

Johns Hopkins Bloomberg School of Public Health
General Preventive Medicine Residency

Preventive Medicine Rotation for Medical Students

Objectives

1. To expose students to different aspects of preventive medicine in a theoretical and practical manner.
2. To expose students to statistical and epidemiological principles required for population-based fields.
3. To require students to apply the Public Health Problem Solving Paradigm to a small project in their area of preventive medicine interest.
4. To allow students to pursue learning and make contacts with other professionals at Johns Hopkins who have similar interests in their area of concentration.
5. To expose students to the General Preventive Medicine Residency Program at Johns Hopkins.

Activities

Orientation

A. Meet with chief resident

- Discuss General Preventive Medicine Residency (GPMR) Program
- Discuss preventive medicine core course, seminars, administrative rounds, Grand Rounds
- Discuss completion of the Fundamentals of Preventive Medicine Module for the month of attendance
- Discuss completion of the outbreak investigation computer tutorial program
- Discuss completion of preventive medicine / health promotion project proposal
- Discuss community outreach opportunities (optional)
- Arrange to meet with second year residents for rotation site visits
- Arrange one meeting/week with chief resident
- JHSPH identification badge: Letter will be provided by residency program

B. Resource Materials (provided by chief resident)

- Map of campus <http://www.jhsph.edu/resources/directions.html>
- Orientation to School of Public Health building
 - Facilities, gym, dining, library resources <http://www.jhsph.edu/resources/>
 - Faculty search resources <http://faculty.jhsph.edu/facultylist.cfm> and/or <http://jhed.jhmi.edu/jhed/index.cfm>
- Schedule of Preventive Medicine core course, seminars, Admin Rounds, Grand Rounds
- *Introduction to Public Health* by Mary-Jane Schneider (loaner copy)
- Access to examples of preventive medicine / health promotion project proposal
- Names of current residents and the current rotations of second year residents
- Schedule of current classes at JHSPH <http://commprojects.jhsph.edu/courses/>
 - Room assignments are at http://www.jhsph.edu/student_affairs/registrar/courses.html
 - Recommendations for best classes to attend (residency program spreadsheet)

Elective Rotation Activities

- Meet weekly with chief resident
- Meet with Dr. Miriam Alexander, (Program Director) Ms. Chris Brown (Program Manager), certain faculty and residents according to student's/resident's area of interest
- Attend all residency-sponsored rounds or seminars
- Participate in second year resident rotation site visits: the chief resident will provide contact

information and introductions; the elective rotator will be responsible for making contact and arranging site visits

- Read “The Case for More Active Policy Attention to Health Promotion”
- Read *Introduction to Public Health* by Mary-Jane Schneider, Chapters 1-8 and selected chapters according to student’s interest
- Complete the Fundamentals of Preventive Medicine Module for the month of attendance
- Complete the outbreak investigation computer tutorial program
- Complete a Preventive Medicine/Health Promotion project proposal
- Participate in community outreach opportunities (optional)

Fundamentals of Preventive Medicine Module

Visiting students and residents will complete the module that is assigned to 2nd year residents at the time of the elective rotation. In general, the modules are due on the second Tuesday of each month and will be discussed in small group sessions with the 2nd year residents and a faculty facilitator.

Outbreak Investigation Computer Tutorial

Embarking on an outbreak investigation (required)

Visiting students and residents will complete a 30 minute online introductory exercise, “Embarking on an Outbreak Investigation.” This exercise is provided by the North Carolina Center for Public Health Preparedness (NCCPHP), which is part of a national network of Centers for Public Health Preparedness funded by the Centers for Disease Control and Prevention. This exercise can be accessed at www.sph.unc.edu/nccphp/training/embark_oi/certificate.htm . Registration is required. Please complete the 3 parts of the tutorial and answer the brief quiz (4 questions).

E. Coli O157:H7 Infection in Michigan (required)

Visiting students and residents are also offered the option of downloading and completing this interactive case provided by the CDC Epidemiology Program Office. This program offers a more in-depth exercise and has integrated references and resource materials that may be useful for general knowledge and understanding. The program can be downloaded from http://www2a.cdc.gov/epicasestudies/download_case.htm. Print out certificate when you finish.

Group A Streptococcal postoperative wound infections in Michigan (optional)

After completing the introductory exercise, visiting students and residents will complete a 1 hour online outbreak investigation offered by the Epidemiologic Research and Information Center (ERIC). Access the exercise at this URL and scroll to the bottom; follow the link “To get a certificate of completion click here to proceed”: www.sph.unc.edu/courses/eric/dd_cs/certificate.htm . Registration is required. After completing the exercise, please complete the evaluation and print out your certificate.

Preventive Medicine/Health Promotion Project Proposal

Visiting students and residents are required to prepare a Preventive Medicine/Health Promotion project proposal (8-10 double-spaced pages), in their area of interest. To develop preventive medicine perspective for the project, the following Public Health Problem Solving Paradigm should be employed and its components incorporated into the proposal.

1. Define the problem
2. Measure its magnitude
3. Understand the key determinants
4. Develop intervention/prevention strategies
5. Set policy/priorities
6. Implement and evaluate

The final document should be organized around the following outline:

1. Executive Summary
2. Introduction/Background (parts 1-3 from above)
3. Problem Statement (part 1 from above)
4. Goals/Objectives (parts 4-6 from above)
5. Methods (parts 4-6 from above)
6. Evaluation (part 6 from above)
7. Budget

This will require a literature search, a review of past studies, and discussions with professors in the field, as well as the utilization of basic epidemiological principles and concepts. The methodology section should include study or intervention design, inclusion and exclusion criteria, indicators and outcomes, time frame, potential confounding factors and basic thoughts about sample size.

A formal presentation of the project at the end of the rotation is expected and will be scheduled by the chief resident, usually on the last Tuesday or Thursday of the elective rotation.

All work must be original; using work from prior academic assignments, jobs, etc. must be discussed in advance with the chief resident.

Exit meeting

1. Exit meetings with Dr. Alexander, Ms. Chris Brown, and chief resident, to be arranged by student
2. Evaluation form to be filled out by the student of his/her elective experience
3. Rotation activity report to be filled out by the student of his/her elective experience

Evaluation of Student

Student evaluation will be derived from a series of criteria, to include:

- Attendance at required meetings and activities 35%
- One-half day visit to each of the second year rotation sites
- Twice-weekly residency seminars
- Grand Rounds as scheduled
- Public health courses as desired
- Completion of assigned projects, including readings 65%

I will be happy to use any evaluation scale that you use at your program.