Population Health for Physicisn Clerkship 2021-2022

**Blood and body fluids, immediately treat exposure site**

Wash the exposed skin with soap and water
Flush exposed mucus membranes with water
Flush eyes with at least 500 ml of water or normal saline for at least 3–5 minutes
Do not apply disinfectants, antibiotics, or caustic agents to the wound
Proceed to the Emergency Department if wound suturing or other first aid is needed

**Initiate follow-up without delay**

Weekdays between 7:30 AM – 4:00 PM, call Employee/Student Health (ESH) at (315) 464-4260. Students will be instructed where to follow up
After hours, weekends, and holidays: 1) Proceed to the Emergency Department at clinical site 2) Proceed to the closest Emergency Department if none at the facility. 3) Notify ESH of the exposure by leaving a voicemail or calling the next day of business.

**Chemical or radioactive exposure**

*Refer to the Student Occupational Health Exposure for treatment instructions: https://upstate.ellucid.com/documents/view/3042*
REPORTING

REPORT MEDICAL STUDENT MISTREATMENT

An environment that optimizes learning and is built on respect and dignity is our expectation. The way we treat others (faculty, students, residents, staff) either realizes this expectation or it interferes with the learning process. Discrimination, humiliation and harassment simply can’t be tolerated.

To find procedures and report confidentially any incidents or concerns regarding mistreatment or harassment please go to the Upstate website:

http://www.upstate.edu/currentstudents/support/rights/mistreatment.php

REPORT A GOLD STAR

The College of Medicine would like to recognize those individuals who exemplify professional behaviors and contribute to a positive learning environment. In order to do so, the Gold Star Report provides a mechanism to identify positive influences on professional standards and the learning environment.

To highlight examples of faculty, students, or staff who have demonstrated exemplary professional behaviors, please go to:

http://www.upstate.edu/currentstudents/support/rights/goldstar.php

<table>
<thead>
<tr>
<th>ROTATION COMPONENTS</th>
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<tbody>
<tr>
<td>Emergency Preparedness Exercise</td>
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<tr>
<td>Public Health Site Visits</td>
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<td>Attend required lectures</td>
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<tr>
<th>EMERGENCY PREPAREDNESS EXERCISE REQUIREMENTS</th>
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<tbody>
<tr>
<td>4 hour emergency preparedness exercise</td>
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<tr>
<td>Students randomly assigned to groups</td>
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<tr>
<td>Check your Upstate GroupWise email for assignment</td>
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<tr>
<td>Excused from clerkship duties for this mandatory assignment</td>
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<tr>
<td>Prior to exercise students complete online FEMA training and will be certified for emergency preparedness</td>
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<td>Required to turn in copy of completed certificates</td>
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<tr>
<th>PUBLIC HEALTH SITE VISITS</th>
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<tr>
<td>Orientation discussion on public health principles</td>
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<tr>
<td>Participation in site visits</td>
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<tr>
<td>Debriefing session focusing on health disparities</td>
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<tr>
<th>DRESS CODE FOR PUBLIC HEALTH SITE VISITS</th>
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<tr>
<td>Upstate Medical University ID visibly displayed at all times</td>
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<tr>
<td>Wear professional attire. Blue jeans, open-toed shoes, sneakers/athletic shoes and T-shirts with writing on them are not acceptable.</td>
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Professionalism: If you miss any required activities, a professionalism report will be filed with the medical school. If you have an unanticipated absence for emergency reasons, notify the director and clerkship administrator as soon as possible.
## Population Health for Physicians Objectives

This clerkship addresses Public Health and Preventive Medicine concepts that students need to know to adequately care for their patients.

### Patient Care

- **Compare and contrast the different priorities and strategies of key community groups and agencies during a community health emergency.**  
  - PC4
- **Apply the social ecological model to identify disease causation and strategies to interrupt disease transmission.**  
  - PC4
- **Review and apply epidemiologic data to devise population screening and interventions for communicable disease control.**  
  - PC4
- **Discuss public health approaches to facilitating individual behavioral change.**  
  - PC4

### Medical Knowledge

- **Describe the role of the public health clinician during a community health emergency.**  
  - MK4
- **Discuss the role of racial, ethnic and economic disparities and barriers to access in the determination of health status.**  
  - MK4, MK5
- **Use cost-effectiveness and other economic considerations as tools for choosing population interventions to reduce disease.**  
  - MK5
- **Describe strengths and weaknesses of commonly used public health study designs.**  
  - MK4
- **Compare and contrast the different priorities and strategies of key community groups and agencies during a community health emergency.**  
  - MK5
- **Apply the social ecological model to identify disease causation and strategies to interrupt disease transmission.**  
  - MK4, MK5
- **Review and apply epidemiologic data to devise population screening and interventions for communicable disease control.**  
  - MK4, MK5
- **Discuss public health approaches to facilitating individual behavioral change.**  
  - MK5
- **Describe the latest nutrition guidelines and the process behind the creation of public health guidelines.**  
  - MK3, MK5

### Interpersonal and Interprofessional Communication Skills

- **Describe the role of the public health clinician during a community health emergency.**  
  - IICS1, IICS2
- **Demonstrate the value of services provided by non-physician health professionals in the community and the importance of good communication with those professionals.**  
  - IICS1, IICS2
- **Discuss public health approaches to facilitating individual behavioral change.**  
  - IICS3
- **Describe the latest nutrition guidelines and the process behind the creation of public health guidelines.**  
  - IICS3

### Ethics and Professionalism

- **Describe the physician’s role in public health activities such as: disease reporting, contact investigation and partner notification.**  
  - PR1, PR2, PR3, PR4
- **Compare and contrast the different priorities and strategies of key community groups and agencies during a community health emergency.**  
  - PR4
- **Describe the role of the public health clinician during a community health emergency.**  
  - PR4
- **Discuss the role of racial, ethnic and economic disparities and barriers to access in the determination of health status.**  
  - PR2, PR4
- **Apply the social ecological model to identify disease causation and strategies to interrupt disease transmission.**  
  - PR4
- **Demonstrate the value of services provided by non-physician health professionals in the community and the importance of good communication with those professionals.**  
  - PR2, PR4
- **Review and apply epidemiologic data to devise population screening and interventions for communicable disease control.**  
  - PR4
- **Describe strengths and weaknesses of commonly used public health study designs.**  
  - PR4
- **Discuss public health approaches to facilitating individual behavioral change.**  
  - PR4
- **Describe the latest nutrition guidelines and the process behind the creation of public health guidelines.**  
  - PR4

### Practice-Based Learning and Improvement

- **Describe strengths and weaknesses of commonly used public health study designs.**  
  - LI3
- **Discuss public health approaches to facilitating individual behavioral change.**  
  - LI3

### Systems Based Practice and Population Health

- **Compare and contrast the different priorities and strategies of key community groups and agencies during a community health emergency.**  
  - PH3
- **Discuss the role of racial, ethnic and economic disparities and barriers to access in the determination of health status.**  
  - PH3
- **Demonstrate the value of services provided by non-physician health professionals in the community and the importance of good communication with those professionals.**  
  - PH2, PH3
- **Describe the physician’s role in public health activities such as: disease reporting, contact investigation and partner notification.**  
  - PH3
- **Review and apply epidemiologic data to devise population screening and interventions for communicable disease control.**  
  - PH1, PH2, PH3