COMMUNITY PEDIATRICS

- The Community Pediatrics Training Program
- Committed to partnering with families and communities
### What is community pediatrics?

- A *perspective* that enlarges the focus from one child to all children in the community.

- A *recognition* that family, education, social, cultural, spiritual, economic, environmental, and political forces act favorably or unfavorably, but always significantly, on the health of children.
What is community pediatrics?

• A *synthesis* of clinical practice and public health principles directed toward providing health care to a given child, and promoting the health of all children within the context of the family, school, and community.
What is community pediatrics?

• A *commitment* to using community resources to achieve optimal accessibility, appropriateness, and quality of services for all children, and to advocate especially for those who lack access to care
What is community pediatrics?

- An *integral* part of the professional role and duty of the pediatrician
A story to explain it ….

• “…A man stood on the bank of a river and saw a little girl floating by. Immediately, he leaned down and pulled her out, only to look up and see a small boy floating toward him. He pulled the boy out, and, with horror, saw several more children and babies struggling in the water toward him. Over and over again, he leaned down, and saved the children from the hungry river.”
Our story continues …

• “At long last, the man had a chance to walk up river and discovered why the children were falling into the water. He fixed that problem; the children were then safe, and the man smiled…”
The above graphically depicts different components of the community pediatrics curriculum. By the end of three years of residency you will be competent in a number of skills pertaining to each area and essential to your role as a pediatrician.
COMMUNITY PEDIATRICS

COMMUNITY HEALTH

- Explain major environmental, social, economic, and political factors affecting children's health
- Describe the Washington Heights and Harlem communities and how their resources affect child health
- Perform a community needs and assets analysis and discuss their influence on health care problems and outcomes
- Apply basic epidemiological concepts and principles to health related issues in the community
- Describe how health insurance, entitlement programs and the health care system affect access to care for patients in the community

CULTURAL COMPETENCY

- Explain how beliefs, cultures, and ethnic practices can influence health status and care for children of the community
- Demonstrate an ability to form therapeutic alliances with patients from a variety of socio-cultural backgrounds
- Recognize and manage the cultural attitudes and biases that the provider brings into any clinical encounter
- Develop skills to communicate and elicit information from the patient and family about their health belief system and socio-cultural background

ADVOCACY

- Articulate the importance of the pediatrician's role as an advocate at every level (individual, community, national)
- Use advocacy skills to develop a plan of action regarding relevant community health issues
- Help patients with complex medical problems negotiate the health care system
- Develop skills to communicate and elicit information from the patient and family about their health belief system and socio-cultural background
What Service-Learning Is

- A structured learning experience that combines community service with explicit learning objectives, preparation, and reflection.

- Residents engaged in this not only provide direct service but are expected to learn about the context in which the service is provided, the connection between the service and their academic coursework, and their role as citizens.

Later in this discussion, we will discuss a specific service-learning experience and apply the above.
How does service-learning differ from traditional clinical education?

- Balance between service and learning objectives
- Emphasis on reciprocal learning
- Emphasis on developing citizenship skills and achieving social change
- Emphasis on reflective practice
- Emphasis on addressing community-identified needs and the integral involvement of community partners

The balance between service and learning objectives - clinical education emphasizes student learning as the primary objective and service, if it is an objective at all, is secondary. Negotiation of needs between health professional school and community partners.

Emphasis on reciprocal learning - in service-learning, the traditional definitions of “faculty,” “teacher,” and “learner” are intentionally blurred.

Emphasis on developing citizenship skills and achieving social change - s-l experiences enable residents to place their roles as health professions and citizens into a larger societal context.

Emphasis on reflective practice - traditional clinical education emphasizes observing and doing, but does not typically emphasize or include opportunities for critical reflection. Opportunities for critical reflection (dialogue, journals, stories etc…) encourage residents to consider the larger, political, economic, and cultural contexts of the community concerns being addressed through s-l.

Emphasis on addressing comm-identified needs and the integral involvement of comm. partners. - partnering with comm. members in s-l can help faculty and residents focus on the strengths and assets of a community and how they can be mobilized for a community’s benefit rather than focusing narrowly on a community’s needs.
What Service-Learning Is Not

- It is NOT required volunteerism
- The learning that occurs through volunteering is not structured and may be quite accidental
- Importance of the reflective component of service-learning

Volunteerism is the engagement of individuals in activities where the primary emphasis is in the service being provided and the primary intended beneficiary is clearly the service recipient. There’s no attempt to balance the service and the learning.

Without a reflection component, there may be no explicit connection made between the volunteer activity, the resident’s educational activities, or the resident’s future roles as physician and citizens.
Why Service-Learning

- Importance of switching the focus of education and research from the campus into the community
- We have often overlooked the potential for the community to meaningfully contribute to resident education, research, and the development of knowledge.
- The creation of community-campus partnerships to address this
Potential outcomes of service-learning

- Can benefit all stakeholders:
  - *Prepare residents for their roles as health professionals and citizens*
  - *Change the way faculty teach*
  - *Change the way health professions institutions relate to their communities*
  - *Enable community organizations and members to play significant roles in how health professionals are educated*
  - *Enhance community capacity*
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Overall Curricular Goal

- You will be able to relate to, advocate for, and remain committed to the community and the children for whom you provide care.