

Community Engagement Curriculum: How to Design a 4-Hour Curriculum Using Technology to Support Adult Learning



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Northwestern University Feinberg School of Medicine has implemented a Community Engagement and Service (CES) competency as part of a new competency-based curriculum. The CES unit, within the Interdisciplinary Medicine M3 curriculum, provides baseline knowledge of the guiding principles of community engagement and skills for interacting with community groups, highlighting the physician's role within community development and the "societal contract" implicit in the profession. Through an innovative approach utilizing pre-recorded learning modules, quiz games, simulations, and reflections students were engaged with the use of technology and real life scenarios to enhance the materials.

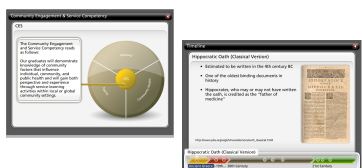
Physician Citizenship: What is your role and responsibility in society?

Session Objective

Understand the roles and responsibilities that physicians pledge through a historical review of the physician oaths (Hippocratic Oath and The Declaration of Geneva)

Assignment

Through a reflection exercise, create a revised version of a physician's oath/pledge that addresses physicians' role and responsibility in society



During class students watched a pre-recorded module created using Articulate Software. The module focused on the history of professional oaths and societal contracts.

Main Themes Generated from Assignment (total number of oaths=174)

Patient-Centered Medical Care Competency

- Clinical Reasoning and Application
 - Patient right to choose/patient autonomy (60)
- Counseling
 - Educate and inform patients (28)
 - Patient "well being" is priority (67)

Medical Knowledge and Scholarship Competency

- Scholarship and Teaching
 - Practice EBM and lifelong learning (66)
 - Respect for teachers (67)
 - Share knowledge with others (59)

System Awareness and Team-Based Care Competency

- Teamwork
- Work with everyone on healthcare team (55)
- Healthcare Systems
- Only provide necessary treatments (25)
- Don't use medical knowledge for unjust profit (12)

Community Engagement and Service Competency

- Equity
 - Biopsychosocial model of care (38)
- Advocacy and Community Health
 - Improve public health and prevention (41)
 - Advocate for patients (16)
 - Improve access to care (24)

Personal Awareness and Self-Care Competency

- Personal and Professional Values
 - Practice the art and tradition of medicine (54)
- Self-Care (21)

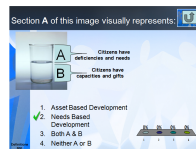
Professional Behavior and Moral Reasoning Competency

- Equity/no discrimination (90)
- Privacy and Confidentiality (103)
- Professional Behavior
 - Ask for help/admit limitations/learn from mistakes (46)
 - Do no harm (90)
 - Demonstrate respect, honesty, trust, compassion, professionalism (165)

Community Activism at the Physician Level: Guiding principles for engaging communities



Jeopardy!	1000	800	600	400	200
Personnel	1000	800	600	400	200
Organizer Characteristics	1000	800	600	400	200
Community Characteristics	1000	800	600	400	200
Community Building	1000	800	600	400	200
Difficulties	1000	800	600	400	200

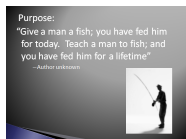


Using The Turning Point Audience Response System and PowerPoint the class participated in a Jeopardy! style game show to review the guiding principles for community engagement.

Asset-Based Community Development Model

Session Objective

Understand the different approaches to community engagement (needs-driven approach vs. capacity-focused development)



Assignment Prompt

Think about a time that you have provided service to a community. Did you utilize the approach described by Kretzmann and McKnight or a different one? Please write a reflection paper describing your experience. Talk about how you utilized this approach or how you could have utilized it given what you now know about asset-based community development.

Main Themes Generated (total number of reflections=162)

- Compared Needs vs. Asset-Based Development (55)
- Identified self as an asset (43)
- Reflected on how past engagement could have taken a more asset-based approach (37)
- Discussed teaching a community partner (19)
- Addressed sustainability (16)
- Identified individual abilities/gifts (90)

Simulated Community Partner Exercise

Session Objective

During a simulated situation, demonstrate knowledge of the guiding principles of interacting with communities and asset-based community assessment through negotiating a project with a community partner.

Sample feedback from community partners

"I enjoyed the experience, and it was interesting to observe the range of responses and mindsets within each group. Interactions ranged from thoughtful and fruitful to a trifle arrogant and shortsighted (so I took your instructions to challenge these students to heart!). Opportunities to connect with "real life" work done in the community are so important, and I commend your department for these efforts."

"I think you all are clearly on a great path with Community Engagement. With your energy and efforts surrounding this component of a student's experience, I'm certain future students will learn a great deal about themselves and the communities with which they will interact as doctors."

Lessons Learned

- The placement for the Physician Citizenship Assignment (rewriting the Hippocratic Oath/The Declaration of Geneva) is appropriate for the level of learner
- Consider teaching guiding principles of community engagement and asset based community development earlier in the medical school curriculum