for Community Health or the Department of Public Health Sciences to determine a grade based on consensus of the group.

Letter of Achievement (all students eligible)

A selected number of students (approximately 10% of the entire year's class) whose projects during the 4-week block were outstanding will receive a Letter of Achievement from the Course Director, which will become part of the student's permanent transcript/file, and which will be sent to the student's Advisory Dean. This is separate from consideration for Distinction in Community Health, and is available to Non-Distinction students as well.

F. Course Evaluation

Each student will be asked to complete evaluation forms on-line, assessing the Community Health Improvement Course, faculty, speakers, and coordinators. This information is collated centrally in the Offices for Medical Education and aggregate data are forwarded to the Center for Community Health once final student grades are submitted to the registrar. Please fill such forms out carefully and responsibly. We review your evaluations in great detail and make changes in the course based upon your feedback.

II. COMPONENTS OF THE CHIC CURRICULUM

CHIC students learn through on-line, self-guided lessons that include webinars, videos, recording discussions, expert panels, and interactive modules followed by classroom-style lectures and group discussions 1-2 times a week that are designed to explore community health concepts at a deeper level. Classroom discussions are led by URM faculty as well as community leaders and content experts from disciplines often outside of medicine. The course work is supplemented by experiential learning that includes exploration of the Rochester food system, transit system, poverty and social services through small group guided exercises. In addition, if other relevant lectures or classes occur during the students' month of CHIC, such as Public Health Grand Rounds, the students are expected to make every effort to attend such lectures as recommended by the CHIC Director. Working on a community health improvement project moves classroom learning into a tangible application of concepts while building community engagement skills and cultural competence. CHIC students spend 20-25 hours a week working on community health improvement projects that move beyond service learning.

A. Didactic Learning

In integral part of the CHIC course is didactic learning. Classes are held primarily on Monday mornings each week and are intended to give students instruction on community health, population health and health systems. Classes will be mostly group discussion and interactive learning and much less 'lecture style learning'. There will be several guest lectures who are experts in the topic area. Weekly didactic learning will cover the objectives for the course and material is organized based on the components of the triple aim. In general the schedule will follow this framework:

- Week 1: Monday 9-12: Intro to population health and CHIC including social determinants
Tuesday 9-12: Exploring health outcomes and distributions in Monroe County
- Week 2: Monday 9-12: Assuring the health of the community – public health and prevention
- Week 3: Monday 9-12: Cost of Care
- Week 4: Monday 9-12: Improving the Patient Experience
Friday 9-12: Summary of Experiential Learning; CHIC debrief and reflection

The didactic lectures and presentations are mandatory. Given the nature of the didactic component, which includes a tight schedule and guest lecturers, it is expected that students will arrive for the didactic lectures at or before the scheduled time. In order to contribute substantially to in-class discussions and group activities, students will be assigned on-line learning due prior to class.

Students are required to attend these sessions as scheduled unless, in rare circumstances, conflicts are discussed with the course director prior to the start of the Block, and alternative arrangements have been made.

NOTE: Attendance for both days of orientation is required prior to students working on their CHIC project, and prior to attending any other lectures. Only in extremely rare circumstances will this requirement be altered and only with prior approval of the course director.

B. Experiential Learning

In order for students to gain a personal understanding of how social determinants impact health care, several experiential learning exercises have been planned. Students will work in groups of 4 for this part of the curriculum. Experiential learnings will include experiences at the Memorial Art Gallery (MAG), at FoodLink, and an independent learning experience. Each group will be given a self-guided team assignment to complete over the course of the month. The experiential learning assignment will be distributed during the first CHIC class, and there will be at least 2 afternoon sessions available for the students to work on this assignment (Mondays, 1-4). The group will need to meet independently during the month to complete the assignment, which will be due during the last week of class. Experiential learning is intended to have students experience the community first hand by learning about the food and transit system in Rochester as well as experiencing what those in poverty experience.

C. Community Health Improvement Projects

Each student will spend 20-25 hours each week working on a community health improvement project. Working on a community health improvement project moves beyond community service and volunteering. True and effective community partnership requires maintained levels of mutually beneficial commitment over time. Damage can be done when a well-intended student drops into a community, works on a quick project that is not evidence-based and leaves without follow up. For these reasons, improvement projects are pre-established with partners and must be:

- Population focused
- Evidence based
- Measureable, and
- Sustainable

At the conclusion of the CHIC projects, students should be able to:

- Understand the importance of robust participation in community health improvement strategies to improve population health
- Demonstrate principles of effective community engagement, and understand how these strategies are critical to improve the health of communities and reduce disparities
- Design a sustainable and evidence-based community health project (this can be done through the student designing an individual project or through the student researching an on-going project that they are involved with)
- Understand the culture of demographics of a specific population through first-hand experience communicating with the target audience of the intervention
- Participate in an aspect of evaluation which can include evaluation planning, data collection, analysis, or dissemination.

Q: “What can I do for my project?”

A: IF YOU ARE A CANDIDATE FOR DISTINCTION:

It is expected that a Candidate for Distinction in Community Health will enter CHIC with a population focused, evidence-based, measureable and sustainable community health improvement project near completion. This will allow Distinction students to spend their CHIC month finalizing their project, writing their paper, preparing their presentation and attending lectures. Prior to entering the CHIC block, Distinction Candidates will have submitted a project

proposal to the CHIC Director and/or Coordinator. Once this proposal is approved, students will work independently on this project during CHIC.

During the CHIC block, Candidates for Distinction will have two additional requirements:

- i. Complete a project brief which will be used as the first section of the final project paper which will be presented for Distinction in Community Health approval. The brief will include a concise review of the literature regarding why this particular intervention is needed and how it represents and improvement on existing interventions, local and national data to show need, a clear description of the project, a discussion of the community and how the student interacted with the community, description of the evaluation plan, analysis methods and measures of success of the project. This project brief is Sections I, II and III of the final paper (see appendix for format).
- ii. A brief, 15 minute, presentation to the class about the project to date given during the last week of the CHIC block.

Q: “What can I do for my project?”

A: IF YOU ARE NOT A CANDIDATE FOR DISTINCTION:

For students who are not Candidates for Distinction and who have not been working on a specific project for the last few years, there are several projects available that are on-going with long-standing community partners or agencies. Students will be asked to choose among several available projects a few weeks prior to the start of CHIC. Examples of partners and projects are given below, however the array of projects varies with each Block. Projects will NOT be assigned to students until the week prior to their Block.

Projects: (Anticipated for 2015-6)

Partner	
Children’s Institute	Refugee Health
Emerging Infections Program (CCH)	Homelessness – with approval
Diabetes Prevention Program (CCH-HLC)	Trillium
Cancer Services Program (CCH)	Action for a Better Community
Teen Health and Success Partnership	Hoekelman Center
Public Health Sciences – Breastfeeding Initiative and Maternal Health	Monroe County Department of Public Health – Immunization clinic
ABVI Early Vision Screening	UR Well – with approval of student directors
St. Joseph’s Neighborhood Center	UR School Health Physicals – with approval
Foodlink - Mobile Market and Store Demos	

NOTE: If you are NOT a Candidate for Distinction, but have done significant work on a project that is not included on the list of projects for your Block, you may request to continue that work during CHIC if it fits the requirements stated above for CHIC projects. Students who wish to design their own project MUST submit a proposal and obtain approval from the Course Director prior to CHIC. Very few of these projects will be approved. Students must submit a project proposal to the CHIC Director and Coordinator. The proposal must be no more than 1-2 pages (BRIEF) and must include the following:

- i. Partner agency
- ii. Contact at the partner agency (preceptor)
- iii. Project description
- iv. Your prior experience with this project and/or partner

- v. How the project fits the CHIC project requirements of being: population focused, evidence-based, measureable, and sustainable
- vi. Other students in your block or subsequent blocks that are interested in this project

Q: “Can we work in groups on our project?” or “Can two of us work on the same project”

A: More than one student can work with the same partner agency at the same time. Depending on the project, more than one person can also work on the same project at the same time, or in subsequent blocks. HOWEVER, each student must complete all required work independently – separate assignments, separate work, separate papers, independent answers, etc. Distinction Candidates who are working on the same project must delineate unique contributions. There are very few common elements of the Distinction paper that are allowed to be identical, such as the Title, and agency description. Please discuss with the Course Director if there are any questions about this.

Leadership for Projects:

Each student must have a **Preceptor** and a **Mentor** for his/her CHIC project. Identify both individuals and secure their agreement to operate in these roles by Wednesday of Week 1 of your Block. The Preceptor and Mentor will be named in your e-progress notes and can be contacted at any time for discussion of your work. **NOTE: CHIC students are required to check in with their project Preceptor by the end of the day on TUESDAY of the first week of CHIC** to discuss the project plan and a schedule for completing the work. Students will then start project work Wednesday morning of the first week of CHIC.

A **Preceptor** is someone from the community, faculty, or another professional who will be aware of your day-to-day activities during your CHIC Block. You can think of this as your direct supervisor. At the end of your block, your Preceptor will evaluate your level of interactivity with the target community, the degree of effort you put into your overall project, your professionalism, your community-level impact, etc. You must meet with your preceptor at least once a week.

A **Mentor** is someone from the academia or from medicine who is available to you as a resource and content guide for your project. Think of this as a consult; there need not be frequent interaction with your Mentor, but you should be able to touch base with this person if you have questions of a medical, scientific, or career-focus nature. If your Preceptor is a faculty member, physician, investigator, interventionist, etc., he/she may be able to serve as your Mentor as well. Please identify a separate MD or PhD-level faculty member who will agree to serve as your Mentor. You must meet with your mentor at least once during your CHIC block.

III. DISTINCTION IN COMMUNITY HEALTH

The MD with Distinction in Community Health is an option for students who make significant longitudinal contributions to community service, excel in the Community Health Improvement Course (CHIC), and engage in learning about current issues and topics in community health throughout medical school. Candidates will be invited to community health learning events, funding announcements, and will be given opportunities to present their work and develop a community health portfolio that will be reviewed by the Distinction committee in spring of graduation year.

APPENDIX I

Sample Schedule for CHIC month

When not in lectures or group work, students are expected to be at their agency placement or working on their own project during the week.

DO NOT COPY

CHIC Block 3 ~ October At-A-Glance Schedule

Monday, September 28:

- Orientation: 9:00am – noon @Northeastern Rm. 1-9525(**required meeting**)
- Afternoon: 1-3pm Experiential Learning: Memorial Art Gallery(1/2) or group work (1/2)

Tuesday, September 29:

- **DUE PRIOR TO CLASS: Foundational Learning #1**, submitted through Blackboard
- Class 1: 9am-noon @Slaughter 1-9555 (**required meeting**)
- Afternoon; plan to meet with community partner preceptor to discuss project & schedule

Friday, October 2 at NOON:

- **DUE: e-progress #1**, submitted via Blackboard.
- **DUE: Foundational Learning #2**, due **by noon** same as above.
- **Public Health Grand Rounds-** noon-1pm, Helen Wood Hall (**required option**)

Monday, October 5:

- Class 2: 9am-11:45am @CEL 2-7520 (**required meeting**)
- Special Event: Guyer Lecture: Noon, Class of '62 (**required Lecture**)
- Afternoon: 1-4pm Experiential Learning at MAG (1/2) or group work (1/2)

Friday, October 9 at NOON:

- **DUE: e-progress #2**, submitted to Blackboard
- **DUE: Foundational Learning #3**, same as above.

Monday, October 12:

- Class 3: 9am-noon @ CEL 2-7520 (**required meeting**)
- Afternoon: group work

Friday, October 16 at NOON:

- **Public Health Grand Rounds**, Helen Wood Hall, noon-1pm (**required option**)
- **DUE: Foundational Learning #4**, same as above.
- (no e-progress report this week)

Monday, October 19:

- Class 4: 9am-noon @ CEL 2-7544 (**required meeting**)
- Distinction presentations, noon-1pm, same location
- Afternoon: 2-3:30pm Experiential Learning at Foodlink (1999 Mt Read Blvd, south service road)

Wednesday, October 21:

- **DUE:** Team work on Experiential Learning packets, to Dr. Green

Friday, October 23:

- Class Wrap Up: 9am-noon @ URMC LeChase Hall, G-9576 (**required meeting**)
- Distinction presentations, noon-1pm, same location

When not scheduled for CHIC lectures/meetings, students are expected to be working on their projects with their agencies.

APPENDIX II

e – Progress Summary Note TEMPLATE

You will complete four e-Progress Notes during your Block. One e-Progress Note is due at the end of week 1, week 2, and week 4; and the final e-Progress Summary Note is due the end of week 4. E-progress notes are to be submitted electronically through Blackboard. Changes and adaptations should be expected as you continue with your project, but a solid plan of action and understanding of the need for your intervention should precede any actual project implementation. The final e-Progress note will be a summary of your CHIC project and will follow this template:

e-Progress Note SUMMARY (Due Friday, Week 4) **Submit via blackboard**

Name: _____ Community Partner: _____
Block #: _____ Community Preceptor: _____
Project Title: _____

ABSTRACT:

The total word limit for an individual abstract is 500. The section titles and title of the abstract are not included in the word count. Abstracts should be written in 3rd person and should be submitted in a structured format. Please use one of the following two formats:

Format one, particularly suited for research projects:

- Background: Study objectives, hypothesis, or a description of the problem;
- Methods: Study design, including a description of participants, procedures, measures, and appropriate statistical analyses;
- Results: Specific results in summary form; and
- Conclusions: Description of the main outcome of the study.

An alternative format, suited for abstracts about policy, programs, interventions, and other types of research evaluations, may be used:

- Issues: A short summary of the issue(s) addressed;
- Description: Description of the project, experience, service, or advocacy program;
- Lessons Learned: A brief description of the results of the project; and
- Recommendations: A brief statement of next steps.

DELIVERABLES:

Please describe any final products from your project and who has those products. These could include a report, a summary, a presentation, a protocol, etc.

SUSTAINABILITY:

Plans for how this project will continue including future students or successors and the work that still needs to be completed; or a discussion of how this project should not be continued, or has completed.

LIMITATIONS:

Discuss things you would change or advise for anyone continuing this work after you.

SHARING:

Please complete the following if you approve of us sharing your summary:

I, _____ allow this summary to be shared with subsequent students for the purpose of advancing the project or similar initiatives.

Please include any necessary references.