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MCHB/DHSPS

April 2008

Introduction to the MCH Pipeline  
Training Program

April 9, 2008

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Moderator:  
Madhavi Reddy

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## Howard University Pathways to Maternal & Child Health Professions

Denyce Calloway, Ph.D. Principal Investigator  
Roberta Hollander, Ph.D., MPH Co-Principal Investigator  
Deneen Long-White, Project Coordinator

Howard University's Pathways to Maternal and Child Health Professions is supported in part by Project # T16MCO6954 from the DHHS/HRSA/MCHB

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### HU MCH Pipeline Goals

- Promote the development of a culturally diverse and representative health care workforce by recruiting, training, and retaining students from underrepresented minorities into MCH public health professions
- Develop institutionalized broad-based support within Howard University for MCH

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### HU MCH Pipeline Objectives

- Develop and integrate MCH focused topic in the current undergraduate health education curricula to increase student interest in MCH public health professions
- Develop and implement an undergraduate Spring course
- Develop and implement an undergraduate MCH summer course
- Recruit and retain 15 undergraduate students for the summer course

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### HU MCH Pipeline Objectives

- Incorporate spring course as a required course for Health Education majors
- Incorporate spring course as a preferred major elective course for sociology, nutrition sciences, nursing, and other health and social science related undergraduate majors
- Foster MCH as concentration for MPH program and as a PHD level Health Education concentration

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### HU Pathways Program Components

- Spring Course
- Summer Institute
- Recruitment
- Evaluation
- Sustainability
- Advisory Board

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### Spring Course

- *The Health of Women, Children and Families*
- Didactic and interactive lectures
- 30 hour Practicum
- Student participation in shaping the course
- Guest Lecturers

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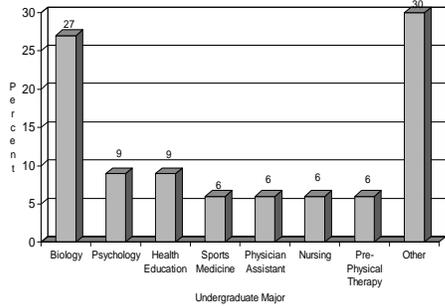
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Percent Student Enrollment in Spring MCH Course by Undergraduate Major



N=33

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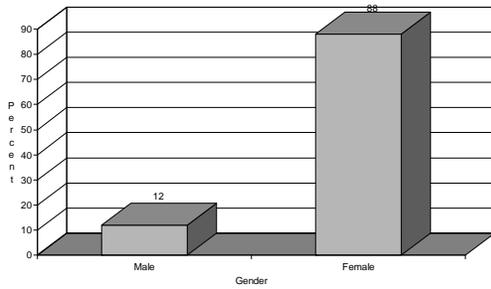
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Percent Student Enrollment in Spring MCH Course by Gender



N=33

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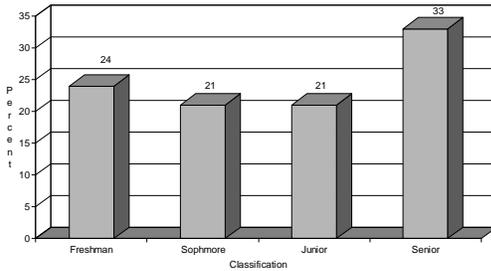
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Percent Student Enrollment in Spring MCH Course by Classification



N=33

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## Summer Institute



- Didactic and interactive lectures
- Field trips/site visits
- Student participation in shaping the course
- Guest Lecturers
- Tuition and stipend for 17 students

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## MCH Summer Institute Student Presenters



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## MCH Summer Institute Site Visits

*Infants at Risk in Washington, DC Summit*  
sponsored by the March of Dimes



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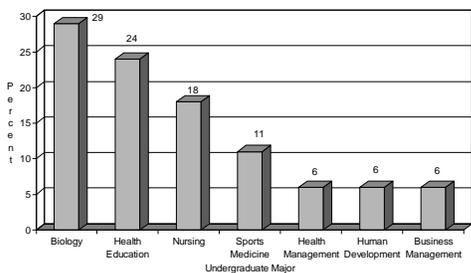
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Percent Student Enrollment in Summer MCH Institute by Undergraduate Major



N=17

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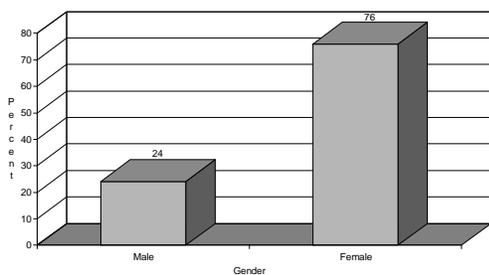
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Percent Student Enrollment in Summer MCH Institute by Gender



N=17

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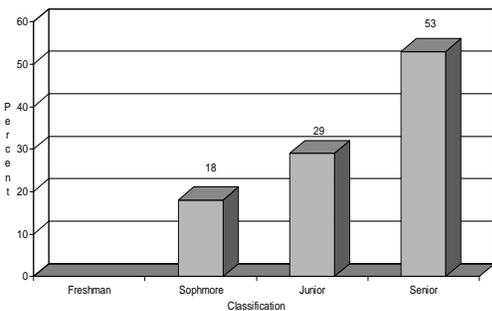
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Percent Student Enrollment in Summer MCH Institute by Classification



N=17

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## Recruitment

- Hilltop
- Student Organizations
- Advisory Board
- Email



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## Evaluation

- Process
  - Did we do what we said we would do?
  - What were the barriers and how were they overcome (lessons learned)?
- Outcome
  - Did it make a difference?

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## Sustainability

- ✓ Requirement for all Health Education Majors and Minors
- ✓ MCH as a concentration in the Undergraduate Health Education Program
- Major elective course for other disciplines
- MCH as a concentration/track in the MPH program
- MCH as a Masters and PhD level Health Education degree concentration/track

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## Advisory Board Roles and Responsibilities

- Meet twice a year (late summer & early winter)
- Review/develop recruitment strategies
- Provide input on increasing student interest in MCH
- Advise on the development of the Spring and Summer Courses
- Serve as practicum sites
- Serve as guest lecturers

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## Connection to Long-Term Training Programs

- Howard University long-term Program
- Georgetown/Children's Hospital LEND Program
- University of Illinois - Chicago

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## CNMC LEND Collaboration

*CNMC LEND Trainees CSHCN Case Study Presentation*



*CNMC LEND Program CSHCN Parent Panel Presentation*



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## Year One Lessons Learned

- Expand Spring MCH course from one day a week to two days a week
- Reduce 40 hour field practicum requirement to 30 hours
- Interest in MCH is throughout the campus
- Refine recruitment strategies to include dorm presentation etc.
- Expand placement sites

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## Future Strategies

- Incorporate ideas from MCH graduate program instructors
- Expand use of Blackboard for distance learning course
- Recruit undecided majors
- More aggressive recruitment of DC Consortium of University's students
- Workshop/panel on MCH (planned for Spring 2008)

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Howard University Pathways to Maternal and Child Health Professions faculty  
Left to right: Deneen Long-White, Doris Corbett, Denyce Calloway, Roberta Hollander

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Deneen Long-White [dlong@howard.edu](mailto:dlong@howard.edu) or [deneen\\_long@yahoo.com](mailto:deneen_long@yahoo.com)  
202-806-7186

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Project MCH PASS:  
**Preparing Academically Successful  
Students in Maternal And Child Health**

Kris Pizur-Barnekow, PhD  
Paula Rhyner, PhD  
Shelley Lund, PhD

Project MCH PASS is funded by the US Department of Health and Human Services, Health Resources Administration,  
Bureau of Maternal and Child Health

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**The University of Wisconsin-  
Milwaukee (UWM)**



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**The College of Health Sciences**



- The College of Health Sciences (CHS) at UWM is widely known for its excellent teaching and student learning environment, superb innovative research programs, community engagement, and service to the various health care professions.
- The CHS has the cultural benefits of a large urban university with the discovery and creativity of a major academic research university.
- The CHS contains the largest collection of health related degree programs in the region.
- As an academic institution, the focus is to continually increase the value of our contribution to the community.

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### Project MCH PASS - Goals

- This project was designed to develop an exemplary undergraduate training program that will prepare future Occupational Therapy (OT) and Speech Language Pathology (SLP) professionals from underrepresented groups to serve children with special health care needs and their families.

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### Project goals

- Recruit and prepare 8 undergraduate students (4 OT and 4 SLP) per each year of the project.
- Educate undergraduate students in emerging public health issues related to maternal and child health.
- Develop materials and curricula that will serve as resources for OT and SLP programs nationally.
- Collaborate with a long term MCH training program.

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### Student Trainees

- Include 4 OT and 4 SLP students in the final year of their undergraduate program
- Diversity emphasized
- Recruited to address need for OTs and SLPs from underrepresented groups students (race/ethnicity, males, students with disabilities, students with significant financial need)

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**The Training Program**

- Summer session: Interdisciplinary Course and Fieldwork
  - Focus on interdisciplinary teaming
  - Includes students from:
    - Pre Physical Therapy
    - Exceptional Education
    - Communication Sciences and Disorders (MCH PASS)
    - Occupational Therapy (MCH PASS)

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UNIVERSITY OF WISCONSIN  
**UW MILWAUKEE**

**The Training Program**

- Interdisciplinary Teaming Course
  - Students plan an interdisciplinary assessment and treatment sessions for a child with a special health care need
  - Settings include school and early intervention programs
  - Objectives include learning about other disciplines, working as a team to accomplish outcomes
  - Topics include: conflict resolution, assessment, models of teaming, and communication
  - Objectives focus on: developing students' skills for working as a part of an interdisciplinary team

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UNIVERSITY OF WISCONSIN  
**UW MILWAUKEE**

**The Training Program**

- Fall MCH Seminar
  - **Family Mentoring**
    - Visit with a family who has a child with a special need
    - 3 visits are completed in the community
    - Trainees write a reflection and post online
    - Trainees respond to 3 student reflections
  - **Leadership**
    - Complete a leadership assessment and plan
    - Facilitate seminar discussion
    - Complete readings
    - Objectives focus on: increasing students' awareness of the perspective of a family with a child with special needs; and developing students' skills for leadership in education, research, and service




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## The Training Program



- Spring MCH Seminar
  - Public Health
    - Students learn about the core functions of public health
    - Link with Title V funded agencies – volunteer in the WIC Ready to Read Program
  - Population Based Research
    - Health literacy
    - Birth to three database
    - Center for Urban Population Health – research presentations
    - Objectives focus on: increasing students knowledge of various aspects of public health; and increasing students awareness of population health research.

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## Collaboration with MCH LEND Program



- Meet 2 times
- Trainees participate in discussion before meeting in fall
- Building links with a graduate mentor
- There are 2 trainees that are interested in applying to the long-term program

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## Lessons Learned

- Include the instructional objectives in course or seminar syllabus to ensure that the objectives are being met.
- Provide activities when hosting the long-term trainees to encourage student communication during first meeting with trainees.
- Provide specific information about the UW-Madison MCH LEND program
- Recruit students for the next cohort before the end of the fall semester of the preceding year.
- Market the program to students in courses that target freshman and sophomore level students.

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## ALABAMA STATE UNIVERSITY

*"Home of the Black and Gold Hornets"*



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## Our Mission

Alabama State University is a regional, comprehensive, historically black, state supported university. In carrying out its mission the University serves the City of Montgomery, the state, the nation, and the global community. Its major commitments are quality programs of undergraduate and graduate instruction. The university aims to develop and pursue these programs in a manner to ensure that eligible students who desire to develop and expand their scholastic skills for personal, occupational, or professional growth have the opportunity to do so, regardless of socioeconomic status...

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## The College of Health Sciences



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## VISION

To become a one stop shop for culturally competent academic preparation, Rehabilitation Services and Research in Health Disparities in the Southern Region.

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## PIPELINE DEFINED

The **Maternal and Child Health PIPELINE Training (MCH PTP)** is designed to promote the development of a culturally diverse and representative MCH public health care workforce by recruiting, training, and retaining students from under-represented minorities into careers in maternal and child health. PIPELINE is a structured program for freshmen, sophomores, juniors, and seniors designed to introduce them to career choices in fields that serve Maternal and Child Health Populations.

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## Curriculum Themes

- Academic Skills Acquisition
- Career Development/Exploration
- Leadership
- Cultural Competency

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## Academic Skills Acquisition

Freshman Year	Sophomore Year	Junior Year	Senior Year
University 101 (Orientation to the <i>Academy and Academic Skills Acquisition</i> ).	Strategies for Critical Thinking and Problem Solving	Introduction to Scientific Investigation, Research Skills, and Professional Presentations	Introduction to the Process of Critical Appraisal of Scientific Literature

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## Career Development

Freshman Year	Sophomore Year	Junior Year	Senior Year
Introductions to <b>Careers</b>	Introduction to Professional Socialization with clinical experiences	Introduction to Generic Abilities (include clinical experiences with evaluation)	Creating the Professional Portfolio. Complete pre-requisite internship hours for admissions

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## Leadership

Freshman Year	Sophomore Year	Junior Year	Senior Year
<i>Leadership 101</i>	Adopting Leadership Roles: creating focused community service projects.  Utilizing the mentorship experiences to advance leadership.	Analyzing Leadership Experiences: monthly sessions with leadership mentors to evaluate student performance and to analyze the impact of the experience on the student.	Documenting Leadership Experiences via feedback sessions, portfolios, and leadership evaluation instruments.

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## Cultural Competency

Freshman Year	Sophomore Year	Junior Year	Senior Year
<i>Cultural Competency--</i> Define yourself in regards to culture, race, and ethnicity	Cultural awareness of differences which exist in your multiple environments, community, university and various professional environments.	Cultural sensitivity demonstrated through leadership experiences and generic abilities activities	Cultural competency demonstrated in clinical experiences.  Cultural competency developed through the study and research of health disparities.

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## PIPELINE BENEFITS

- Seminar Series on Maternal and Child Health Issues (Fall and Spring Semesters)
- UAB Public Health Course: Introduction to Maternal and Child Health (Spring Semester)
- 5-week Training Program (Summer)
- Leadership Institute/Summit
- Internship Opportunities
- Potential Scholarship Opportunities

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## BENEFITS (cont)

- Academic Support
- Tutoring
- Clinical Experiences with Preceptors
- MCH-Related Site Visits
- Attend National Professional Meetings

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## Pipeline Seminars/Activities

TITLE
Opening Orientation
"Careers in MCH" – Dr. Lynda D. Woodruff
United Nations Day " <i>Maternal and Child Health</i> "
" <i>Health Disparities</i> " – Ms. Gwendolyn Lipscomb, Alabama Department of Public Health
UAB MCH Public Health Course – MCH Network
" <i>History of MCH</i> " – MCH Bureau PowerPoint Presentation
MCH Interactive Activity – MCH PTP Staff
" <i>Nutrition, Physical Activity and You</i> " – Dr. Valda Montgomery
Violence and MCH – " <i>Self Defense Workshop</i> "

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## Pipeline Seminars/Activities

TITLE
Program Orientation
Community Wide Health Fair – Brewton, AL
Career Development – <i>Assessments</i>
Professional Development
" <i>Children and Physical Therapy</i> " – Dr. Robin Washington
" <i>Communicating with Sign Language</i> " Alabama State University 1 <sup>st</sup> Lady Mrs. Margie Lee
MCH Interactive Activity – " <i>Geriatric Lab</i> " – Dr. Denise Chapman
MCH Interactive Activity – " <i>Well Baby Lab</i> " – Dr. Susan Denham and Dr. Nikki Raines (Occupational Therapy Dept)
" <i>The Truth About HIV/AIDS</i> " – Montgomery AIDS Outreach
National Society of Allied Health Annual Conference (Nashville, TN)
<i>Leadership Experience 101</i> – Mrs. Stacia Robinsons, Entrepreneur

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**COHORT 1 and 2**

We currently have **119** students in the Pipeline database. These students consist of those interested in Public Health, Psychology, Nursing, Social Work, Physical Therapy, Occupational Therapy, and other Health-related professions.

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## A Five-Week Summer Training Program



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## 2007 Summer Connect Participants



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## Summer Curriculum

- MCH Topics
- Tools for Scientific Investigation
- Introduction to Health Disparities
- Professional Socialization
- Survey Course ~ Anatomy & Physiology
- Exploration of Careers in MCH
- Clinical Observation
- Leadership

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**CPR TRAINING IN PROGRESS**



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**MCH  
Summer Academy Students**

**SERVICE LEARNING**

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Father Walton Home



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Father Walton Home



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1<sup>st</sup> Annual "Healthy Awareness"  
Health Fair  
Community Wide Event  
Southern Normal Campus  
Brewton, Alabama  
September 22, 2007

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Alabama State University  
President Dr. Joe A. Lee



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**Maternal and Child Health Pipeline  
HIM 452 – Health Issues in MCH**

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**Strengths**

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- One on One Mentoring
- Skills Development for Professional Roles
- Professional Socialization
- Positioning/Preparing Students for the Future
- Advisement Beyond 4 yr Degree
- Clinical Exposure
- Working With Someone Who Looks Like You
- Available Resources

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**Challenges**

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- Keeping Students Committed
- Conflicts w/Campus Classes/Activities/Programs
- Matching Students w/ MCH Mentors in all Professional Areas
- Limited Academic MCH Programs (Student Referral)
- Limited MCH Facilities in Montgomery

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**Relationship w/  
Non-Minority MCH  
Training Programs**

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## UAB MCH NETWORK



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## UAB MCH Public Health Course Lecture Topics

Smoking and Health	Drugs/Alcohol/substance abuse
Smoking and Health	Drugs/Alcohol/substance abuse
Nutrition and Physical Activity	Health Outcomes, Chronic Diseases
Nutrition and Physical Activity	Health Disparities Symposium
Reproductive Health and Sexual Activity	Violence and MCH
Reproductive Health and Sexual Activity	Violence and MCH
Reproductive Health and Sexual Activity	Health Careers in MCH
Reproductive Health and Sexual Activity	Lecture Hall

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## Lessons Learned

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It's A Competition

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You've Got To Be Different

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Make Me Feel Special

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You've Got To Be On My Level

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There Have To Be Consequences

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Bridging The Generational Gap

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Effective Communication Is Key

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**Future Steps**

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- Modifying the Summer Academy
- Reevaluate Student Participants
- Collaboration w/other MCH Projects
- Dissemination of Information (Ongoing)
- Analyze Evaluation Data (Ongoing)
- Build Network of MCH Agencies and Clinics to provide Infrastructure
- Identify Additional Sources of Funding 2010 and beyond

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## PIPELINE PROJECT STAFF

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## KEY CONTACT

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[www.asumch.org](http://www.asumch.org)

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## *UCLA Pathway for Students into Health Professions*

*A Component of the UCLA Pathway for MCH  
Workforce Training*



MCHB Pipeline Web Cast, April 09, 2008  
Victor Pérez, MD, MPH

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 **UCLA Pathway For Students Into Health Professions** 

**OVERVIEW**

- UCLA SPH/Center for Healthier Children, Families & Communities
- UCLA and MCH workforce development
- UCLA Pathway For Students Into Health Professions (PSHP) Overview
- MCH Training Program Linkages
- Challenges and opportunities

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 **UCLA School of Public Health**

**UCLA Center for Healthier Children, Families and Communities** 

*A vision for transformative change*

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 **UCLA and MCH Workforce: Background** 

- Relatively little progress made in addressing child health disparities
- Often lack opportunity for community focused training and education for students
- Discrepancy between composition of health professionals and the populations they serve

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 **UCLA and MCH Workforce:  
Rationale** 

- Trainees exposed to satisfying, meaningful community experiences are more likely to pursue this work in the future
- Positive role models practicing the same principles of community collaboration throughout education
- Enhancement of applicant pools across MCH related professions essential

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 **UCLA and MCH Workforce:  
Rationale** 

**A NEW MODEL FOR TRAINING**

**Previous model:** promising individuals from underserved communities are educated and effectively transitioned out of their communities

**New model:** positive, well supported community experiences are inherent in training, increasing the draw to return after higher education

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 **UCLA and MCH Workforce:  
Principles** 

- Transformative change for child and family health services
- Skills and knowledge regarding new developmental definition of child health
- Cultural competency: teaching theory *and* practical experience
- Multidisciplinary collaboration
- Leadership development

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 **UCLA Pathway For Students Into Health Professions** 

- Educate and support underrepresented undergraduates to pursue maternal and child health professions
- Direct mentorship of 20-25 underrepresented students a year
- Achieve spillover effect to an additional 50-100 students
- Development of opportunities with other MCH training programs

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 **UCLA Pathway For Students Into Health Professions** 

**Program overview**

- Formal seven quarter program
- MCH service learning commitment
- Mentoring and training plan
- Minor in Public Health
- PSHP "Sessions in MCH"
- Additional MCH opportunities
- Stipend

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 **UCLA Pathway For Students Into Health Professions** 

**MCH Service Learning**

Faculty supervised, student led community service based at CHCFC, The Venice Family Clinic and other community partners

- Real need
- Real participation

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 **UCLA Pathway For Students Into Health Professions** 

Variety of experiential opportunities

- Clinically based resource providers
- Nutrition curriculum teaching in Los Angeles Unified School District
- Leadership development

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 **UCLA Pathway For Students Into Health Professions** 

Clinically based resource providers

- Pediatric physicians identified need for centralized resources for patients
- Community clinic identified resource challenges
- Originally established as Students for Community Outreach Promotion and Education (SCOPE) with PSHP program faculty

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 **UCLA Pathway For Students Into Health Professions** 

Clinically based resource providers

- Students develop and learn a catalog of local community resources; updated regularly by them
- Students identify families, discuss their resource needs, then educate, refer, and follow-up

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**UCLA Pathway For Students Into Health Professions**

- After school activities
- Dental Health
- Affordable day care
- Domestic Violence
- Drug and Alcohol abuse
- Education and Tutoring
- Employment and Job Training
- Exercise programs
- Food and Nutrition
- Health Insurance
- Regional Centers for developmental disabilities
- Shelters
- Immigration/Undocumented Services
- Library/Literacy
- Mental Health
- Parenting
- Safety
- Transportation
- Vision Health
- And others

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**UCLA Pathway For Students Into Health Professions**

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**UCLA Pathway For Students Into Health Professions**

Fitness/Nutrition curriculum teaching in LAUSD

- Request made by Healthy Start to teach 5<sup>th</sup> graders at 2 predominantly Latino elementary schools
- Mentored development of curriculum and initial teaching of classes
- Successful and expanded

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**UCLA Pathway For Students Into Health Professions**


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Leadership Development

- Student coordinator positions
- Chief coordinator position(s)
- Student leadership very active

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**UCLA Pathway For Students Into Health Professions**


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Leadership Development

Bi-Monthly Reflection Sessions ("BMRs")

- Combination of reflection and learning

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**UCLA Pathway For Students Into Health Professions**


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Mentoring and Individual Training Planning

- Individual Training Plan
- Faculty and PSHP student "assignments"
- Ongoing relationship
- Family perspective

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 **UCLA Pathway For Students Into Health Professions** 

**Public Health Minor**

- Rationale
- Seven courses, GPA requirement
- MCH Electives
- Social Work 195 Seminar

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 **UCLA Pathway For Students Into Health Professions** 

**Program Learning Sessions**

- PSHP Sessions in MCH examples
  - Intro to MCH and Child Health
  - History of child health in the U.S.
  - Childhood Obesity - Epidemic & Advocacy
  - Cultural Competency
  - Advocacy for Children and Families

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 **UCLA Pathway For Students Into Health Professions** 

**Program Summer Session**

- Originally partnered with Med/Dent prep program
- Six week summer session
- Approx 10 hours per week
- Didactic, problem based learning, reflection, experiential opportunities

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 **UCLA Pathway For Students Into Health Professions** 

**Stipend**

- \$1000 per Quarter, 1<sup>st</sup> year only
- \$1500 for Summer
- Intended to facilitate participation
- Time commitment very reasonable

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 **MCH Leadership Training Program Linkages** 

**UCLA Child And Family Health Program (CFHP)**

- Parent program for PSHP in SPH
- Curriculum - content and planning
- Advisory and Planning Boards
- Faculty and SPH positioning (no current undergraduate major)

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 **MCH Leadership Training Program Linkages** 

**CFHP trainee opportunities with PSHP**

- Trainee mentoring and teaching opportunities (Leadership Competency opportunities)
- Opportunity to participate in cultural competency curriculum
- Additional opportunities to include PSHP students through the year

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**Memorandum of Collaboration  
2007**

- UCLA SPH Child and Family Health LTP
- UCLA SPH Leadership in Maternal and Child Nutrition
- UCLA Leadership in Pediatric Dentistry
- USC Leadership Education in Neurodevelopmental and Related Disabilities (USC LEND)
- UCLA Pathways for Students into Health Professions Program

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**Community Pediatrics Training  
Program Linkage**

Community Health Advocacy Training Program (CHAT)  
in Pediatrics, UCLA School of Medicine

- Created in 2001, HRSA Primary Care Training grant
- Strong role with PSHP through clinics, school district projects, and faculty

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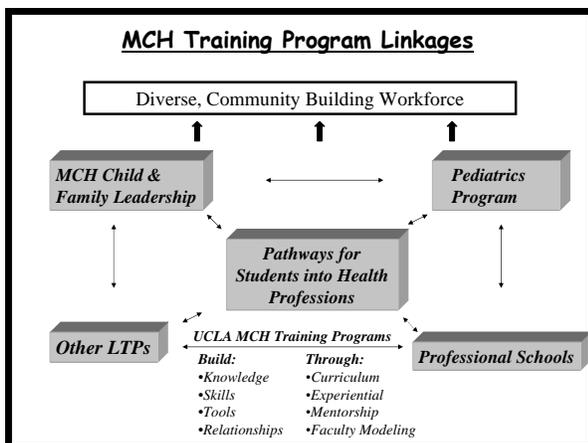
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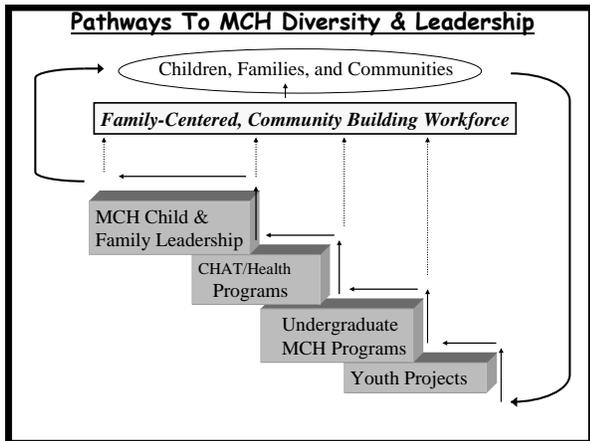
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### Challenges and Opportunities

- Community partnerships must be truly bi-directional to be sustained over time
- Incredible need
- Professional school students (e.g. BSN) may pose a challenge
- Issues around pre-medical students
- Different academic model for professional school faculty

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### Challenges and Opportunities

- Undergraduates are a great partners for professional school training opportunities
- Also for development of new relationships with community partners
- Source of inspiration for the right professional school faculty

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**Contact information**

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 **Questions & Answers** 

Thank you for attending this event.

Please complete the evaluation directly following the webcast.

Archives of the event are located at,  
<http://www.mchcom.com>

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