



Yale Pediatrics HealthyLives: A Resident-Centered Advocacy and Community Engagement Curriculum

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Objective

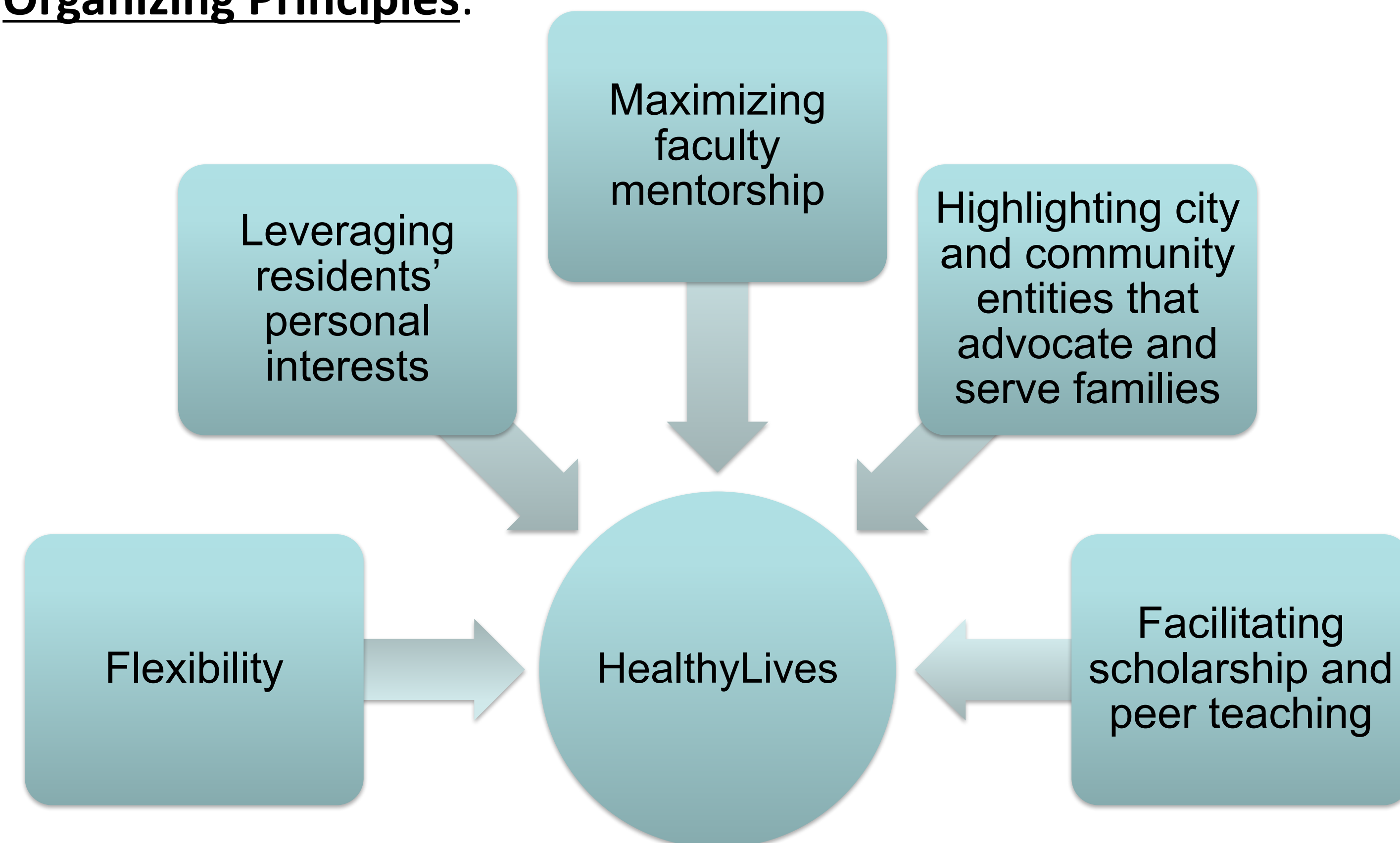
To maximize resident engagement with advocacy and understanding of social determinants of health through:

- 1) Encouraging community involvement
- 2) Restructuring curriculum to maximize flexibility and personalize resident experiences
- 3) Leveraging faculty mentorship

Background

- Pediatricians play a valued role in their communities as patient and community advocates
- ACGME mandates that pediatric residency programs provide training in advocacy but does not specify how, and thus great variability exists
- Yale advocacy and social determinants of health curriculum was under-utilized among pediatric trainees

Organizing Principles:



Methods

Pediatric Residency Program Leadership

Developed lists of potential mentors and tracks

Conducted survey of knowledge and attitudes (re: New Haven, advocacy and experiences in career planning)

Restructured outpatient primary care days to include protected half-days for HL

Pediatric Residents

Choose track, Identify faculty mentors

Choose and participate in 10 activities/year

Log activities on shared file server

Faculty Mentors

Create and disseminate opportunities for advocacy and community engagement

Meet with track residents every 6 months to assess progress & establish goals

Meet with individual residents for HL and career mentoring

Results

Implementation: Partnering with 18 faculty members, we created 7 HL tracks:

1. Adolescent
2. Early Care and Education
3. Global, Refugee, Immigrant Health
4. Injury Prevention
5. Medical-Legal Partnership
6. Medically Complex Care
7. Promoting Healthy Behaviors

Results

• Pre-intervention survey (Fall 2016):

- 7% said extracurriculars important in determining post-residency plans
- 1/3 said activities outside the hospital motivated them to enter pediatrics
- High levels of desire for engagement with the community (8.3/10)
- Low levels of confidence in ability to advocate for patients (4.5/10)
- 23% correctly named the New Haven mayor
- 66% named three community organizations that pursue children's health
- Over-estimated % of children in New Haven living in poverty (average=46%; actual=34%)

• **Participation:** 42 residents have logged 169 diverse HL activities ranging from attending gun buy-backs to creating a breastfeeding curriculum for recent refugees

Conclusions

- Baseline advocacy knowledge and attitudes are low, suggesting a need for improved community engagement and advocacy education
- Early results indicate that residents are utilizing the flexibility of the curriculum and engaging in a diversity of community activities

Future Directions

- Expand curriculum to build peer teaching
- Qualitative study of residents' response to the curriculum
- Post-intervention study of advocacy knowledge and attitudes
- Pre-survey for the incoming intern class (recruited with known availability of HealthyLives) to assess baseline attitudes and knowledge toward advocacy