



**FAMILY MEDICINE LEADS  
EMERGING LEADER INSTITUTE:  
PUBLIC HEALTH ADVOCACY PROGRAM**

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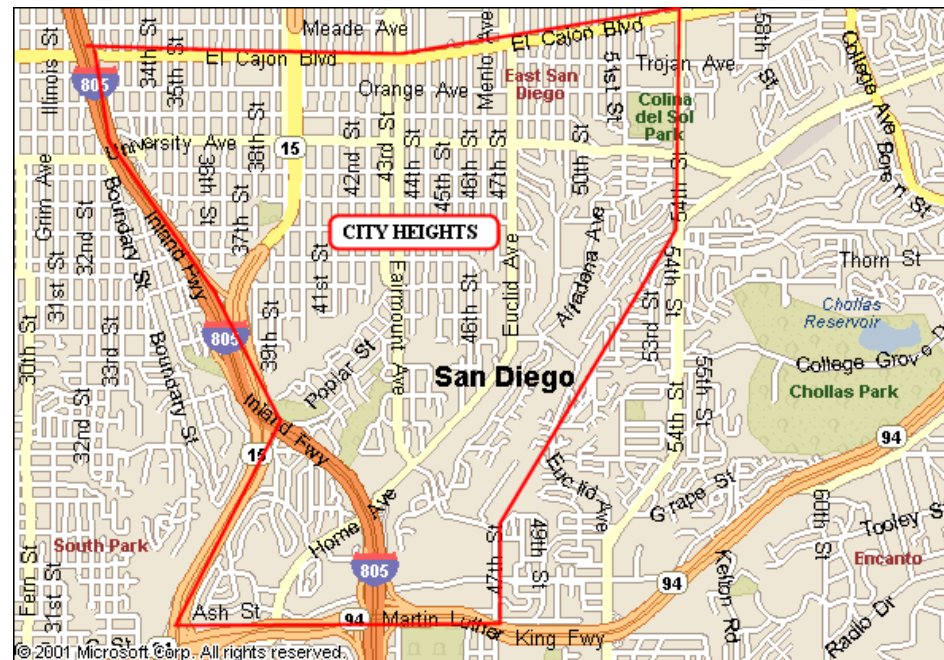
# OBJECTIVES

- Utilizing Stanford's Public Health Advocacy Curriculum, my objectives included:
  - Introduce the concept of public health
  - Identify community assets and barriers
  - Learn how to create a public health project
  - Empower the students to become agents of change in their communities
  - Inspire students to go into medicine



# HOOVER HIGH SCHOOL & CITY HEIGHTS

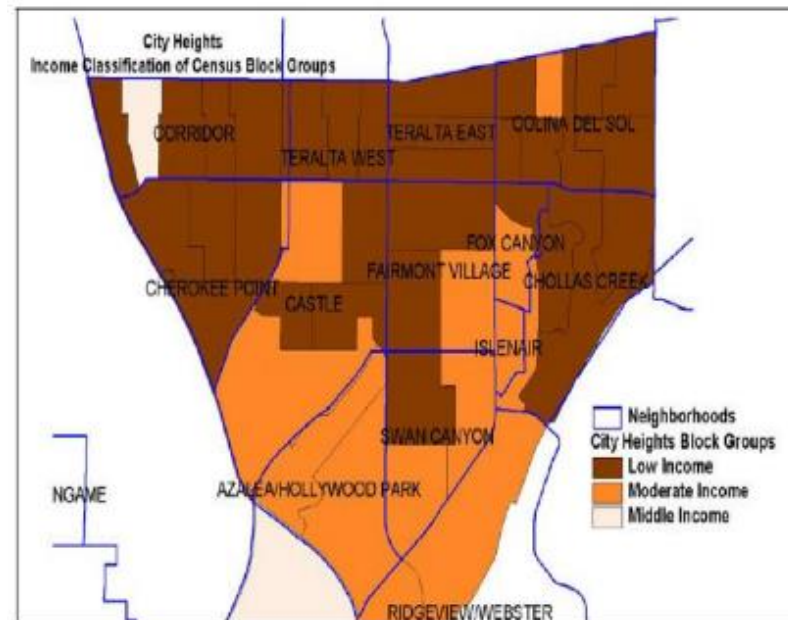
- Multiethnic, predominantly lower income area
- Approximately 40% of the population comes from immigrants from South America, Asia, and East Africa



# HOOVER HIGH SCHOOL & CITY HEIGHTS

- 71.9% of adolescents live in households below 300% of the Federal Poverty Level

Figure 4: Median Family Income in City Heights, 2012



Source: CUED (2013)



# CLASSROOM DEMOGRAPHICS

Demographics	Percentage of Class
Female	77%
Latino	60%
Asian	26%
Black	11%
White	0%
Other	3%



# SCHEDULE

- **We had 5 Monday morning sessions from 9am to 10:30am in an 10<sup>th</sup> grade English class comprised of 35 students.**
- **The sessions were as follows:**
  - Introduction to Public Health
  - Identifying Community Assets and Barriers
  - How-To: Health Disparities Advocacy Projects
  - Planning Session
  - Presentations



# INTRODUCTION TO PUBLIC HEALTH SESSION

- Discussed the difference between health equality and equity
- Discussed health case scenarios and addressed what made the individual healthy and unhealthy
- Discussed ways to make those individuals healthier



# IDENTIFYING COMMUNITY ASSETS AND BARRIERS SESSION

- Had students take pictures of their community in a PhotoVoice activity
- Discussed what was healthy and unhealthy in each picture
- We had the students come up with ideas to fix the community health issues brought up in those images





# HOW-TO: HEALTH DISPARITIES ADVOCACY PROJECTS SESSION

- Discussed project guidelines and examples
- Students self selected into 4 groups of interest:
  - Obesity
  - Air Pollution
  - Trash in the Community
  - Lack of Street Lights



# HEALTH ADVOCACY PROJECTS

- In essentially 1-2 weeks, the 4 groups addressed the 3 levels of advocacy—individual, service, and activism, and they created a project to address their public health issue
- Only 1 group changed their project
  - The “Trash in the Community” group came up with a new issue—Elder abuse and loneliness—as they were not passionate about the 1<sup>st</sup> issue
- All students wrote that they enjoyed the idea of the program
  - 1 student simply wished it wasn’t so “medicine-centric”



# SURVEY

## Part 2: Confidence assessment

The following section lists different topics. For each topic, please rate how confident you are in achieving each task. Rate your degree of confidence by recording a number using the scale given below:

**0**  
Not confident at all

**1**  
Moderately confident

**2**  
Highly confident

Confidence Interval  
(0-2)

- |     |   |       |
|-----|---|-------|
| 1.  | I will graduate from high school  | _____ |
| 2.  | After high school, I'm going to a Community College/JC  | _____ |
| 3.  | After high school, I'm going to a 4 year College  | _____ |
| 4.  | After high school, I'm planning on the military   | _____ |
| 5.  | Getting a job right after high school   | _____ |
| 6.  | I understand how social, cultural, economic, and/or political factors can influence health behaviors and health or disease outcomes | _____ |
| 7.  | I can identify public health issues in my community   | _____ |
| 8.  | I can create positive change in my community  | _____ |
| 9.  | I can work in a future job in health care   | _____ |
| 10. | I can become a doctor   | _____ |



# SURVEY RESULTS

Question	Pre-Program Confidence	Post-Program Confidence	P-value	95% CI
I understand how social, cultural, economic, and/or political factors can influence health behaviors and health or disease outcomes	1.31	1.91	$2 \times 10^{-6}$	1.8 to 2
I can identify public health issues in my community	1.09	1.91	$3 \times 10^{-7}$	1.8 to 2
I can create positive change in my community	1.5	1.91	$9 \times 10^{-4}$	1.8 to 2
I can work in a future job in health care	1.66	1.8	0.17	1.6 to 2
I can become a doctor	1.64	1.66	0.47	1.4 to 1.9



# CONCLUSION

- **The students were inspired to create change in their communities.**
  - In fact, many wished to implement their projects or to have had more time with the project to expand upon their ideas.
- **Overall, interest in a career in medicine did not change as a result of this program.**
  - Many of the students were already interested in working in the medical field prior to the program.



# FUTURE DIRECTIONS

- Follow up with these students in the future to see if they have become involved in the community
- Consider a summer or after school session to allow the students leave the classroom and explore their community more easily



# REFERENCES

- Bliesner, J. and Bussell, M.R. (2013, August). The Informal Economy in City Heights. Retrieved from [http://www.cityheightscdc.org/wp-content/uploads/The-Informal-Economy-in-City-Heights\\_Final-Version\\_August-26-2013.pdf](http://www.cityheightscdc.org/wp-content/uploads/The-Informal-Economy-in-City-Heights_Final-Version_August-26-2013.pdf)
- Various images from Google.com search
- Picture of tomatoes from student, K. P.
- Picture of pollution from student, J. R.



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**THANK YOU!**

**ANY QUESTIONS?**