

<b>POPULATION HEALTH ROTATION – TWO WEEK BLOCK</b>	<b>2<sup>ND</sup> YEAR</b>
<b>Primary Goals for this Curriculum</b>	<b>Competencies</b>
<b>GOAL I: Community Profile Project. Obtain knowledge and develop advocacy skills to better assess and maintain the health of the children / families in the resident’s RCP community.</b>	
1. Research the most current data to address questions 1-18 and create a profile that includes epidemiologic, demographic and economic information.	SBP
2. Make a site visit to the local library, community center, parks and recreation facilities and communicate with the agency head/ staff about their services for children/ families.	SBP, IPC
3. Contact (phone, E-mail, or in person) a local legislator or community leader to discuss their current agenda for children / families in the community.	SBP, IPC
4. Completion of written assignment demonstrating knowledge about the economic, social and environmental factors in the RCP community with a personal reflection on how this information/ assignment improves their skills at advocating for their patients/ families.	SBP, P
<b>GOAL II: Learn about social determinants of health and the potential effects on children’s health.</b>	
1. Understands what is meant by the phrase, “social determinants of health.”	MK, SBP
2. Identifies three examples pertaining to at least two RCP patients/families.	MK, SBP
3. Identifies specific services/ programs in the RCP community to address the social and economic needs of the patient/ family.	MK, SBP
<b>GOAL III: Understand the different levels of prevention programs</b>	
1. Knows the difference between a primary, secondary and tertiary prevention program.	MK, SBP
2. Identifies an example of each type of prevention program at their RCP office or in the community.	MK, SBP
<b>GOAL IV: Gain an understanding of how to use health education to promote health prevention by designing and implementing a health marketing tool kit.</b>	
1. Define what is health education, health literacy and health numeracy and their importance in terms of health marketing.	PBLI, MK
2. Participate in planning an injury prevention “health topic of the month” health marketing tool kit including how to use social media to convey your key message	SBP, IPC, P

3. Produce a written document summarizing this/her involvement, research and results with the project	P, PBLI
4. Attend meetings and communicate effectively with other health care professionals, related agencies and community groups.	SBP, IPC, P

**Core Competencies:** K - Medical Knowledge  
PC - Patient Care and Procedural Skills  
IPC - Interpersonal and Communication Skills  
P - Professionalism  
PBLI - Practice-Based Learning and Improvement  
SBP - Systems-Based Practice

### Performance Expectations by Level of Training

	<b>Beginning</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Competent</b>
	Description of identifiable performance characteristics reflecting a <b>beginning level</b> of performance.	Description of identifiable performance characteristics reflecting <b>development and movement toward mastery</b> of performance.	Description of identifiable performance characteristics reflecting <b>near mastery</b> of performance.	Description of identifiable performance characteristics reflecting the <b>highest level</b> of performance.
Medical Knowledge	PL1	PL1, PL2	PL2, PL3	PL3
Patient Care and Procedural Skills	PL1	PL1, PL2	PL2, PL3	PL3
Interpersonal and Communication Skills	PL1	PL1, PL2	PL2, PL3	PL3
Professionalism		PL1	PL2, PL3	PL3
Practice-Based Learning and Improvement	PL1	PL1, PL2	PL2, PL3	PL3
Systems-Based Practice	PL1	PL1, PL2	PL2, PL3	PL3

<b>SBP5: Population and Community Health</b>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Demonstrates awareness of population and community health needs and disparities	Identifies specific population and community health needs and disparities; identifies local resources	Uses local resources effectively to meet the needs and reduce health disparities of a patient population and community	Adapts practice to provide for the needs of and reduce health disparities of a specific population	Advocates at the local, regional, or national level for populations and communities with health care disparities

<b>PROF1: Professional Behavior</b>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Identifies expected professional behaviors and potential triggers for lapses.	Demonstrates professional behavior with occasional lapses.	Maintains professional behavior in increasingly complex or stressful situations.	Recognizes situations that may trigger professionalism lapses and intervenes	Models professional behavior and coaches others when their behavior fails to meet professional

Identifies the value and role of pediatrics as a vocation/career	Demonstrates accountability for patient care as a pediatrician, with guidance	Fully engages in patient care and holds oneself accountable	Exhibits a sense of duty to patient care and professional responsibilities	Extends the role of the pediatrician beyond the care of patients by engaging with the community, specialty, and medical profession as a whole
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<b>PROF3: Accountability and Conscientiousness</b>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Performs tasks and responsibilities, with prompting	Performs tasks and responsibilities in a timely manner in routine situations	Performs tasks and responsibilities in a thorough and timely manner in complex or stressful situations	Coaches others to ensure tasks and responsibilities are completed in a thorough and timely manner in complex or stressful situations	Creates strategies to enhance others' ability to efficiently complete tasks and responsibilities