



UPSTATE
MEDICAL UNIVERSITY

Population Health for Physicians Clerkship 2021-2022

Blood and body fluids, immediately treat exposure site

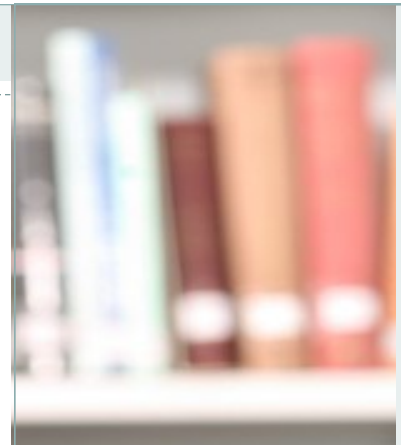
- Wash the exposed skin with soap and water
- Flush exposed mucus membranes with water
- Flush eyes with at least 500 ml of water or normal saline for at least 3–5 minutes
- Do not apply disinfectants, antibiotics, or caustic agents to the wound
- Proceed to the Emergency Department if wound suturing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



Contact Directory

TRAVIS HOBART, MD, MPH

**SYRACUSE CLERKSHIP
DIRECTOR**

HobartT@upstate.edu

Office: 315-464-2642

ZORESLAVA OSIV

**SYRACUSE CLERKSHIP
ADMINISTRATOR**

OsivZ@upstate.edu

315-464-6026

CHRISTOPHER RYAN, MD

**BINGHAMTON SITE
DIRECTOR**

CRyan@binghamton.edu

607-772-3523

DONNA DRANCHOK

**BINGHAMTON CLERKSHIP
ADMINISTRATOR**

DranchoD@upstate.edu

607-772-3523



**CLINICAL LOG
REQUIRED ROLES**

Perform: Student actively participated in obtaining essential part of History and/or Physical Exam for diagnosis listed or participated in essential components of Procedure performed.

Observe: Student is present as History/ Physical Exam when diagnosis is obtained or procedure by others on the team.

Simulate: Alternative experience available on Bb or other simulated setting (only to be used when actual patient experience is not available).

Refer to Clinical Log Requirements on Bb for alternative experiences (only to be used when direct patient care experiences are not available)

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>

ROTATION COMPONENTS
Emergency Preparedness Exercise
Public Health Site Visits
Attend required lectures
EMERGENCY PREPAREDNESS EXERCISE REQUIREMENTS
4 hour emergency preparedness exercise
Students randomly assigned to groups
Check your Upstate GroupWise email for assignment
Excused from clerkship duties for this mandatory assignment
Prior to exercise students complete online FEMA training and will be certified for emergency preparedness
Required to turn in copy of completed certificates
PUBLIC HEALTH SITE VISITS
Orientation discussion on public health principles
Participation in site visits
Debriefing session focusing on health disparities
DRESS CODE FOR PUBLIC HEALTH SITE VISITS
Upstate Medical University ID visibly displayed at all times
Wear professional attire. Blue jeans, open-toed shoes, sneakers/athletic shoes and T-shirts with writing on them are not acceptable.
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