

Description

Vision Statement:

Through a longitudinal community health leadership track, we hope to *educate* family medicine residents on the principles of community-centered health; *engage* residents in meaningful community health work in the Waco community; and *elevate* the ideals of community-centered health in their primary care peer community.

Overview:

The Waco Family Medicine faculty designed the Community Health Leadership track to cultivate future healthcare leaders. This experience is longitudinal, incorporating regular mentorship, education sessions, and on-the-ground community engagement. While all residents will participate in the foundational pieces of the track, they will individually determine the components of their community engagement, culminating in a capstone activity during their final year of training.

Personnel

Track Directors:

Zachary Sartor, MD, FAAFP | Zach.Sartor@wacofamilymedicine.org

Petra Constable, MD | Petra.Constable@wacofamilymedicine.org

Track Faculty:

Alex Jones Adesina, MD, MPH | Alex.Jones.Adesina@wacofamilymedicine.org

Suzanne Jacob, MD | Suzanne.Jacob@wacofamilymedicine.org

Ryan Trantham, MD | Ryan.Trantham@wacofamilymedicine.org

Goals & Objectives

Goals:

- Understand the Social Determinants of Health (SDOH).
- Model culturally competent care for vulnerable patients and work to foster these skills in others.
- Engage in community partnerships focused on improving the health of communities.
- Develop a capstone project in a focus area (e.g., health policy, community organizing, etc.) to enact the principles of health equity in the community.

Objectives:

Through completion of the track, residents will:

- Understand the **SDOH** and how they influence individual and population health outcomes and then use this knowledge in collaboration with community partners to organize community and/or organizational-level interventions.
- **Facilitate scholarly activity** to enhance understanding of community health topics and advance the causes of community-centered care among their faculty and peers.
- Learn the standards for **culturally competent care** and model them for their peers.
- Undertake personalized **professional development** with faculty mentors focused on leadership skills, including skills in communication, coalition building, and strategic planning.
- **Engage with community partners** focused on community health to understand how the intersection of the healthcare system with such partners advances the health and well-being of vulnerable populations.

- Complete a **capstone experience** under the direction of a faculty mentor which could include a scholarly activity or research project, a health policy or health program proposal, or a community engagement activity, among others.

Educational Programs

Residents will apply for participation in the track during the spring of their PGY1 and track activities will commence in the following spring. All residents are welcome to apply, but final approval for participation will be at the discretion of the track director.

The educational program for the track will be individualized to the needs of the resident learner. In the spring of PGY1, the resident will pair with a faculty mentor in the track. The track faculty will work with the resident to design an individualized learning plan (ILP). While the implementation of the ILP is individualized, the track faculty expects the following educational components:

Program	Timeline for Completion	Assessment	Additional Info.
Leadership and independent learning	Beginning of PGY3	Completion	AAFP EveryONE CME
Facilitate grand rounds during PGY2 and/or PGY3 on a healthcare topic focused on community-health	At least one Grand Rounds during PGY2 or 3 (may be both)	Completion	Chose topic with faculty mentor
Regular small group discussions with other track participants and track faculty at least quarterly	End of PGY3; assessed quarterly	Participate in at least 75% during residency	Quarterly Round Table discussions on various topics (see topic list below)
Regular professional development time with a track faculty mentor at least quarterly	End of PGY3; assessed quarterly	Participate in at least 50% during residency	
Capstone experience	End of PGY3; progress assessed quarterly	Completion of project; dissemination at Annual Research Day (poster or presentation)	Developed with faculty mentor; may focus on health education, community program development, policy initiatives, etc.

AAFP EveryONE CME:

You must complete independent learning by accessing the on-demand CME material from the AAFP. You will be provided with an access code to log in and access materials.

Round Table Discussion Topics:

Sessions will be held quarterly. Residents must attend at least 75% of these sessions, preparing by reading materials ahead of time.

Evaluation

Residents will complete formative evaluation sessions with faculty mentors quarterly. The formal evaluation will occur with the track director annually to review progress, and an exit interview before graduation will occur with the track director. The individual components of the evaluation mirror the education components and are listed above.



COMMUNITY HEALTH LEADERSHIP TRACK

Resident Graduation Recognition Checklist

To graduate with recognition for track completion, residents must complete all requirements listed below. Residents and faculty mentors are responsible for recording completion of each item. The track director will meet with residents yearly to review their progress toward graduation recognition requirements.

Resident Name: _____ **Graduation Year:** _____

Curricular Program	Dates of Completion	Requirement Met (check)
AAFP Course		
Facilitate grand rounds during PGY2 and/or PGY3		
Regular small group discussions with other track participants and track faculty at least quarterly		
Regular professional development time with a track faculty mentor at least quarterly		
Capstone experience		

Capstone Experience: _____

Attestation:

By signing below, I certify that the above requirements are reported truthfully and correctly.

Resident Signature: _____ **Date:** _____

Faculty Signature: _____ **Date:** _____