JUNIOR DOCTORS OF HEALTH©:  
AN IPE SERVICE-LEARNING  
PROJECT  
Scotty Buff, PhD MPH  
Director, JDOH  
Assistant Professor  

Elana Wells, MPH CHES  
Program Coordinator, JDOH  

Medical University of South Carolina
What is JDOH and what does it impact?

How do we train University Students and how do they benefit?

How can you use JDOH or the JDOH structure to create/enhance an IPE service-learning activity at your institution?
What is JDOH and what does it impact?
“Junior Doctors” of Health

- Title given to PSK-8th grade youth that complete a health education session series.

- Youth are taught by trained University Student mentor teams.

- Education sessions cover:
  - Nutrition
  - Physical Activity
  - Health Careers
  - Health Advocacy
Junior Doctors of Health have full authority to take control of their own health and to educate their family, friends, and community on the importance of healthy eating and regular exercise.
**JDOH Across South Carolina**

- Through collaborations, JDOH has state-wide reach:
  - SC AHEC
  - University of South Carolina (USC)
JDOH Across United States

- There is nation-wide interest in JDOH through AHEC regional sites.
  - University student clinical rotations
## Impact on Youth (>3,000 State-Wide)

<table>
<thead>
<tr>
<th>Preschool Age Youth</th>
<th>Elementary Age Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decreased sugar intake</td>
<td>Decreased consumption of calorically-sweetened beverages (significant).</td>
</tr>
<tr>
<td>Increased fiber intake</td>
<td>Increased self-efficacy for healthy eating (females, suggested).</td>
</tr>
<tr>
<td>Increased physical activity</td>
<td>Increased self-reported dietary intake with repeated JDOH sessions</td>
</tr>
<tr>
<td>Decreased sedentary time</td>
<td></td>
</tr>
<tr>
<td>Increased knowledge of how to select healthy meal choices</td>
<td>Fruit, vegetables, milk</td>
</tr>
<tr>
<td></td>
<td>Increased interest in health-related careers (females, significant)</td>
</tr>
</tbody>
</table>
How do we train University Students and how do they benefit?
TRAINING PROCESS

- Recruitment
- Orientation
- Delivery
RECRUITMENT AT MUSC, HISTORY

Student Mentor Participation by Method, 2007-2014

- ISLP
- Volunteer Program
- Elective
- College/University Extension
- Course Integration
Recruitment at MUSC

Course Integration
- Physical Therapy
- Physician Assistant
- Occupational Therapy

Interprofessional Elective
- Addressing Childhood Obesity Using Community Approaches

Interprofessional Service-Learning Project
- Clinical Rotations
- Partnership with SC AHEC

Volunteer Opportunities
- Recruitment through interest groups and student government
## Recruitment at Other Campuses

<table>
<thead>
<tr>
<th>Course Integration</th>
<th>Interprofessional Elective</th>
<th>Interprofessional Service-Learning Project</th>
<th>Volunteer Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Nutrition through the Lifecycle</td>
<td>• Addressing Childhood Obesity Using Community Approaches</td>
<td></td>
<td>• Recruitment through Department of Health Promotion and Education</td>
</tr>
<tr>
<td>• Public Health internship</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Image of children and teachers]
TRAINING

- Online videos detailing curriculum
- In-person orientation with JDOH staff or individuals trained by JDOH
- Curriculum and materials provided by JDOH
DELIVERY

- MUSC campus
  - JDOH or AHEC staff schedule education sessions with community partner

- Other campuses
  - Sponsoring institutions schedule education sessions with community partner
Impact on University Students (~1,000 state-wide)

Better understanding to combat childhood obesity

- Acknowledgement of parental barriers (education, income, time) to being a positive health influence (pre to post)
- Increased skills to address childhood obesity in a community environment (95%)
- Identification of social and environmental factors in childhood obesity prevention (significant, pre to post)
- Cited a greater understanding of their role in reducing childhood obesity both in clinical and community settings (interviews)
IMPACT ON UNIVERSITY STUDENTS

Interprofessional Measures

- 2012-2013 Academic Year
- USC and MUSC students n=36

**MUSC**
- COM 56%
- PT 13%
- CDS 6%
- COP 13%
- MHA 6%

n=16

**USC**
- COP 50%
- MPH 15%
- MSW 15%
- MES 15%
- MHA 5%

n=20
Primary Reason for Enrolling in IP707

What was the most attractive feature of this elective?
THROUGH THIS COURSE:

<table>
<thead>
<tr>
<th></th>
<th>MUSC</th>
<th>USC</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teamwork skills improved.</td>
<td>100%</td>
<td>93.3%</td>
<td>96.7%</td>
</tr>
<tr>
<td>Interaction with students from other professions contributed to my learning.</td>
<td>93.3%</td>
<td>93.3%</td>
<td>93.3%</td>
</tr>
<tr>
<td>My appreciation of the value of IP collaboration increased.</td>
<td>93.3%</td>
<td>86.7%</td>
<td>90.0%</td>
</tr>
</tbody>
</table>

Scale: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
### JDOH Project

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>MUSC</th>
<th>USC</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would rate the effectiveness of teamwork on [the JDOH] project.</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>What is your level of interest in working with an underserved community [before the JDOH project]?</td>
<td>93.3%</td>
<td>86.7%</td>
<td>90.0%</td>
</tr>
<tr>
<td>...[after...]?</td>
<td>100%</td>
<td>93.3%</td>
<td>96.7%</td>
</tr>
</tbody>
</table>

*Scale: Excellent, Good, Fair, Poor*

*Scale: Very Interested, Somewhat Interested, Neutral, Not Really Interested, Not At All Interested*
STAY CONNECTED WITH JDOH!

- Visit our website: www.musc.edu/JDOH

- ‘Like’ us on facebook.
How can you use JDOH or the JDOH structure?

To create/enhance an IPE service-learning activity at your institution
Questions to Consider

- How can you expand/change a current activity?
- What are the benefits/barriers to this expansion/change?
- How can those barriers be met or turned into opportunities?
- What are your resources?