FAMILY MEDICINE LEADS EMERGING LEADER INSTITUTE: PUBLIC HEALTH ADVOCACY PROGRAM

Melissa Campos, MD
Scripps Chula Vista Family Medicine Residency
San Diego, CA
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
71.9% of adolescents live in households below 300% of the Federal Poverty Level
## CLASSROOM DEMOGRAPHICS

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Percentage of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>77%</td>
</tr>
<tr>
<td>Latino</td>
<td>60%</td>
</tr>
<tr>
<td>Asian</td>
<td>26%</td>
</tr>
<tr>
<td>Black</td>
<td>11%</td>
</tr>
<tr>
<td>White</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
</tr>
</tbody>
</table>
We had 5 Monday morning sessions from 9am to 10:30am in an 10th 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 1st issue.
- All students wrote that they enjoyed the idea of the program.
  - 1 student simply wished it wasn’t so “medicine-centric”
### 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:

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not confident at all</td>
<td>Moderately confident</td>
<td>Highly confident</td>
</tr>
</tbody>
</table>

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

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


- Various images from Google.com search

- Picture of tomatoes from student, K. P.

- Picture of pollution from student, J. R.
THANK YOU!

ANY QUESTIONS?