

MOREHOUSE SCHOOL OF MEDICINE
CENTER FOR COMMUNITY HEALTH & SERVICE LEARNING

COMMUNITY HEALTH COURSE RETREAT

Thursday, June 23, 2011 | NCPC, Suite 306 | 9:00am – 4:00pm

Attendees:	Dr. Meryl McNeal	Dr. Beverly Taylor
	Dr. Daniel Blumenthal	Dr. David Levine
	Dr. Jewel Crawford	Dr. Ayanna Buckner
	Mrs. Carla Durham Walker	Ms. Sonya Geathers
	Mrs. Kendra Pierson	Mrs. Sharleen Clemons
	Ms. Catha Smith	
Guest:	Dr. Martha Elks	

SWOT Analysis

Strengths:

- 1) Dedicated Faculty (the most faculty intensive course at MSM, spending 3/hrs in the community/classroom for most of the 1st year & an additional hour prep time)
- 2) It's innovative; MSM mission in action
- 3) Team approach; interdisciplinary team
- 4) community sites appreciate relationships MSM
- 5) Provide preparation for patient care and immersion into social determinates of health
- 6) Demonstrates physician role and responsibility to affect and initiate change
- 7) Diverse academic faculty; CHPM, clinical and CDC; diverse faculty team serves as interdisciplinary role model for student; course builds relevance for disciplinary
- 8) Course paper adds collaborative writing experience and writing practice
- 9) Journal assignments helps to develop critical thinking; assessment and interactive activities; problem solving; evidence based medicine
- 10) Identifies and cultivate leadership opportunities
- 11) Teaching navigation through obstacles

Weaknesses

- 1) Weak formal instructions in writing and presentations
- 2) Some group leaders do not relate back to course objectives; students don't make connection between lectures & course activities
- 3) Lack of uniformity in instruction across groups, change in group leaders/teams; impact relationships with groups and community sites
- 4) Some students don't understand faculty role in small groups, students have false sense of empowerment; are we asking them to do too much?
- 5) Lack of faculty development; how to integrate lectures into course activities
- 6) Leadership change at community sites leadership

Opportunities

- 1) Use paper and presentations to teach academic writing and public speaking
- 2) Professionalism training
- 3) Opportunity for students to identify their own strengths and weaknesses and how to address them; also identify leadership potential and ability
- 4) Opportunity to use technology to minimize students' distractions during lectures; i.e. use Turning Point interactive program.

- 5) Utilize graduates doing Community Health Course in their careers; i.e. Monica Moore, Makia Powers
- 6) Populations based medicine
- 7) Develop criteria & MOU for community sites
- 8) Provide orientation with community sites

Threats

- 1) Students attitude toward learning; lectures, exams
- 2) Students lack of humility
- 3) Students distracted by laptops/ playing games
- 4) Students complaints may negatively impact institutional support of the course
- 5) Group size / class expansion

Course Evaluation

- The course evaluation results were reviewed; only 25 students completed the evaluation. Faculty discussed ways to increase the percentage response rate.
 - 1) Dr. McNeal will contact Dr. Finley to see if evaluations can be scheduled during Community Health course time.
 - 2) Dr. Levine suggested that they are scheduled along with a *lunch and learn* session
 - 3) Dr. Elks suggested to add it to the syllabus
 - 4) Dr. McNeal will speak with Dr. Klement to see if it is possible to secure a time slot on the first year schedule.
- Faculty discussed negative comments made by some students and ways to address their concerns & improve the students experience in the community
- Group II- Dr. Taylor and Ms. Durham Walker group- will move to another site this fall; also – Group IV -Dr. Buckner and Ms Geathers are discussing two (2) new alternative sites for next year’s site. Juvenile Justice & Harland Boys & Girls Club were also suggested as two alternative sites

Course Syllabus /Schedule

- Dates were revised to reflect the Fall 2011- Spring 2012 schedule, assignments due date, journal question, etc.
- Some of the students commented on group members not pulling their weight and suggested that the peer evaluation be put back in the syllabus requirements;
- Turning Point will be use during faculty lectures; it provides Q&A interaction between the students and the lecturer. Questions will be embedded in PowerPoint presentation for students to respond; Turning Point training will be classified as a faculty development
- The group briefly discussed faculty development and agreed that it is needed along with additional faculty; Dr. Crawford is trying to recruited Dr. Harper
- Criteria for community sites need to be developed to ensure uniformity across sites
- Meyers Briggs or similar tests will continue being used; Dr. Langley’s True Colors presentation will be tabled for now
- Presentations are scheduled for May 9th; the last day of class

- Dr. Stiles will be added to the schedule to present a lecture on authorship, September 14th from 3:00 p.m. to 3:30; all other presenters will remain the same
- No class on February 29th; students have Mini boards.
- Increasing the class size- will present problems with space at community sites and in 1st year classroom when tests are administered
- Grading criteria and guidelines will be combined; Dr. Crawford will do first draft
- Dr. Elks brief the faculty on the problem of 4 students published a paper without giving proper acknowledgement did not follow correct procedures, ethics, and professionalism. Disciplinary action is pending. This topic are will be covered in FOM and Learning communities,
- Drs. Taylor and Buckner cannot attend the class scheduled on Tuesday, October 11th; Dr. Blumenthal group will meet on campus
- Intervention must be done early by March 21, 2012, because the "Grady experience" has been added to the medical curriculum.
- Add statement "at the end of this lecture students will be able to" to all lectures and cross reference to specific course objective
- The Center will maintain a community site data base; faculty will forward sites to be added to the list

Forms

- On page 28 of the syllabus the word *facts* should be changed to *support* on the Fall paper grading criteria
- The windshield survey and sample survey will remain
- The Precede/Proceed Planning guide and Intro to Epi Info, will be deleted.
- Dr. Elks' revised non-cognitive form; it will replace the old one
- All present articles will remain; Drs. Buckner and Blumenthal's new article will be added
- No change to remaining forms: Reimbursement, Duplicating Request, Beneficiary, etc

Learning Communities

Dr. Elks gave a PowerPoint presentation on learning communities and the revised non-cognitive form

- Learning community will begin Fall 2011
- Introductions and pairing
- Groups of 15 per groups, core competencies /practice
- changes that were made
- Reviewed the syllabus for FOM; highlighted the new additions/changes
- Reviewed handout, student evaluation, self evaluation/assessment, teamwork, & faculty grading, non cognitive evaluation (LCME requirement); add directions and consequences
- Evaluations done at end of year; draft documents will be forward to Ms Smith and will forward to the faculty
- If a behavior problem, address immediately, non-issues will be accessed midterm/December

Miscellaneous

- Issues regarding reading students' group papers were discussed; Dr. McNeal suggested that an independent/outside reader will better in assisting with the paper being read in a timely manner and getting grades in by the due date.

Pending/To Do

1. Dr. McNeal will schedule Turning Point training with Dr. Paulsen and Rebecca Sealand for course faculty
2. Contact Rita Finley regarding course evaluation due date – **Dr. McNeal**
3. Forward community sites to be added to the database - **Faculty**
4. Poll graduates to see how many students use community health in their profession – **Dr. McNeal**
5. Combine journal criteria and journal critique guidelines; first draft is June in 2-weeks –**Dr. Crawford-**

Catha Smith Recorder

Community Health Course Retreat

Wednesday, July 14, 2010

NCPC, Suite 306 - 9:30 a.m. - 1:30 p.m.

Attendees:

Dr. Meryl McNeal	Dr. Daniel Blumenthal	Dr. David Levine, Dr.
Dr. Beverly Taylor	Dr. Ayanna Buckner	Dr. Shawn Garrison
Dr. Jewel Crawford	Dr. Elvan Daniels	Martha Elks
Ms. Sonya Geathers	Ms. Carla Durham Walker	Ms. Sharleen Clemons
Ms. Catha Smith		

Course Schedule

New Dates

The Community Health course has been granted three (3) collaborative partnership dates with Fundamentals of Medicine 1 (FOM 1). The dates are:

1) *August 17* 2) *August 18* and 3) *August 22*.

New Topics to Include on Schedule

- Dr. Elks spoke about the problem that the school is having with students understanding professionalism. She stated that Dr. McCoy is leading an Ad Hoc committee on professionalism. She also stated that when disrespectful behavior is displayed it should be noted on a *Non-Cognitive Rating form*, noting the student's behavior. Dr. Elks also stated that there is still good camaraderie amongst our students.
- Dr. Blumenthal reminded Dr. Elks of the Course's peer evaluations. The effectiveness of peer evaluations were discussed. One concern that was expressed was that a student might be reluctant to express that another student is not pulling his/her weight. Dr. Daniels suggested that if the groups were subdivided then a better assessment could be made of who is doing what.

Meyers Griqqs

- Dr. Garrison's lecture on Meyers Briggs is scheduled for August 17th. This date will not be added to the Community Health course schedule.
- Her lecture will consist of students carrying their own weight, teambuilding, communication, negotiation and professionalism; all areas are equally important in a student's 4 years of learning communities.
- Dr. Garrison agreed to spearhead the subcommittee which includes: Drs. Blumenthal, Buckner, Crawford, Daniels, Langley, and Ms. Geathers along with other faculty from the Department of Psychiatry for the August 17 activity.
- Dr. Crawford suggested that appropriate dress, body piercings, tattoos, etc. should also be discussed.

Designing Evaluations

- Dr. Akintobi will present on August 18th "Designing Program Evaluations & Surveys".

Use of Blackboard: pros and cons

- The group discussed whether they would like to use Blackboard or email.
- Dr. Buckner suggested that Dr. McNeal have a separate email account set up for the course.
- Dr. Crawford stated that she would like to have a MSM email address.
- Dr. McNeal will select 3 dates for Blackboard training and forward to course faculty

September 15

The schedule was adjusted to include:

- a) Searching medical literature lecture, 2:00-3:00 p.m.
- b) *Critiquing Articles*, 3:00-3:30 p.m. - Dr. Ayanna Buckner
- c) *How to do a needs assessment, key informants interviews, windshield survey*, journal critique. 3:45-4:45 - Dr. Mary Langley

November 22

This is a date to be shared with FOM 1.

- a) "Unnatural Causes", 1:30-2:30 pm Dr. Jewel Crawford
- b) BAFA-BAFA presentation, 2:3- 4:30 p.m. Drs. Shawn Garrison and David Levine

Dr. Daniels suggested that we should try to collaborate with the MPH program on some course activities.

Review Group Designs

- The group agreed that they prefer to add more faculty/sites rather than subdivide groups. It was suggested that new faculty be hired.
- Dr. McNeal stated that Dr. Taylor is working on identifying faculty within the department. She solicited ideas on how to identify new faculty and how to train them.
- Dr. Blumenthal suggested that a third faculty person be added this academic year to be trained to lead a group next year.
- Dr. Daniels suggested that we get on Faculty Development's agenda to see if anyone is interested in team teaching; some barriers may be encountered; such as clinical duties, time commitments, etc. Dr. McNeal will plan to meet with them.
- Dr. Crawford suggested that CDC might be willing to release some of their staff to conduct groups. Dr. Blumenthal asked Dr. Crawford for her assistance with this effort. This would be a training year for these individuals. Approximately 6 individuals will be recruited.
- The possibility of Dr. Elk's office fund 10% of salary for two internal faculty persons was discussed. It was also mentioned that a new faculty member is to begin working with the Satcher Leadership

Initiative and that it might be possible for this person to assist with the course. Some of her funding could possibly come from Dr. Elk's office.

Other ideas discussed

Grading Criteria

- The group discussed whether an exam should be given. It was agreed that it will be given fall semester after presentations. The exam date is October 14. Dr. McNeal is requesting two questions from each faculty person, total 15. The questions are to be turned in when along with the Power Point presentations.
- Papers due December 1 by 5:00 p.m.; the group agreed that no extensions will be granted on
- Dr. Taylor suggested that a panel be assemble to discuss what we should be looking for in professionalism. Dr. Garrison encourages documenting students' behavior.
- Dr. Taylor also commented that it is important that faculty know that their comments are being taken seriously. Ms. Walker suggested that Dr. Larry Cohen from CDC be invited to participate on the panel. Dr. McNeal suggested that maybe he should attend a lunch and learn session instead.

Journal Critique

Ms. Walker expressed that her group had encountered difficulty in connecting medical literature to the journal critique. Dr. Garrison suggested that students be given a grade for journal critique.

Announcements/Comments

Resources

- Congratulations to Dr. Buckner on her article being accepted in Academic Medicine.
- Dr. Blumenthal suggested that the group solicit about \$2,000 from Atlanta AHEC to help fund group activities.
- Dr. Taylor agreed that students can be given access to the copier in the Community Health and Preventive Medicine department.
- Dr. McNeal announced that she received recommendations for the honors program but does not yet know who will qualify. She expects to hear soon.
- Dr. Buckner stated that another church had approached her about a group being assigned to their site. Another site that Dr. Garrison mentioned was Jerusalem House.

Meeting adjourned @ 1:30 pm

Sharleen Clemons, Recorder

Community Health class

Buckner, Crawford, Geathers, Daniels, Langley to be on the planning committee? Yes

August 18, 2010

Seems like this is really an "intro" to CHPM. If I'm right, I'd like a little time to orient them to how this class is different... No I don't think this an intro to CHPM. It's FOM in collaboration with community health course. It will not be listed in our syllabus but will be necessary for successful completion on community health course. Material will also be useful throughout 4 years.

Goals:

Team Building and Intro to Professionalism

Team building

Tangible skills – **communication effectiveness** (?) – talking "in type" Meyers-Briggs

Negotiation skills (?)

Demonstration/definition (?) -**Group cohesiveness**

To include internal and external **accountability**

Small groups work together to complete course requirements but all students in the group get the same grade and benefit from the work of the group. Some students float on others. Team building should help them understand that they need to be accountable, report to the group if they need help and so on. This will also be important in 3rd, 4th, and in residency

This section to include break-out groups for further discussion and processing

- Getting to know you activities,
- Meyers-Briggs re-visit,
- come up with each group's "mission statement" (?) **Not sure what you mean?**
- Each group will be working at a different site with a different population and addressing different health concerns, such as childhood obesity in middle school, and parenting skills in day care center. All need to know how to carry own weight to meet group goal

- find examples of or define behaviorally the concepts of group cohesiveness and effectiveness

Professionalism

Goal – to set the stage for continued defining throughout med school

Should include:

Honesty

Respect for patients, and community residents

Integrity (to be defined in class) professional, provide a good representation of MSM and profession. Don't present as being a physician, Show respect for others,

Proper dress, dress appropriately in community settings

Cultural competency (to be expanded in November) understanding cultural differences

In place of break-out activity, will have panel of Residency Directors? Yes that was suggested and will probably have a positive impact on their understanding of the importance of professionalism.

If so, I would like to instruct the Directors to aim their comments at things students need to be doing first year, especially when it comes to patient care, how they can utilize this class to learn how to do that and to make any parallels with the community and the patients they will be serving.

Community Health Course
COURSE SCHEDULE

Fundamental of Medicine / Community Health Course 2010

DATE	FACULTY	TOPIC
August 17	Dr. Shawn Garrison	Teamwork using the Myers Briggs
August 18	Dr. Tabia Akintobi	Designing program evaluations
November 22	TBN	TBN



Community Health Course Retreat Agenda
Timber Ridge Conference Center
Wednesday, June 27, 2007
8:30 a.m. – 4 p.m.

Time	Topic	Facilitator
8:30am – 9	Breakfast	
9 – 9:10	Welcome	McNeal
9:10 – 10:10	Community Sites	McNeal
10:10 – 11	Review draft syllabus materials	Buckner/Banks
11 – 11:10	Break	
11:10 – 12pm	Continue reviewing syllabus	Buckner/Banks
12 – 1	LUNCH	
1 – 2	Review grading sheets	Small Groups
2 – 3	Standardizing course content	Buckner/McNeal
3 - 3:15	Break	
3:15 – 3:45	Public policy testimony	McNeal
3:45 - 4	Announcements: Stemmler Fund	McNeal
4	Adjourn	

Course Retreat Talking Points

I. Community Sites

- Protocol for changing sites
- Discuss possible new sites
- Dress code

II. Review draft syllabus materials

- **Combining fall/spring syllabus into one**
- **Course Design description**
 - Includes all assignments for school year
 - Modified roundtable – students pair off and develop non-group presentations
- **Removed Exam**
- **Grading Policy (Fall) modifications**
 - Policy/Scale combined into one sheet
 - Exam removed (**DISCUSSION**)
 - Moved journal critique to spring semester (**DISCUSSION**)
 - Reallocated greater % for reflection journals (**DISCUSSION**)
 - Replaced paper with "summary sheet (**DISCUSSION**)
- **Grading Policy (Spring) modifications**
 - Reallocated greater % for reflection journals
- **Fall 'Summary Sheet' Grading Criteria**
 - Condensed version of paper to highlight key findings from needs assessment
- **Reflection Journal**
 - Weekly journal questions will encourage continuous reflection
 - 30% of grade for both fall/spring
 - Upload to Blackboard (no CD's)
- **Course Schedule**
 1. **Lecture topics (Fall/Spring)**
 - Public health principles (Taylor)
 - Developing needs assessment (McCray)
 - Presenting needs assessment results (McNeal) [*replaced EPI/SPSS lecture*]
 - Conducting windshield survey (McNeal)
 - Applying needs assessment to intervention
 - Public policy

- Library search

2. Begin intervention in fall

- Windshield survey (Week 2)
- Key informant interviews (Week 4)
- Focus group (Week 5)
- Survey (Week 7)
- Analyze needs assessment results (Weeks 8)
- Research best practices for intervention activities (Week 9)
- Begin intervention (Week 10)

- **Additional syllabus materials: needed/missing/discard**

III. Grading Sheets (SMALL GROUP DISCUSSION)

Standardize grading criteria to ensure assignments are graded fairly

- Roundtable
- Final group paper
- Testimony rating form
- Peer evaluation
- Faculty evaluation

IV. Standardizing course content

- Mandatory or not - focus group, survey and key informant interviews
- Instructor-led lectures in community: Is content standard across each group?

V. Public policy testimony

- Grant funds cannot be used to advocate policy change
- Determine standard protocol for presenting testimony
- What can students present to support intervention and comply with CNCS

**Community Health Course
Timber Ridge Conference Center
Austell, GA**

June 11, 2004 – 9:00 am – 4:20 pm

Present: **Course Faculty**

Dr. Meryl McNeal	Dr. Daniel Blumenthal
Dr. Sherry Crump	Dr. Mary Frazier
Dr. Elaine Booker	Ms. Cynthia Tucker
Dr. Bernice Hamilton	Rev. Richard Bright
Ms. Carla Durham	Ms. Gail McCray

Support Staff

Ms. Rowena Turner	Ms. Catha Smith
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Absent:

Dr. Beverly Taylor	Ms. Sonya Geathers
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Review of Minutes

Minutes from the last retreat were approved with 1 correction.

Course Evaluation

The faculty discussed briefly students not reading assigned material. Sixteen (16) of the 52 students admitted to not reading assigned articles in the syllabus. After further discussion, they agreed that that questions from assigned articles should be on the exam.

Textbook

Faculty discussed writing the textbook for the course. After a lengthy discussion, Dr. Blumenthal volunteered to write the outline for the book and present it at the end of the retreat. (see book outline - pages 4-5)

Ms. Cynthia Tucker and Dr. Sherry Crump presented books for course faculty review. They were:

- Health for All, Making Community Collaboration Work, Howard Greenwald and William Beerly, - presented by Ms. Tucker
- Health Program Planning and Evaluation, A practical systematic and evaluation; L. Michele Issel, Phd, RN, - presented by Dr. Crump.

Faculty members that reviewed the books agreed that both books could be helpful in teaching the course. A decision will be made after the remaining course faculty has reviewed both books.

Faculty discussed different ways that would assist students in connecting the course with being a physician. They agreed that;

- possibly having more interaction for students with health departments
- introduce students to different careers in public health and emphasize more the Residency Program at MSM
- lectures should focus on different health careers and given through both semesters
- Soliciting speakers from the REACH Program and having more interaction for students

Data Analysis

Carla expressed concerns regarding students' lack of knowledge in Epi. Faculty discussed the need to add more faculty to assist students with Epi and biostatistical data. They discussed other alternatives, such as:

- Dr. Blumenthal recruiting other biostat and Epi faculty members within the department to assist group leaders and students;
- Relieving Dr. Crump from group leadership and allow her to move back to lecturing and assisting students with Epi.

Field Trips

Dr. Booker and Ms. Tucker expressed their concerns regarding the students' lack of interest, rudeness, late arrivals, and unprofessional attitudes toward the presenters on the field trip to the DeKalb County Health Department. They both agreed that the students' behavior were unacceptable and would not be tolerated on future trips.

The faculty discussed the students' poor writing skills; i.e. style grammar, organization, etc. and trying to assist them in improving these skills.

After a discussion the faculty agreed to delete the following from the syllabus due to time restraints on the class:

- Assisting students in improving writing skills
- Field trip to DeKalb and Fulton County Health Departments
- Meeting the Lt. Governor

If field trips are placed back into the course schedule, a faculty member will be assigned to accompany students and monitor their behavior.

Changes to the syllabus

- Ms. Tucker suggested that the students' testimony (presented in the fall) and the roundtable presentations (presented in the spring) are reverse. The rationale for this change is to give students more time to become familiar with their communities and strengthen their confidence when presenting to the legislators.

- Do Community Evaluation yearly.
- Revisit Personal Professional Plan - this will give faculty an overview of where students envision themselves as future physicians.

Other Discussion

Community Satisfaction Surveys - Drs. McNeal and Hamilton asked faculty to distribute Community Satisfaction surveys in their prospective communities.

Approximately 103 out of 220 were returned. Sixty (60) minutes phone cards were given as an incentive to complete the surveys. This data will be use in writing future articles.

The faculty discussed briefly considering other community sites for their group. It was agreed that if a group leader would like to change from their present community, they should discuss it with Dr. McNeal.

Dr. Blumenthal informed the faculty that the National Community Campus Partnership Conference will be held in Atlanta this year on October ___ 2004. Conference attendees will visit our communities during this time. Dr. Blumenthal wants to ensure that students will be in their communities during this visit; therefore, permission is needed for the class to be moved from Wednesday to Friday.

TO DO

- Speak with the biostatisticians and epidemiologists on staff to assist students with data - Dr. Blumenthal
- Research copyright laws in regards to copying pertinent material from the books submitted by Dr. Crump and Ms. Tucker - Dr. McNeal
- Post Healthy People 2010 on blackboard for students' convenience - Rowena
- Review grading system and add categories with assigned points for 2nd semesters and email faculty with revised version - Carla and Dr. Crump
- Dr. Blumenthal will email a draft of the outline for the book and solicit faculty to commit to writing portions/chapter(s)
- Check with Dr. Elks on the following:
 1. to see if a writing class can be added to the summer curriculum
 2. if there are other resources available to improve students' writing
 3. moving biochemistry and physiology class to Wednesday Date needed and Community Health class to Friday date needed to ensure that students will be in community for National Community Campus Partnership for Health Conference for the site visit – Dr. McNeal

- Check with community representatives on accommodating additional visitors in community during the National Community Campus Partnership Conference site visit - Group Leaders
- Include in syllabus procedures for reimbursements and history of the course – Dr. McNeal
- Send articles to be included in fall syllabus to Dr. McNeal – course faculty

Group Activities

The group was asked list their ideas in the following areas:

- | | |
|---|---|
| <ul style="list-style-type: none"> ➤ Current strengths ➤ Areas to strengthens | <ul style="list-style-type: none"> ➤ Things to add ➤ Things to keep |
|---|---|

Areas to Strengthen

- “In-Group” references to current practices/principles, etc in Community Health
- “Best” references for program planning, evaluation, and collaboration textbook articles.
- Testimony reverse order
- Put as much of the reference material on blackboard
- Consider other community sites (i.e. Oakhurst CHC)
- Consider other community sites in Public Health add CHPM faculty clinical research
- Student grading should be done by instructors
- Writing skills
- Collaboration w/other professors
- Field strips
- Improve Epi-Info training (if possible)
- Students should be able to do need assessment from scratch and design an intervention based on it- rather than address a pre-determined problem.
- Use of health department resources
- Reinforce Epidemiology Course!
- Negotiation skills of student groups.
- Invite other health care professionals
- (To make up for loss of nursing & social work students)
- Promotion of “best practices”
- Grading system is subjective and varied from group to group few /w standardized indicators (ex. Faculty participation grade, paper)
- Treasurer and an assistant from each group to keep records of funds accurately
- Uniformity in the coverage of course materials
- Site visits
- Program evaluation skill

Current Strengths

- Community settings for course and interactions with community
- Class lectures

COMMUNITY HEALTH COURSE
FACULTY RETREAT

TIMBER RIDGE CONFERENCE CENTER
WEDNESDAY, JUNE 18, 2003

AGENDA

- 9:00 - 9:30 **Continental Breakfast**
Welcome
Review Agenda
Ice Breaker - Dr. Sherry Crump
- 9:30 - 10:30 a.) Review Course Evaluation
b.) Group Activity: Identify issues for course improvement
- 10:30 - 10:45 **Break**
- 10:45 - 12:00 a.) Open Discussion and Consensus Building on Course
Improvement
b.) Developing plans for next year
- 12:00 - 1:00** ***** **Lunch** *****
- 1:00 - 2:00 **Team Building:** Dr. Elaine Booker & Dr. Bernice Liddie-Hamilton
- 2:00 - 2:30 **Student Presentation**
- 2:30 - 3:00 **Issues & Concerns:**
1. Group budget: (assign 1 student to handle budget funds)
2. Students be responsible for duplicating at administrative services
3. All journals should be placed on the same diskette or CD (1 per group)
4. Students contact information
5. Define procedures for students not attending Roundtable
6. Other Issues:
 a.) Move testimonies on campus
 b.) Funding for Roundtable Reception (Plan B)
 c.) Recruiting Faculty
 d.) Publications
- 3:00 - 3:15 **Break**
- 3:15 - 4:00 Open Discussion: **Additional Topics**
- 4:00 - 4:15 **Final Comments** – Dr. Daniel Blumenthal

**Community Health Course Retreat
Timber Ridge Conference Center
Austell, GA**

June 18, 2003 9:00 am – 4:30 pm

Present:

Course Faculty

Dr. Meryl McNeal	Dr. Daniel Blumenthal
Dr. Sherry Crump	Dr. Mary Frazier
Dr. Elaine Booker	Ms. Sonya Geathers
Ms. Cynthia Tucker	Rev. Richard Bright

Support Staff: Ms. Rowena Turner
Ms. Catha Smith

Faculty Recruitment

- Each community group should have at least 2 group leaders
- Faculty that were recommended for recruitment are: Leslie Boone, Cynthia Tucker, Imani Ma'at, Gail McCray, Katherine Erwin, and Lee Caplin

Upcoming Fall – August Year 2003

- 46 students are expected to enter Fall Semester
- The number of community group will increase from 5 to 6
- Minor changes were made to group leaders. The goal is to have a “MD” group leader in each group See below along with group numbers.

* = ***Suggested Changes to group leaders***

Group #	Group Leaders	Site
Group #1	Dr. Daniel Blumenthal & Ms. Sonya Geathers	Tull Water Elementary School
Group #2	Dr. Beverly Taylor	M.L. King Middle School
Group #3	Dr. Elaine Booker <i>Ms. Cynthia Tucker*</i>	Central Methodist Gardens
Group #4	Dr. Meryl McNeal & <i>Dr. Mary Frazier *</i>	Partnership for Community Action, Inc
Group #5	Dr. Sherry Crump &	Undecided: Possible

	<i>Dr. Bernice Liddie-Hamilton*</i>	site Young Adult Counseling Center
Group #6	Rev. Richard Bright & Dr. Adewale Troutman (will focus on environmental health)	Unknown at present

Strengths

Course faculty acknowledge the following strengths for the course:

- Diversity of community problems
- Knowledgeable faculty
- Extensive community networks
- Teaches the students about addressing the problems of the community
- Gets better organized each year
- “Hands on” learning experience (2)
- Syllabus was complete
- Flexibility and location of meetings
- Improved communication and cooperation
- Improved working relationship among students compared to previous groups
- Develops team work
- The projects seems to make a real difference with the community

Administrative comments from the faculty were as follows:

- Handling funds
- Students need to have more hands on concerning administrative functions
- Not clear who is responsible for various components of grading (i.e. collecting students’ peer assessments etc.)
- Format for essay questions – no feedback
- Organized plan of obtaining funds, making copies, (i.e. forms)

Didactic of Course

- Course objectives were reviewed. After a brief discussion, a subcommittee was developed to review objectives and curtail them more to maximize the students learning experience; “how activities relate to goals of the course”? The committee members are: Dr. Sherry Crump, Committee chair, Dr. Elaine Booker, and Ms. Sonya Geathers.
- Incorporate more Epi activities into course. Dr. McNeal will speak with Dr. Gene McGrady regarding lecturing in small groups.

- Add intervention and evident based criteria to Roundtable presentation
- Add literature critique for 2nd semester.

Issues and Concerns

1. *Testimonies being moved on campus:* - After a discussion, majority of the faculty felt that it should remain at the capitol. Cynthia Tucker will discuss sponsorship for the reception with lobbyists.
2. *Funding for Roundtable Reception:* - Dr. McNeal will approach Ms. Cynthia Handy, Director of Student Fiscal Affairs to sponsor Roundtable reception.
3. *Publication:* - Faculty will collaborate on articles:
 - a.) "Analysis on the impact of the course on students' medical careers" – Drs. McNeal, Blumenthal, Crump, Frazier, & Rev. Bright.
 - b.) "Student Service Learning Journals" – Drs. Booker, Crump, & McNeal

Grading System Revised

Individual Grading Components	Maximum Points	
	Old System	New System
1. Faculty Evaluation	15%	25%
2. Peer Evaluation	5%	5%
3. Journal (Individual Grade)	10%	15%
4. Testimony (Group Grade)	10%	10%
5. Paper (Group Grade)	25%	25%
6. Exam (Individual Grade)	20%	10%
7. Personal Professional Plan (Individual Grade)	10%	Deleted
8. Critiques of Research Article (Individual Grade)	5%	10%
Total	100%	100%

To Do:

1. The committee to review course objectives will meet and submit revisions to Dr. McNeal's office.

2. Give Dr. McGrady a copy of the course syllabus.
3. Rowena will schedule a meeting for course faculty in the fall.
4. Catha and Rowena check on procedure for students to submit their journals on Blackboard.

Adjournment 4:30 pm.

Catha Smith, Recorder

COMMUNITY HEALTH COURSE FACULTY RETREAT

Timber Ridge Conference Center
Tuesday, May 15, 2001

Present: Course Faculty

Dr. Daniel Blumenthal (MSM)	Ms. Lorraine Spencer (GSU)
Dr. Meryl McNeal (MSM)	Dr. Beverly Taylor (MSM)
Ms. Stephanie Summers (GSU)	Dr. Sherry Crump (MSM)
Dr. Bernice Liddie Hamilton (CAU)	Ms. Hope Jones (MSM)
Dr. Elaine Booker (MSM)	Dr. Elleen Yancey (MSM)
Rev. Richard Bright (MSM)	

Course Support Staff

Ms. Rowena Turner (MSM)	Ms. Catha Smith (MSM)
Ms. Kamilah Pickett (MPH Student/Evaluator)	

Welcome, Agenda Review & Retreat Goals

The retreat began with Dr. McNeal welcoming everyone, each attendee introducing him or herself and stating their present position.

She reviewed the agenda and the retreat goals, which were to discuss needs assessment for course improvement, team building and _____. Afterwards faculty and staff were divided into groups of four. Each group was given a topic to assess. The findings are as follows:

Communication:

Ways to improve communication between

1. Administrative staff & faculty
2. Faculty & students
3. Faculty & community
4. Strengthen teamwork between faculty and students
5. Increase relevance of course to medical students
6. Ways to improve teamwork among faculty
7. Ways to improve teamwork among students

Solutions:

1. Recommendations:
 - Communicate through email, telephone calls, person to person
 - Two or more modes of communication should be used
 - Good understanding of expectations

- Communicate with efficiency and sensitivity
2. Faculty & Students
 - Two or more modes of communication should be used
 - Call at least two key students in the group
 3. Faculty & Community
 - Two or more modes of communication should be used
 - Face to face session
 - Periodic Reports
 - Invite the community to the class
 - Flyer describing work
 - Go to meetings and homes
 - Find out who the gate keepers are
 4. Strengthen teamwork between faculty and students
 - Understand that this is more of a student centered than faculty centered course
 - Faculty should serve more in a facilitator mode
 - Faculty must follow through on its commitments
 - Students need to understand group dynamics and group commitments
 5. Increase relevance of course to medical students
 - Lift up relevance of course to different disciplines

Exams / Textbook:

1. How can we make textbook more relevant to small group activities
 - Consider using:
 1. Healthy People 2000 (purchase for each group)
 2. Selected text reading (reserve, not purchase)
 3. Articles by faculty and others (collate document with GSU)
2. Do you want to adopt health people 2010 or 10 health indicators?
3. Do we need a textbook?
4. How can we handle widely discrepant faculty grading on same activity
 - Benchmarks on testimony and roundtable forms
 - Attendance: no credit for this section (25%) for 3 plus(+) unexcused absences
 - 1-2 absences = 2 points/class deduction
 - Late after 15 minutes past appointed class time
5. How can we improve consistency with grading (round tables, presentations, journals)?
 - Use testimony format for testimony **AND** roundtable, i.e. together

- All members of group must participate in presentation (not necessarily all speak)
- Group must submit list of names and presentation responsibility, e.g. power point, data collections, survey, etc.

Forms

1. Matching time for course faculty
 - Catha will email forms to faculty in the fall at the end of each week. The faculty will complete form and email back
2. Money request form
 - \$500 budget limit for each group
 - can request up to \$100 in petty cash (takes about 10 days)
 - must complete form and get it approved
 - indicate if you want petty cash or reimbursement on the form (to be reimbursed, you must have receipts)
 - All initial money request goes to Rowena

Faculty Evaluation

1. Incentives
 - The point system was discussed and how points are awarded.
 - A letter or other form of recognition for GSU and AUC faculty members

Recruitment

- Chronological history of accomplishments
- Increase “value” of course in eyes of faculty

2. Publication:

- Establish a publication committee (volunteers were:)
- a) Meryl McNeal
 - b) Elaine Booker
 - c) Richard Bright
 - d) Stephanie Summer
 - e) Lorine Spencer

Articles:

- Increasing number of scope (if feasible)
- Publication team share credit
- Interdisciplinary

3. Orientation/Training: This procedure should be required for new course faculty
4. Choosing Faculty: Discussed briefly. Procedures are ongoing.
5. Commitment: Course faculty should be committed to the course.
6. Input on FAR: Points should be increased.

Course Philosophy

1. How can we increase community involvement in fall semester activities? (students requested more time doing community service)
2. Can we suggest than 1 hour of class time be allotted for community service activities or interacting with community (stakeholders meeting, focus groups, windshield survey, conducting surveys, providing community service)
 - Time limitations: need to find “on going” projects (can do that 1-1 1/2 months in advance
 - Need to eliminate some of current activities: Ex: set goals at beginning of semester
3. How can we handle students who don't participate and shirk responsibilities?
 - Teach students negotiation skills and how to communicate with each other; role-play.
 - Develop list of expectations/tasks
 - a.) assign student to tasks, keep running list
 - b.) assign roles based on skills
4. How can we help student prepare for testimony? Should we involve students in inviting and contacting legislators to attend testimony?
5. What can we do to improve this activity?
 - Explain to students “why” they are doing testimony and the importance of it
 - Teach students about policy or legislature change, what types of thing to “ask for” when presenting to legislators
 - Faculty plus students should be involved
 - Have students' (or maybe one student) to make contact with legislator
6. What policy and advocacy objectives should we add to course?
 - Discuss approaches to promoting policy and legislative change for community health
7. Is the appreciate luncheon the best way to thank communities for
8. participating in the course? Do you have any ideas?
 - Make clear in invitation that it is an appreciation luncheon for them (the Community) to honor and thank them.
 - If they cannot attend a “thank you letter will be sent along with the appreciation gift.