**OHC CLASS ROTATION MASTER CHECKLIST:**

**1. Parent Instructor 2. Family Coordinator 3. Co-teacher Coordinator**

1. **Parent Instructor for each Block:**

* Enter in all students as OHC website users using their emails and the instructions (Therese D’Agostino/BUSM; Melanie McLaughlin/Tufts; Ann Bersani/Simmons).
* Enter in all students as OHC website users using their emails and the instructions days prior to class (avoid last minute as rushing causes errors). At BUSM the Pediatric Clerkship Dep. Amin (Therese D’Agostino) does this. At Tufts and Simmons the Parent Instructor does this.
* Prepare a draft Day 1 email to send to students right after teaching class (not before class, but the same day as class.) See below.
* Bring to class the following paperwork/handouts:1 thru 6 below items are in students packets provided for the class by Family Coordinator. # 7 is included for Parent Instructor. Review handouts prior to class. Double check password for Block forum is correct, etc.

1. Letter to students: greeting, course requirements, your contact info

2. OHC Learning Objectives

3. OHC Website access Instructions NOTE: you must have updated

Chat Room password for each new block!!

4. Question suggestions list for students

5. Family Profiles for students:

6. Parent Eval forms with penciled in names of each student (this makes it easier for families to complete and efficiently follow through and send). Each eval is clipped to a stamped and addressed envelope to school’s administrator.

7. Bring the master list of family/student match ups for easy reference.

* **Right after class** personalize and send **“Day 1 email”** to your medical students**. Make the subject heading easy for students to search in emails. Ex:** “**Operation House Call Info and Website Access Instructions**”. Greet them. Put in body of email the website instructions handed out in class (to better ensure they follow through easily), including that rotation’s Chat Room password, and a reminder to log into website as soon as possible to check access. Remind them to review readings and resources. Important: give them a reminder to contact their busy families within the first week to assure scheduling. Please copy your school’s OHC team, and your medical doctor and administrator, or your Simmons department advisors and administrator. This Day 1 email is important for students. It connects them by email to you (and you to them.) It makes it easier for you to be in touch later if needed. It will also give you something to refer to when certain students say “I’ve lost access instructions/how do I log in?” late in rotation. (BUSM 180-190 students a year, Tufts 90/year).
* **Points for Class teaching: food for thought:**

Overall: think of the 6 individual OHC objectives and know them. How can you make those objectives come alive with your stories? Why are the 6 objectives useful to you and your family?

Give students a chance to voice their own experience early on in class. (Keep that brief.) This helps students with experience to become your allies right away.

Get students talking and engaged with you. Have them framing their own questions. Ask them open ended questions, not “do you have any questions?” Ex: “what questions are you thinking about that you’d like to ask me?” Or what “ what hard questions do you have?” Or “Practice on me. What would you like to find out about?” Silences are OK as students think. Help them along.

Thinking about how you can get the students to be interactive in class is in order to warm them up for making the most of their home visit, and to reduce fear about asking questions.

.

In class you can talk freely about the mistakes and the successes of your family, equally.  No one will judge. No one is perfect. The students will only learn to get to know you, trust you, and be more confident in meeting future families and they will be inspired by your trust in them, and honesty.

Practice fairly short stories so you can tell *more* stories and examples in our

short class time. They will respect you for knowing the teaching objectives so well that you can make them interesting, and to the point, so that stories segue to them. Practice these stories at home, so you don’t ramble.

You will always wish you had more time....but if the students leave class enthusiastic about the next steps they need to do, the home visit, the chat room, you have succeeded. Send them on their way excited, moved, and curious. Inspired to meet their host families. Send them on their way to their home visit ready to not be passive learners.

Be clear about the class requirements, students may need clear mention of the them during class. (given in handouts too)

Tell them to contact their host visit family in the next few days, and definitely by the end of one week.

Tell them to POST PROMPTLY after their home visit while their memory is fresh in their mind. (if necessary: tell them you expect a minimum of 400 words! Keep that light). Let them know that reviewing the 6 learning objectives will help them, before and after the visit.

------------------------------------------------------------------------------------------------------------

**2. Family Coordination for each Block:**

* The overall role: overseeing and organizing the OHC family volunteers and the students who participate in home visits.
* The Family Coordinator is in a key position to track and build and care for the core teaching element of the OHC Program: family experience as our families make the foundation of the program. The Family Coordinator can also gain a wide perspective from knowing the stories of the families who participate. Protecting OHC families from any possible harm from participating in this program is part of the position, and advocating for them in OHC Team. Their family profiles and contact information are private information, only shared with the OHC team, or with matched students. If emailing families in groups be do blind copy so emails are private.
* The Family Coordinator protects students as well, from feeling unsafe or blamed by families for “the systems” lack of care. Medical students in the program should grow positively from the experience.
* Building and maintaining a healthy number of volunteers helps families to not “burn out”. On the other hand, having too many volunteers may mean that families think they aren’t volunteering enough/have been forgotten or discarded as volunteers, or might make it necessary to reorient families to program needs.
* Use telephone interviews to assess a potential new OHC family, not email. **All families must be physically and emotionally safe and appropriate for a student or students to visit.** Family interest should be positive based, not negatively based although a mix can be expected (ex: this is not an opportunity to give students only negative information.) The initial telephone contact will also be a time of questions/teaching about the program, the students, (ex: the students are 3rd year medical students, not yet full doctors, and need a family’s understanding and care) and the potential stressors of having two “strangers” come to the home. Many families prefer to fill in their Family Profile form after learning more about the program. This is also good to do after as the Family Coordinator should be in a position to decide if the fit is right before families think they are volunteers. Often families will need reinforcement over time about their understanding about the program and its components.
* Check in with individual families at least once a year for updates in their family profile as their children grow, or as they undergo other changes. This is a great opportunity to help families stay connected too.
* Building the list of volunteers for each rotation: Reach out for OHC volunteer families who can volunteer *at least* one rotation or “Block” in advance of the block that you are asking them to volunteer in. Sometimes families will let you know what time of year is best, but always check in again. Give them the dates/time frame. If they have volunteered for a certain block months or many weeks in advance, reconfirm/remind as the block approaches! Have an idea of at least one family in reserve during any block in case a family cancels during the block due to illness or inconvenience.
* Match all families with students in a master list for the block. As you match students be mindful of which student has had experience (match those with more experience with families who have increased challenges) and what kind of experience (try to match students with families that offer a different experience for them than in their past.)
* If there is an uneven count of students at BUSM match a single student to a family, and at Tufts match 3 students to a family (this may change in the future, but for now Dr Mary Brown is more comfortable with this approach. Be mindful of stress on the family who has to host 3 students at once. Be aware that 3 students at once means that individual students are less able to interact/ask questions). If a single student is assigned try to use a male student, possibly one with experience. (Attaching a post-it to that student’s Family Profile in his student folder that he should talk to his Parent Instructor if he is uncomfortable going alone is helpful.)
* Send your volunteer families a short letter attaching their two student bios and dates/length of rotation, thank you/words of appreciation, and your contact info about 1-2 weeks before rotation starts.
* Prepare the **Student folders** and **Parent** **Instructor’s paperwork** (see below) for Tufts and BUSM classes. Give them to Parent Instructor beforehand. See Student Folder and Parent Instructor reference paperwork below:

**Student Folders:** See 1-6 below. Please organize with1- 4 on the left, double sided in order and stapled, and 5 & 6 on the right. Much of these can be assembled in advance but each Block has its own Block forum password, so be sure it is correct for the right Block. One can “add in”/personalize the right hand (5 & 6) closer to the Block. Please put individual student names on outside of their completed folders to give to Parent Instructor. Contents of Student Folder:

1. Letter to students: which has greeting, course requirements, OHC Team contact info.

2. OHC Learning Objectives

3. OHC Website access Instructions with **updated Block Forum password** for each new block. Important to update password each Block!

4. Example question/suggestions for students.

5. Family Profiles for home visits with TWO Paired students listed in each profile in upper right corner. This is how students know who they are paired with!

6. Parent Evaluation forms with penciled in names of each student (this makes it easier for families to complete and efficiently follow through and send). Each eval is clipped to a stamped and addressed envelope to school’s administrator.

**Parent Instructor’s paperwork, one folder/envelope:**

1. A master list of the student family matchups in one paper document with student experience/emails/checklist of requirements.

2. A copy of each student’s profile.

3. A copy of each family’s profile used in this rotation.

* Send a group email (blind copy!) to volunteer families at the end of their rotation: 1. Thank them again for their participation & importance in OHC. 2. Urge them to finish sending in their student evaluations if they haven’t already.

* Keep track of who are first time families. Be sure to explore how the visit went. Note any issues raised by students in the Block forum. These families will need the opportunity to receive your support and

to give feedback to you at the end of their first rotation: ie: what was their

experience, what are questions, was it stressful? (Often it is a little.)

Do they want to stay on your list of volunteer families? Encourage them to

reach out to you as their contact person. These things help families feel

valued and connected, and help them feel the importance of their work. It

will help to build a strong volunteer group.

Offer the OHC Facebook Group participation if they are interested.

* Keep in mind that families may tire of volunteering as frequently after the first burst of enthusiasm, or when their children tire of visitors, or if the family’s schedule becomes more complicated. Always be sensitive to this in advance and thank families for any effort they have made to take part. Allow families space to “take a break” and come back. Encourage families to advocate for their own needs.
* The Family Coordinator has access to the student home visit comments in the class forums on their school websites. Monitor for any issues that might compromise a student’s safety or emotional wellbeing. Ex: students may not be left alone with a child. A student might feel parent doesn’t allow time for student to meet their child. Seek feedback from the OHC Program Director or the Parent Instructor as needed.
* Keep track of and extra individual families in a way that is private, but useful to a Family Coordinator. This includes: which students visited this house (can note rotation and year) and what changes have happened as family grows over time. This helps when doing yearly updates with families.
* **Update family profile yearly. Make contact by telephone with a family at least once yearly to update profile, offer support, answer further questions, support their interest in OHC.** Families grow as they become hosts. They can need to process this volunteer work with the Family Coordinator. You are their primary contact, and care for their welfare in the program.

**--------------------------------------------------------------------**

**3. Co-teacher Coordination and prep for each block:**

* Schedule co-teachers at least two months in advance. (Hard to get co-teacher and parent at the last minute!)
* Talk with parent about supporting the co-teacher in making a list of questions for students, anything they’d like to ask ok, the turn taking, choosing student names from a hat.
* Emphasize that it is not time for a speech, instead time for talking back and forth with students, individually.
* Be sure co-teacher/parent has clear directions, and plans to arrive a few minutes early to use bathroom etc. Provide handicap directions and handicap bathroom information if needed.
* Co-teacher preparation: Bring a list of students’ first names, cut into individual cards or strips, and a hat (or other mechanism for co-teacher to draw names).
* Have co-teacher write out a list of 5-10 questions to refer to while interviewing students.
* Give co-teacher/parent a parking voucher (Tufts/Simmons) after class, or submit parking cost in co-teacher invoice (BUSM).
* Email co-teacher invoice to Beth Rutledge at The Arc of Mass, copying Leo.
* Send hard copy thank you letter to co-teacher. In hard copy you can cc the OHC School team and Leo Sarkissian, and school’s clinical supervisor. For many co-teachers a hard copy of this letter is a meaningful piece of mail, and can be shown to others.
* Email copy of co-teacher thank you letter to OHC School team, Leo Sarkissian, and to your school MD/Simmons Dept. Advisors. If you send an email copy to your co-teacher or co-teacher parent do not share school clinical supervisors email.