YEARS 1 & 2 ELECTIVE COURSE

TITLE: Community Health for the Underserved

COURSE NO.: SOMN 721
DEPARTMENT: Psychiatry
DURATION: 2 semesters
DIRECTOR: Dr. Mary Kay Smith
SEMESTERS AVAILABLE: Fall and Spring
NUMBER OF STUDENTS: 20
LOCATION: On campus, at local healthcare providers’ offices, and local community sites
COORDINATOR: Community Health for the Underserved Elective Director, an elected position on the Community Health for the Underserved executive board
FACULTY: Dr. Mary Kay Smith

GENERAL DESCRIPTION:
The purpose of the elective is to promote and support health care professional students at the University of Toledo in their pursuit of careers in underserved areas through mentoring, volunteering, leadership, and public speaking opportunities.

Program Components:
1. Mentorship
2. Presentations
3. Community Site Visits

1. Mentorship Program
Description: The goal of the mentorship program is for students to develop relationships with professionals working in the field, and to get guidance and encouragement on the path to work with underserved populations. Students will have the opportunity to be mentored by healthcare professionals in a variety of settings with a diverse spectrum of underserved populations. Students will have the option to work alongside healthcare professionals at local community care clinics, migrant clinics, and international missions while working with underserved population. In addition to the resources provided by the organization, students may seek the mentorship of healthcare professionals and other opportunities in an underserved setting independently (as long as they meet the requirements below), encouraging students to develop networking skills and allowing students to find opportunities in an area or field that interests them.

Mentor Requirements:
Students must spend time with a healthcare professional when he/she is working in an underserved area or with an underserved population.
Mentors must be willing to meet with students for at least 1 half day per semester.
Mentors must be passionate and excited about their work.

Student Requirements:
Students must contact their mentor and meet with him or her for at least 8 hours. When meeting with the mentor, the student can partake in patient interactions, learn about the population the mentor serves, and/or discuss future career plans. Mentors may not use students for direct administration or paperwork. Student must fill out a mentor site visit report sheet in order to receive credit for visit. Failure to complete requirements will be reported to the student’s mentor and will result in no credit for elective.
2. Presentations:
Once a month, students will meet to present and discuss pre-assigned topics that are relevant to better serving underserved populations. A schedule and topics will be assigned prior to each meeting. Topics may include: Medicare, Medicaid, Health Care Reform, Social Issues that affect homelessness, inexpensive medical alternatives, health education programs etc. Each student will present for 15 minutes with 3 presentations per meeting. The presentations will be used to develop public speaking skills and to further specialized knowledge that would improve the outcome of future patients. Presentations will be supported with credible scientific sources.

- Topics must be pre-approved by the President or Executive Director of the Community Health for the Underserved Club.
- Power points must be submitted three days prior to the presentation date to the Elective Director. It is encouraged for presentations to be submitted earlier to advisers for critique.
- Students in attendance will fill out anonymous evaluation forms for the student presenter. In order to receive credit for the presentation, it must be evaluated as satisfactory by peers and by the faculty advisors if they are present.

3. Community Site Visits:
Once a month there will be a scheduled site visit to a local community organization that promotes community health. Students will visit to learn about programs available in the Toledo community and how these services can be accessed by underserved communities. These visits will be used to educate students about using community resources in the future, how to learn about the needs of a community, develop leadership skills in students and strengthen community partnerships.

Site Requirements:
Sites must serve an underserved population. Sites will give a tour of their facilities, explain the resources that they provide, explain the populations that they serve, explain the difficulties that their populations face, and explain how as health care professionals how we can partner with them to better serve our patients.

Student requirements:
For the elective, students must fill out a Community Site Visit Sheet that describes what the site does, what populations they serve, the need for the services in the community, and how he or she personally can incorporate these services into his or her future practice. Students must complete at least three site visits.

Mandatory Requirements Summary:
- Mentorship Program – for a total of at least 8 hours
- Presentations – at least one presentation, 4 hours total, including preparation time
- Site Visits – three site visits, at least 1 hour each, for a total of 3 hours
- Business Meetings – attendance required at a minimum of 6 business meeting per year, 6 hours
- Total Time = at least 22 hours

EDUCATIONAL OBJECTIVES:
1. Demonstrate knowledge of health disparities present in the United States. (EPO K14)
2. Demonstrate knowledge of current proposed solutions to health disparities in the United
3. Demonstrate knowledge of difficulties that face physicians who work in underserved areas. (EPO K16)
4. Demonstrate knowledge of the theories and principles that govern ethical decision making and of the major ethical dilemmas in medicine, particularly those that affect underserved populations. (EPO K10)
5. Communicate effectively, both orally and in writing, with patients, patients’ families, colleagues, and others with whom physicians must exchange information in carrying out their responsibilities. (EPO S1)
6. Retrieve (from electronic databases and other resources) and synthesize information on topics particular to underserved populations such as health disparities, healthcare reform, and patient presentation. (EPO S11)
7. Demonstrate ethical, responsible, reliable, and dependable behavior in all aspects of their professional lives and a commitment to patients, society and the profession. (EPO P1)
8. Demonstrate honesty and integrity in all interactions with patients, patients’ families, colleagues, and others with whom students interact in their professional lives. (EPO P2)
9. Demonstrate the capacity to recognize and accept limitations in one’s own knowledge and clinical skills, and a commitment to continuously improve one’s knowledge and ability. (EPO P3)
10. Demonstrate professionalism in dress, grooming, manner of speech, personal interaction with colleagues, faculty, staff, patients, and patients’ families. (EPO P4)
11. Demonstrate compassionate treatment of patients and respect for their privacy. (EPO P5)
12. Demonstrate awareness of the physician’s role in providing health care for members of traditionally underserved populations and of their responsibility to provide care to patients who are unable to pay. (EPO P6)
13. Demonstrate knowledge of, and respect for, the roles of other health-care professionals, and of the need to collaborate with others in caring for individual patients and in promoting the health of defined populations. (EPO P7)

METHODS OF TEACHING:
The physicians at each site will help teach the students about the challenges faced as physicians working in underserved areas. The physicians will also provide the students with ways to find resources to better serve the communities. For example a physician might direct a student to a web site that is very useful for finding ways to better serve communities. During the monthly presentations the students will also instruct each other about different topics of disparities in healthcare. As one student becomes more familiar with Medicare and its regulations, they will become the instructor for the other students in the group. During the community site visits the students will also be instructed by the sites about the services offered at each place and the best way to give patients access to the services.

METHODS OF EVALUATION AND STUDENT FEEDBACK:
Students will be required to fill out a form for each site visit detailing the services offered by the site, health disparities that the site addresses, and how partnering with this type of site in the future can benefit their future practice. Students will also rate the site visit for overall quality,
knowledge gained, interactions with service recipients if applicable, interactions with staff, and organization of the visit.

Each student is required to present a 15 minute presentation on a topic that addresses the needs of an underserved population. They will be evaluated by their peers.

For each shadowing session the student is required to provide feedback on the session regarding demographics of population served, factors contributing to the underserved nature of the population, techniques of the physician in caring for this population, activities student participated in during shadowing and advice gained for future career plans. From the shadowing forms the Executive Director can analyze quality of the experience.

LINKAGE TO EPOs:
See educational objectives above.

PREREQUISITES: (if any) None