

In the name of Almighty

The Tabriz University of Medical Sciences

Faculty of Health

The Health Education and Promotion Clerkship (HEPC) program for PhD students of Health Education and Promotion

Main Theme of the activity: Evaluation of the implemented HEP programs at the East Azarbaijan provincial level

The HEPC program directors:

Dr Hamid Allahverdipour (Professor of Health Education and Promotion)

Dr Abdolreza Shaghghi (Professor of Community Health)

The HEPC program goal:

To help students in gaining a greater knowledge, understanding and appreciation of the work environment and aspects of practical challenges through a more in-depth exposure to the issues of the current health care delivery system.

The HEPC program outline:

The HEPC is a 68 hours (one week) individualized rotation based program out of the Faculty of Health (FoH), Tabriz University of Medical Sciences. At the end of the rotation, the student should have gained an understanding of the complexities in planning and implementation of health education and promotion programs within the formal health care system.

This course emphasizes the integration and application of theory knowledge in practice during the students' field experience. The course is an apprenticeship focusing on the planning, implementation and evaluation of health education and promotion programs. To achieve this goal students should participate in working teams, attend in briefing meetings and decision making sessions throughout each of the two-week segments of the their clerkship.

In addition, students are required to participate in one of a variety of individual field experiences, generally correlating with the students' interests, where they can focus on a single health education/promotion issue to help them understand and apply the knowledge they have acquired in their core courses.

The HEPC is a foundation in the tenets of professional health education/promotion and will prepare the students for their future role as a health education/promotion specialist in planning, implementation and evaluation of the health education/promotion programs.

The clerkship program culminates in students preparing a health education/promotion focused project report within the context of their field experience topic. While enrolled in the field experience, students work closely will be monitored by a designated faculty preceptor in a specific area of interest. The whole evaluation of the students' progress will be performed by the clerkship program co-directors with consultation of the preceptor based on the each individual student achievement in project design, its implementation and evaluation.

The HEPC program's curriculum elements:

The didactic component of the health education clerkship program that might be provided by faculty members or organizations representatives or guest lecturers will be organized in the first 2-3 days of the clerkship to refresh students' information. The general approach of the clerkship is to give opportunity to practice the major themes in the core curriculum of the PhD program.

PhD students through participating in development and implementation of feasible short/long-term projects and in-depth exposure to priority health issues will learn pros and cons of interventional health promotion programs that are focused on special health challenges in a real world setting including, but not limited to obesity, smoking, cancer, hypertension, cardiovascular disease, diabetes, road accidents, disparities in access to health care, etc. Therefore; students are required to work on a series of themes/topics that are currently being debated in the health care system. Their work and success relies on small group collaboration since working in teams is an important exercise for the students' performance in future. Students will also have the opportunity to visit up to five sites in order to obtain different perspectives on how different organizations are addressing the assigned topic. It is the student's role to ascertain how each of the visited organizations/facilities is addressing their mission in promoting health in the community. In addition to the field trips, literature review will be necessary to have an in-depth understanding of the topic selected.

This interactive approach to learning necessitates organization, coordination, and small group peer collaboration.

HEPC must be beneficial for both students and the target community because of opportunities that provide to improve students' skills in dealing with health challenges and also addressing a particular issue in the list of national health

system's priorities. These benefits may not always be evident when students are involved in long term projects and gaps exist between students enrolment in the HEPC projects. But as far as possible all efforts will be made to fulfill educational objectives of the HEPC curriculum while carrying out the inherent health promotion programs. Subsequent students will be able to build upon previous students' projects to do concurrently their educational tasks and improve the pre-determined health promotion programs. The result will be an ongoing source of students' efforts to help and share their knowledge in dealing with the target community health issues.

Supervision of the HEPC program:

The HEPC co-directors have direct responsibility for supervising and teaching the students. They also have the primary responsibility for providing frequent and timely feedback, including mid-clerkship feedback on progress reported through regular progress notes, direct communications by phone and email, direct observations, and for post-clerkship evaluation of the student. Preceptors and the HEPC coordinators are responsible for guiding and assisting the students.

Evaluation of the HEPC program

All students are asked to complete their log-books during the two weeks experience that will be available at the start of HEPC program. Students can also provide anonymous feedbacks about their field experience to the HEC co-directors. Students will spend eighty percent of their time working in the field and rest of their time in attending meetings and educational modules. The last working day of HEPC will be spent on campus (FoH) for the examination and evaluation process. Students are requested to prepare an oral report to be presented to the HEPC program directors and other PhD students at the end of the rotation. The presentation should demonstrate an understanding of the current literature and the students' analytic thinking based on their observations at each field site. Participation in the presentation sessions, discussions and debates about the presented topic is expected and compulsory. The HEPC program last day group session, provide an outlet for debate and discussion of specified topics and represent an opportunity for shared learning experiences. Each student will be assessed on the basis of his/her oral presentation, log books' entries and observation of performance by the preceptors and program directors but written examination will not be administered.

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All sections must be completed as requested

Explain your activities within the HEPC program as requested below:

1- First day of activity:

a. Main activity/ies conducted:

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b. Main learning point(s):

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c. Pros and cons of your activities:

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d. Suggestion(s) for improvement:

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Explain your activities within the HEPC program as requested below:

1- Second day of activity:

a. Main activity/ies conducted:

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b. Main learning point(s):

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c. Pros and cons of your activities:

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d. Suggestion(s) for improvement:

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Explain your activities within the HEPC program as requested below:

1- Third day of activity:

a. Main activity/ies conducted:

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b. Main learning point(s):

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c. Pros and cons of your activities:

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d. Suggestion(s) for improvement:

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Explain your activities within the HEPC program as requested below:

1- Fourth day of activity:

a. Main activity/ies conducted:

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b. Main learning point(s):

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c. Pros and cons of your activities:

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d. Suggestion(s) for improvement:

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Explain your activities within the HEPC program as requested below:

1- Fifth day of activity:

a. Main activity/ies conducted:

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b. Main learning point(s):

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c. Pros and cons of your activities:

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d. Suggestion(s) for improvement:

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Explain your activities within the HEPC program as requested below:

1- Sixth day of activity:

a. Main activity/ies conducted:

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b. Main learning point(s):

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c. Pros and cons of your activities:

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d. Suggestion(s) for improvement:

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