**HYPOTHESIS**

An innovative curriculum which supports autonomy, competence, and relatedness will improve medical students’ knowledge of community health concepts, but also may move students’ orientation to a more psychosocial approach to patient care.

**A NEW ERA OF STUDENTS...**

“They are quicker to catch-on, quicker to turn-away, and impatient at the slightest drop in pace or topic that doesn’t apply to them directly. They expect information at the speed of thought, or the click of a mouse. They are, in short, the organic result of all the marvelous technological advances we have made in the last 20 years, and they have a name: Generation Y, Millennials.”


**CURRICULUM**

<table>
<thead>
<tr>
<th>Region: Regional Medicine—Public Health Education Centers (RPMEHC)</th>
<th>POPULATION HEALTH COMPETENCIES FOR MEDICAL STUDENTS</th>
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</thead>
<tbody>
<tr>
<td><strong>Pre-learning</strong></td>
<td>Face-to-Face learning</td>
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<tr>
<td>Self-directed, on-line, prior to class</td>
<td>Interactive, 3 hours, 1-2x per week</td>
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**WEEK 1: EXPLORING COMMUNITY**

- Assess health status of a population
- Role of socioeconomic environmental & cultural determinants
- Integration of biological/genetic risk with population factors
- Explain effective community-engagement strategies
- **Unnatural Causes—Whitehall study**
  - Local, state, and national data, Implicit Association Test
  - Talking points, including obesity, chronic disease, health disparities

- **Assessing the need for community health improvement**
  - Guided tour of the Memorial Art Gallery exploring questions of health and culture 
  - Students learn the “Art of observation” and find art that speaks to their current community.

**WEEK 2: PROGRAMS AND INTERVENTIONS**

- **Nighttime Hot Spotters with Dr. Jeff Rosen in Camden, NJ**
  - Exploring evidence base, current events showing policies impacting health
  - Discussion of current project interventions, evidence base and where they fall on the ladder of prevention.

- **Week 2: Health Care, Public Health and Population Health**
  - Apply early prevention strategies on individual and populations
  - Understand functions of public health and links to medicine
  - Identify QI methods to improve medical and population health

**WEEK 3: HEALTH CARE, PUBLIC HEALTH AND POPULATION HEALTH**

- **APHA Surgeon Generals panel presentations, Essential Services of Public Health Department**
- **Description of history and function of local public health, examples of recent cases — food poisoning, radon, water contamination**
- **BYRON COLLECTION**
  - Dr. Byron Kennedy, MD, PhD, MPH
  - Students learn about bus system, Safe Routes to Schools and Public Market

**WEEK 4: HEALTH POLICY AND THE AFFORDABLE CARE ACT**

- **Describe organization and financing of the US health care system**
  - Participate in population health improvement strategies

**CHANGES:**
- **Brief “lecture time”, more interactive:**
  - Flipped classroom whenever possible
  - Tie learning to medical scenarios
  - Engage providers to teach as much as possible
  - Keep up the pace.

**EARLY RESULTS**

“I learned a lot about the social determinants of health in this course. I think this course will impact my career by making sure that I am always aware of a patient’s background, where they are from, what barriers they have to getting proper care, and all of the non-medical challenges that they face.”

“The course encourages medical students to start thinking about how to engage in community health improvement initiatives as we plan our future careers.”

“I really think CHIC had a huge impact on my career.”

**Projects**

Each student completes at least 25 hours per week x 4 weeks on service learning on their projects. That’s about 1000 hours a year towards community health improvement. Current project partners are long-standing and include:

- UR Teen Health and Success Partnership
- Center for Community Health—Emerging Infection Program
- Center for community Health—Cancer Services Program

- [St. Joseph’s Neighborhood Center, Inc.](https://www.stjosephsneighborhoodcenterinc.com)
- [Children’s Health Advocacy Group](https://www.childrenshealthadvocacigroup.org)
- [Foodlink](https://www.foodlink.org)
- [Refugee Healthcare Office of Community Medicine](https://www.refugeehrc.com)
- [Children’s Neighborhood Center](https://www.childrensneighborhoodcenter.org)
- [UR Well](https://www.urwell.org)
- [Children’s Health Advocacy Group](https://www.childrenshealthadvocacigroup.org)
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