Community Mapping

Once you leave your residency training, many you will likely be working in a new community or academic settings. To provide effective community-based health care, pediatricians need to be knowledgeable about aspects of the community in which they practice.

The purpose of this exercise is to give you an opportunity to practice some of the strategies helpful to:

a) to obtain a quick overview of a community-of-interest and

b) to consider the implications of this information in your role as a health care provider.

Note: Developing a full community map requires much more time and engagement than this rotation allows. Plan to spend 4 of your ½ day session times focused on this exercise. The expectation is that some of your work on this activity will be background/web-based, and some of your work will be through interaction with the community and its citizens. Both approaches to information gathering are required.

To make best use of this activity, do the following:

1. Please identify a neighborhood or community you would like to know more about. Assure the choice is interesting and relevant to you.
   - A community that you will be working in once you complete your training,
   - A community in which you currently practice
   - A community where a patient and family you serve lives
   - A community based upon culture or other defining commonality (e.g., the Hispanic/Latino community; the disability community, etc)

2. Consider whether you want to obtain depth or breadth of knowledge about the community
   - If you are seeking to know a little bit about a lot of community elements, addressing multiple areas of the community mapping tool
   - If you are seeking to know a great deal about a specific community element (e.g., adolescent recreation and resources) then use your time to obtain in-depth knowledge about that community element, rather than seeking to complete a broad community map.

3. Identification of a community’s demographics and implications for child health is required in all cases

4. This experience is maximized when you are able to spend time with an engaged citizen in your community of choice. As soon as you have identified a community of interest, please let your mentor know, and we will assist you in locating a community “guide” if you are unable to find one on your own. The earlier you do this in the rotation, the more able we will be to link you with a guide.

Please discuss this community mapping activity with your mentor for further clarification and assistance throughout the rotation. Be prepared to discuss the implications of what you have learned for your future role(s) in pediatrics. You will be asked to share what you have learned a) about the community and b) about community mapping at the close of the rotation. Keep the map as a tool for practice, and/or as a evidence of learning for your learning portfolio.
# Community Mapping

Completed by: _______________________________ Date: __________________

Mentor: _______________________________ Date: __________________

## Community Mapping Questions

<table>
<thead>
<tr>
<th>COMMUNITY OVERALL</th>
<th>How you learned about this.</th>
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</thead>
</table>
| **1.** Define your community of interest.  
*Neighborhood, town, etc. If former, what are the boundaries of the community? How many people are there?** | (internet, library, walking around, talking w community members, from colleagues, teachers, peers, etc.) |
| **1.** What are the demographics **required**  
a. Household income  
b. Ethnic/Racial diversity  
c. Economic base of community  
d. Other | Include notes as to the implications of these and any significant health concerns of children in this community. What might be your role, given the above? |
| **3.** What makes this community unique?  
What is the “flavor” of the community?  
Any relevant history of this community?  
Important community characteristic? (E.g. shift from industrial base to ____, was the home of a major sports figure/musician, author. Important landmark, etc.) | |

## Guiding Questions

<table>
<thead>
<tr>
<th>CHILDREN</th>
<th>How you learned about this.</th>
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</table>
3. Where do children spend time?
   a. Schools (K-12) (list)
   b. Day care / Pre school
   c. Organized afterschool programs, activities
   d. Playgrounds, parks
   e. Drop in centers
   f. Other “hang-outs” (malls, corners, restaurants, etc.)
   g. Recreation center, gyms, pools
   h. Other ___________
### Guiding Questions

<table>
<thead>
<tr>
<th>FAMILY LIFE</th>
<th>How you learned about this.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. If you lived here, where would you:</strong></td>
<td></td>
</tr>
<tr>
<td>a. Shop for groceries</td>
<td></td>
</tr>
<tr>
<td>b. Purchase clothes</td>
<td></td>
</tr>
<tr>
<td>c. Get health care for yourself and your child</td>
<td></td>
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<tr>
<td>d. Fill prescriptions</td>
<td></td>
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<tr>
<td>e. Get dental care for your family</td>
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<tr>
<td>f. Bank (cash checks)</td>
<td></td>
</tr>
<tr>
<td>g. Get hardware supplies</td>
<td></td>
</tr>
<tr>
<td>h. Eat out</td>
<td></td>
</tr>
<tr>
<td>i. Let your children play?</td>
<td></td>
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</table>

**Transportation:** List the most common ways people get around. (bus, car, walking, jitney, etc). What is the impact of these options on dimensions of accessing health care if you have young children, are a teenager, etc.

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Children’s Hospital of Pittsburgh of UPMC, Developed by Dianna Ploof for the Community Health and Advocacy Rotation
### Community Mapping

#### Community Leadership
1. Formal Community officials (mayor, manager, etc) (name)
2. School district officials (name)
3. Religious leaders (name/affiliation)
4. Police Chief (name)
5. Legislators (name)
6. Who are the people everyone knows (the connectors)?
7. Leaders in child health/advocacy

#### Formal Resources
1. Welfare Agencies
2. Early Childhood Services
3. Teen programs
4. Shelters
5. Library
6. Drug Treatment Programs
7. Family support/resources
8. Other

#### Informal and Community Resources
1. Churches, synagogues, temples
2. Neighborhood groups, clubs and associations (name 3)
3. Cultural activities/groups
4. Consumer/Advocacy Groups
5. Other