

Teaching the Concept of “Community” Aspects of Health to Health Professions Students: A Starting Point

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Presentation Content

- Background re NEOUCOM/NEOUCOP
- Primary question: how to teach “community”
- Scavenger Hunt exercise
 - Purpose
 - Logistics
 - Outcomes
 - Tips

Teaching Themes

The Community as Patient



The Patient in the Community

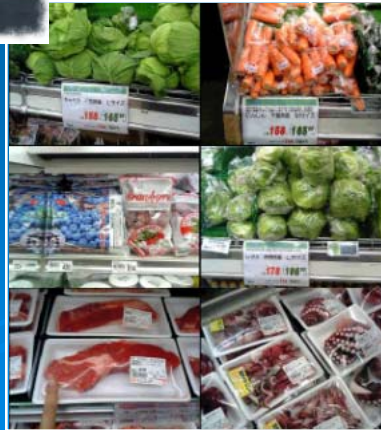


- Risk factors & prevention
- Disease management
- Access to care, support systems
- Disparities
- Social, cultural and environmental determinants of health
- Using evidence to improve the quality of care

- Epidemiology
- Biostatistics
- Medical Sociology
- Health Education
- Health Policy & Management
- Health Economics
- Geriatrics/Gerontology

Primary question...

How to begin to teach the concept of “community” as a distinct and unique entity that has health status and impacts the health of individuals within it.



Community Scavenger Hunt

Student Objectives:

- Describe at least five unique community attributes that impact residents' health in a positive way.
- Describe at least five unique community attributes that impact residents' health in a negative way.
- Develop a presentation of community strengths and weaknesses to share with fellow students and course faculty.

Logistics

- Development of tools
- Brief orientation w/all students; pre-test
- Scavenger hunt day (3 – 4 hours)
- Debriefing session in small groups; post-test
- Poster presentation for campus community

Development of Tools

- Obtain a recent **lunch menu** from a public school and assess its nutritional content
- What is the **proportion of elderly** (65 and older) in the community? What is the proportion of children under 5 years of age? How has this changed in the last 20 years?
- Obtain a **walking or hiking trail map** from a local park. Take a group picture at one of the trails.
- What **transportation services** are available for the elderly in the community?
- Obtain a **flyer (with a picture) for a current home for sale** that is “average.”
- Calculate the **number of fast food restaurants per capita** in the community. Take a group picture in front of the fast food restaurant with the largest number of outlets
- Obtain a current listing of educational or other programs offered for children and adolescents by the **city’s parks and recreations department.**
- List **three community non-profit organizations** and the services that they provide to community members.
- How large (geographically) is this community? What is the **number of residents/square mile**?
- Ask three community residents what they like the most about living in their community, and what they would like to change about their community. Provide proof of who you spoke with.
- Find and document in some way 3 unique items that might influence the health of the community (either positively or negatively).

Orientation and Pre-test

Pre-test (and post-test) questions:

1. Have you lived/worked/attended school in the community in which you will be conducting your scavenger hunt?
2. How much do you know currently about this community?
3. List 3 to 5 characteristics of this community that promote health or have a positive impact on the health of its residents. (If you don't know of any, please indicate that.)
4. List 3 to 5 characteristics of this community that are a barrier to health or have a negative impact ...
5. Based on what you know now about this community, would you consider practicing medicine there?
6. Based on what you know now about this community, would you consider living there?

And they're off ...



Unlike Dingoes, Basset's abhor getting their dainty feet wet. Mr. Guy makes his way across using stones.



Results





Evaluation Outcomes

- Students report better understanding of strengths and challenges faced by communities
- Students able to better identify and articulate community assets or deficits that affect health
- Students report increased familiarity with the communities in which they will be spending time
- Increased visibility of population medicine w/in community and college

Future Plans/Tips

- Repeat in 2007, in interdisciplinary groups (medicine and pharmacy)
- Incorporate activity and its findings more formally/definitively into subsequent curricular topics
- Accumulate selected findings into a community resource guide (Ex: mental health resources)

QUESTIONS???



Questions
are
guaranteed in
life;
Answers
aren't.