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# Fulfilling the Healthy People 2010 Objectives: A Curriculum Development Model for the Health Professions

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# Presentation Outline

- Trends shaping health professions education and practice
- Overview of curriculum development model
- Overview of community-based education methodologies and strategies to address Healthy People objectives
- Recommendations
- Resources



# Trends Shaping Health Professions Education and Practice

- Expectations of accountability and cost-effectiveness
- Increasingly managed and integrated care
- New technologies
- Advances in diagnosis and treatment
- Changing setting for health care delivery
- Changing role of consumer
- Demographic changes
- Disparities in health access and outcomes
- Broadened definition of health



# Calls for Change in Health Professions Education, 1990-99

All advocate a greater emphasis on community-based learning

- Pew Health Professions Commission
- Council on Graduate Medical Education
- IOM Report: Dentistry at the Crossroads
- IOM Report: Future of Public Health
- AACN Report: A Vision of Nursing Education: The Next Decade



## Pew Health Professions Commission: Competencies for Effective Practice (1998)

- Embrace a personal ethic of social responsibility and service
- Rigorously practice preventive health care
- Incorporates the multiple determinants of health in clinical care
- Understand the role of primary care
- Integrate population-based care and services into practice
- Improve access to health care for those with unmet health needs
- Practice relationship-centered care with individuals and families
- Provide culturally sensitive care to a diverse society
- Partner with communities in health care decisions



## Healthy People 2010 call for changes in medical education

### **\*Access to Quality Health Services - Objective (1-7):**

“Increase the proportion of schools of medicine, schools of nursing, and other health professional training schools whose basic curriculum for health care providers includes the core competencies in health promotion and disease prevention.”

*\*in development*



# Project Overview

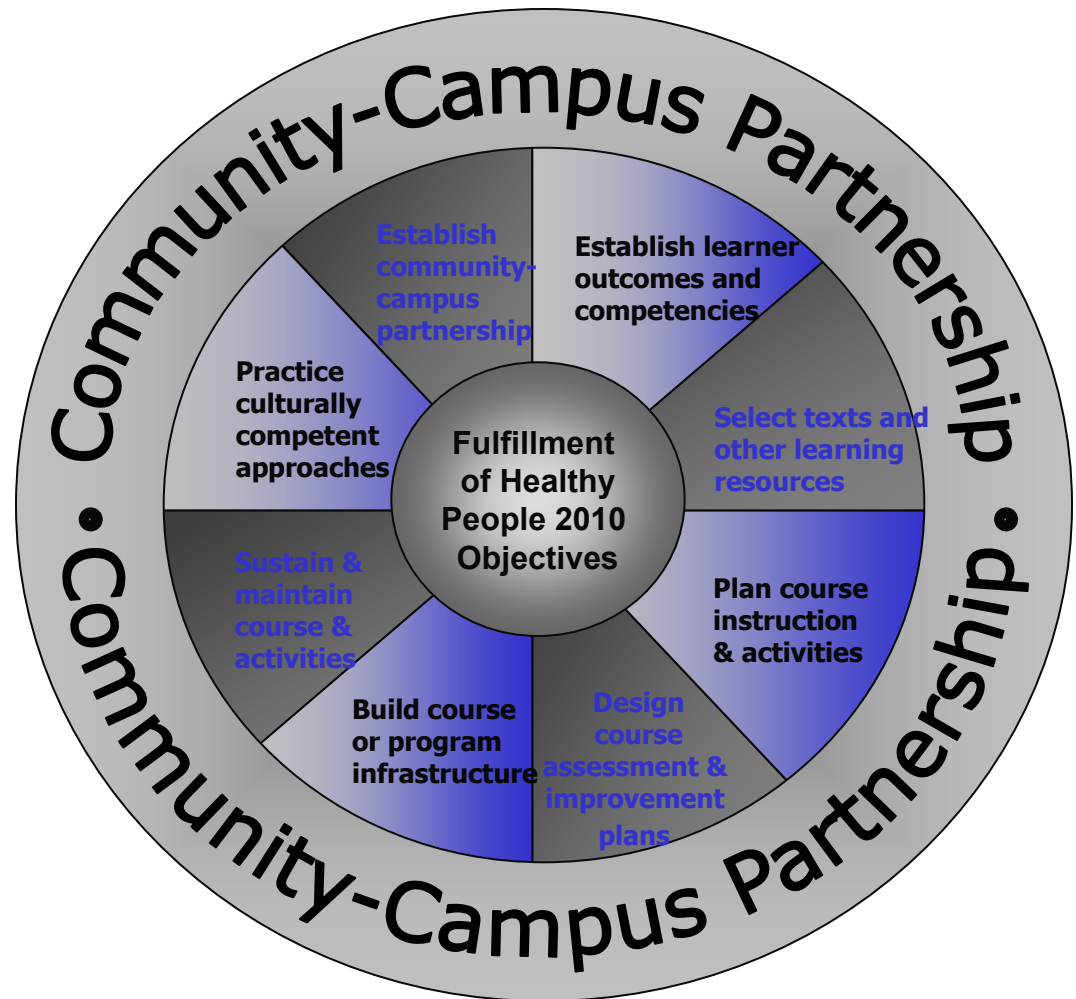
## **Project purpose:**

The purpose of the Healthy People 2010 Curriculum Guide is to equip community-based educators in the health professions with the tools and knowledge to teach prevention topics that are directly tied to the fulfillment of the nation's health objectives. This comprehensive guide, developed in partnership with a national advisory committee, provides a model approach for the development and implementation of a Healthy People-based curriculum. This guide is intended in large part for faculty in the health professions representing diverse disciplines.



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# Healthy People 2010 Curriculum Development Model





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# Part I: What is Service-Learning?

## **Service-learning...**

- is academically-based community service
- a structured learning experience that combines community service with preparation and reflection
- complements and does not replace clinical education

## **Students engaged in service-learning provide community service in response to community-identified concerns and learn about...**

- the context in which service is provided
- the connection between their service and their academic coursework
- their roles as citizens



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# SL is a Type of Experiential Education

A. Furco 1996



## SERVICE-LEARNING

COMMUNITY-SERVICE  
VOLUNTEERISM

FIELD EDUCATION  
PRACTICUM

INTERNSHIP  
CLERKSHIP



## How can service-learning complement other curricular strategies?

- Balance between service and learning
- Emphasis on addressing community concerns and broad determinants of health
- Integral involvement of community partners
- Emphasis on reciprocal learning
- Emphasis on reflective practice
- Emphasis on developing citizenship skills and achieving social change



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## From the Field: Health promotion/disease prevention approaches

Grantee	SL status	Community-based activities	HP objective/s	Reflection
University of Pittsburgh	Required for first/third year students; elective for residents	Students and residents collaborated in underserved community clinics working with uninsured homeless populations	Reduce substance use and address domestic violence education, prevention, and health services	Small group discussions
George Washington University	Required for first and second year medical students	Interdisciplinary Student Community Patient Education Service (ISCOPEs) Program (MD, PA, NP students). Integrated into COPC curriculum. Health assessment and patient education projects	Reduce cardiovascular disease and asthma among African-American community	Group discussion and papers
University of Florida	Required for first through fourth year students	Part of Essentials of Patient Care course. Health assessment of the assigned family, students serve as the family's advocate within the community, helping to address access barriers such as transportation, compliance and health education needs	Senior health promotion and tobacco and alcohol awareness for youth	Group discussion with faculty and community partners; papers



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## From the Field: Health promotion/disease prevention approaches

Grantee	SL status	Community-based activities	HP objective/s	Reflection
University of Massachusetts Medical School	Required first year medical student two week intensive community medicine clerkship— adding an explicit SL context to this existing course	<p>Developed and produced a compendium entitled, “Guide to Community Service and Service Learning Opportunities at UMass Medical School.</p> <p>Summer internship positions structured as SL; academic envelope was added to existing elective summer program for students as they finish their first year of medical school</p>	Specific HP 2010 objectives reflect the setting in and the population with which the student is working	Small group discussions both face-to-face and through a listserve Journals
University of Massachusetts Graduate School of Nursing	Required Societal Forces course	Partnership includes the local Area Health Education Center, community site leaders, faculty, and students.	Specific HP 2010 objectives are written into the course	Reflection is through keeping a journal or photographs. A final project includes a poster and presentations to the faculty.



## Making the transition to community-based health professions education

Name of course and course director	Before transition to community-based course	After transition to community-based course	Course components that changed as a result of the transition
Psychiatric Mental Health Nursing, Connie Wallace course coordinator	Before service-learning was implemented the course consisted of didactic content and clinical practicum in in-patient psychiatric settings	The course partnered with Catholic Charities and was more able to consistently address Healthy People 2010 objectives of substance abuse, domestic and child abuse and promoting mental health, by facilitating student placement in community service agencies where they work with clients in psychiatric rehabilitation,immigrant children and their mothers, families at high risk for or affected by alcohol and drug dependence, and domestic violence.	The clinical experience and its structure changed to account for a designated amount of service learning hours and reflection. Didactic and clinical sessions are supplemented and enhanced by these experiences. Course objectives, while unchanged, are operationalized differently as well. This course is required in the nursing curriculum.



## Making the transition to community-based health professions education

Name of course and course director	Before transition to community-based course	After transition to community-based course	Course components that changed as a result of the transition
<p>Dental Care for Special Patient Populations: Charlotte J. Wyche, course director</p>	<p>Before service-learning was implemented, the course was entirely provided in a fact-based lecture/exam format. Students were expected to translate didactic information into modifications necessary for special needs individuals during clinical care.</p>	<p>The course partnered informally with a wide variety of agencies providing services for special needs individuals, including developmentally disabled, hearing and sight impaired, and geriatric populations. Students selected an appropriate agency independently and negotiated a 3 hour community education opportunity to interact directly with special needs individuals as defined in the coursework.</p>	<p>Didactic material was enhanced to include an introduction to service-learning and a discussion of community-based learning strategies. Invited lecturers included staff from agencies serving special populations. A required reflection paper provided guidance for students to articulate the connection between their observations of individuals in the community site and modifications necessary to provide dental care to persons with special needs.</p>



## Challenges in reaching Healthy People objectives through community-based education

- Clear vision, definitions, goals, outcomes
- Resistance to change
- Rigid and/or over-loaded curriculum
- Disciplinary boundaries
- Lack of roles and rewards for innovation
- Accepting the implications of true partnerships
- History of town/gown relationships
- Culture of needs-based and expert approaches



# Recommendations

- Review mission and strategic plan - how can [community-based education] further both?
- Review accreditation requirements - how can [community-based education] enable you to meet them?
- Review curriculum - where can [community-based education] enhance?
- Assess and build upon strengths and assets
- Create or enhance existing support structures
- Collaborate across disciplines and campus



# Recommendations

- Examine faculty roles and rewards policies - what constitutes scholarship?
- Invest in faculty development
- Engage your community partners in dialogue
- Develop and promote principle-centered partnerships
- Promise less.....deliver more
- Become a member of CCPH



# Healthy People 2010 Resources

Healthy People 2010:

[www.health.gov/healthypeople](http://www.health.gov/healthypeople)

Healthy People Consortium:

[www.odphp.osophs.dhhs.gov/pubs/hp2000/consort.htm](http://www.odphp.osophs.dhhs.gov/pubs/hp2000/consort.htm)

Healthy People Toolkit:

[www.health.gov/healthypeople/state/toolkit](http://www.health.gov/healthypeople/state/toolkit)



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