



FACULTY OF | UNIVERSITY OF
MEDICINE | CALGARY

November 1, 2011

Thank you for joining us in this new venture within the Healthy Populations course in the Faculty of Medicine. We have an opportunity to help medical students apply what they have learned about health systems, determinants of health, population health assessment, prevention in a novel grass roots approach. We are proposing to accomplish this in what is called a clinical (community) correlation where pairs of students will spend 3-5 sessions with a community advisor (person, client, patient, family) who has been recruited by a preceptor or community agency serving a specific population. For this first year we have chosen specific populations identified by the Canadian Medical Association: Aboriginal, Immigrant and Refugee, Seniors, Adult Disability, a combined category of homelessness, mental illness and addictions which we have called **Recovery and Families with children at risk or with special needs**. *Patti DesJardine is the preceptor for students with the Families with children at risk or with special needs population.*

This community experience enables students to learn from those who are experts in the specific population because they live daily with the labels and obstacles associated with it. These experts are:

The community advisor (The adult child or family): is the coordinator of the experience and provides the focus for each pair of students. In the first session, they will discuss health conditions and care, their successes in living full lives in spite of their challenges they deal with. They will also arrange and accompany the students for each of the following experiences:

Their family (if child is over 18): has lived with and become experts in the health and health care related to the 'special population'. Some advisors will have recent or temporary families- family of support to the client. In the second session, families will share their perspectives over a family meal, a visit to the community center, a chance to meet siblings and grandparents. The time for this will likely be outside of the Monday morning session.

Their Community support (if applicable): In the third session, the advisor will introduce the students to the direct support staff who spends time on a consistent basis and understands health issues first hand. Students may also meet program staff who can share group or agency issues with the students.

Health professionals(if applicable) This may consist of the drop in center nurse, the student run clinic, the specialist who monitors the agency clients who will be invited to share their practices and ideas about health issues and options. This will be done as a group session for each special population.

In the process, students will create an online resource physicians summarizing what they have learned about health challenges and health care of special populations. They will also prepare a briefing note about the innovative practices and health challenges faced by their special population for local health authorities, the CEO of AHS and the Minister of Health.

Through this we hope that medical students will:

- Understand of the issues of choice in prenatal screening for families of children with genetic conditions.
- Support the capacity of the family to learn from and support other families.
- Advocate for the family by using language that maintains dignity and capacity while identifying needs.
- Identify how stigma is a social condition and how it can impact family and friendship ties
- Identify how to build capacity of extended families to support the authority and abilities of families at risk

Specifically, we are asking that community advisors, with their supporting agencies,

1. Complete any agency / university consent forms
2. Complete a certificate of completion and evaluate the involvement of the students
3. Review and sign off the conference presentations prepared by the students.

4. If interested, attend the community conference on March 5.

Schedule

Date	Time	Lecture/Small Group	Location	Who
Nov, 30, 2011	6:30pm-8:00pm	Workshop for community advisors and those agency staff interested.	Clara Christie Theater – Foothills Campus	Preceptors, Community Advisors Interested agency staff.
Monday January 9	0830-1220	Orientation to Agency and meet community advisor. Online session with preceptor from university	Agency/home	Agency staff Preceptors
Monday January 16	0830-1220	Family visit and perspectives. Note: family can be defined broadly. Online session with preceptor	Family choice	Family members Preceptors
Monday January 23	0830-1220	Community daily support activities. Online session with preceptor	Agency	Agency Staff Preceptors
Monday January 30	0830-1220	Meeting with health professionals, clinic staff. Online session with preceptors	tba	Health professionals, Preceptors
Monday February 6	0830-1220	Critical analysis and Health capacity strategy as a special population group	Agency or elsewhere (tba)	Preceptor Agency representative
Monday February 13	0830-1220	Research on capacity strategies: online resource and briefing notes	Follow up with Agency, library, resources	Preceptors
Monday February 27	0830-1220	Present materials to community advisor for approval	Agency	Interested Agency staff Community Advisor Preceptors
Monday March 5	0830-1220	Poster Presentation	Theatre One, Theatre Four, Libin – Foothills Campus	Preceptor community staff and community advisors

Please note that all University of Calgary medical students had to have a Police Information Check and a Vulnerable Sectors Search completed prior to being accepted into the Undergraduate Medical Education Program. These are valid for the entire time the students are enrolled in this program. This letter verifies that all students have completed these two documents.

Thank you again for your interest in this pilot year. We appreciate your help in enriching the training of our Medical students and hope that this may lead to future partnerships.

Yours truly,



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