

YEARS 1 & 2 ELECTIVE COURSE

TITLE: Healthcare Education and Advocacy Reaching Toledo Schools (HEARTS)

COURSE NO: SOMN 608

DEPARTMENT: Pediatrics

DURATION: 12 months

DIRECTOR: Jeffrey Moore, MD

COORDINATOR:

SEMESTERS AVAILABLE: Year course

NUMBER OF STUDENTS: 30 students may enroll

LOCATION: Reynolds Elementary School

REYNOLDS ELEMENTARY AFTER SCHOOL PROGRAM DIRECTOR: Andrew Baden

GENERAL DESCRIPTION: This program allows medical students the opportunity to work with children in the Toledo community and to act as mentors and educators in an interactive way. Two times a month, medical students will be attending an after-school program currently held at Reynolds Elementary school and will be giving the children enjoyable public health lessons that stress the importance of basic healthcare including topics such as exercise, healthy eating, visiting the doctor, etc.

At the beginning of the elective, students will complete an orientating detailing expectations and requirements. During this time, the student coordinators will conduct a 60 minute module that will demonstrate the basic format of what the students are expected do for their own modules with the children. Starting in September, groups of 10 students will go to the school once a month to play with the kids, help them with their homework and conduct one health module. Each student is required to attend the Reynold's program once a month for two hours. Of those visits, each student is required to give two to three 60 minute modules during the course of the program. Prior to each module, medical students will submit a lesson plan to the student coordinators and the after-school program director for approval, as well as create and prepare the module itself. Students will also attend at least two "Third Thursday" events in which families of the students who attend Reynold's Elementary School go to the University Church once a month to collect fresh produce, groceries, etc. Medical students will be able to help the children with their homework at this time and meet the families of the students they are working with. Six months after the program start and once at the end of the program, students will submit reflection papers documenting what they found impactful throughout the experience.

This course has the primary aim of providing healthcare education to children in underserved communities in order to give children a knowledge base they can use to create healthy habits. Children that grow up not having direct access to healthcare may rely on their educational background to maintain their physical and mental health and this program gives children the foundational knowledge needed to do this. It also has the additional objective of allowing medical students to learn to communicate their medical knowledge through different outlets and in innovative ways to a population that may initially have a limited understanding of healthcare. By learning to do so, medical students will develop necessary skills to communicate to future patient populations and diverse communities.

EDUCATIONAL OBJECTIVES:

1. Students will develop an understanding of the cultural and social determinants of health (MK-11, MK-12, MK-13, PB-5, PB-7, SPB-2)
2. Students will develop communication skills that allow them to interact with a population with a different knowledge base (PB-6, IPC-1, IPC-3, IPC-4, PBL-1)
3. Students will learn how to educate children and their families in healthy lifestyle practices (MK-15, PB-7, IPC-3, IPC-4)

LINKAGE TO THE CORE CURRICULUM:

MK-11 Knowledge of the manner in which people of diverse cultures and belief systems perceive health/illness and respond to symptoms, diseases and related treatments

MK-12 Knowledge of the non-biological determinants of health and the economic, psychological, social and cultural factors that contribute to health and disease

MK-13 Knowledge of gender, cultural and other biases that impact delivery of health care

MK-15 Knowledge of fundamental principles of preventive medicine and population/public health

PB-5 Compassionate treatment of patients

PB-6 Knowledge of, and respect for other health care professionals, and of the need to collaborate with others in caring for patients as well as promoting population health

PB-7 Knowledge of key principles required for delivery of culturally competent care

IPC-1 The ability to communicate effectively in a timely manner, both verbally and in writing, with patients, patients' families, colleagues, and others with whom physicians must exchange information in carrying out their responsibilities

IPC-3 The ability to communicate in a culturally competent manner with patients, families and community at large

IPC-4 The ability to apply principles of cultural competence to all aspects of health care delivery

PBL-1 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 through lifelong learning

SBP-2 Knowledge of impact of health care disparities in delivery of health care

METHODS OF TEACHING: Student presentations and reflection papers

PREREQUISITES: Must be a first or second year medical student at the UTCOM; must attend orientation session