

APPENDIX IV

Independent Investigative Inquiry (III)

The purpose of the Independent Investigative Inquiry (III) portion of the curriculum is to engage students in activities that will foster the skills of life-long learning. It is a unique opportunity for students to choose both the content and form of their learning and to pursue an interest that may not be included elsewhere in the curriculum.

The student investigates a subject independently, utilizing the advice of a faculty advisor or sponsor.

There are 3 types of selectives/options:

- I: Hypothesis-driven research
- II. Critical Review of the Literature
- III. Experience-driven inquiry

More About III Selective-3

III-3 offers students a chance to augment their usual R/UOP, IHOP, or CHAP field experience with a **community medicine project**. Students learn about the process of Community-Oriented Primary Care (COPC). Then they use these concepts to develop and implement a community project during their field experience. It is also one way of leaving behind something of value to their host community.

WHAT IS EXPECTED OF THE III-3 STUDENT?

There are several components to the actual experience. The highlights:

Before the field experience:

- Students attend an orientation workshop. They receive a detailed syllabus, reading list, and learn about Community–Oriented Primary Care (COPC).
- Students create a community profile of the host community including socio-demographics and health care resources. They also complete required readings. Students may spend up to 1 week completing this work prior to arriving at their RUOP site.

During the Field Experience:

- Students identify a community medicine project
- Consult the professional literature and develop a brief annotated bibliography supporting their project.
- Execute a project that provides something of value to the community.
- Submit journals about their experiences to III-3 faculty via a web-based portfolio.
- In the fall, prepare and present an abstract and a poster of their work at the Student Poster Session on Seattle Campus.

HOW DO STUDENTS CHOOSE PROJECTS?

Students identify projects from community and clinical observations, from information gathered from preceptors and community members, and from personal interests.

HOW CAN PRECEPTORS HELP?

- Be a “sounding board” for students to discuss project ideas.
- Provide introduction to appropriate community members.
- Recognize and support students’ need for time outside of the clinical environment to work on projects.
- Facilitating web access for students is very helpful. Campus-based faculty mentors supply direction to students by way of a web-based curriculum.

Is there extra financial support for students who do a III-3?

There is no additional financial incentive for this project. R/UOP and IHOP students receive a stipend during their summer experiences. Those students who add on a III-3 project receive the same stipend as those who do not choose to complete a III project.

EXAMPLES OF STUDENT PROJECTS:

- Designing patient education experiences
- Giving community talks
- Participating in community health fairs
- Providing health education offerings for coaches and school personnel
- Addressing community safety issues such as fireworks safety and gun safety