YEARS 1 & 2 ELECTIVE COURSE

TITLE: Community Health for the Underserved

COURSE NO.: SOMN 721

DEPARTMENT: Family Medicine

DURATION: 2 semesters

DIRECTOR: Dr. Mark Weiner

SEMESTERS AVAILABLE: Fall and Spring

NUMBER OF STUDENTS: 20

LOCATION: On campus, at local physician offices, and local community sites

COORDINATOR: Community Health for the Underserved Elective Director, an elected position on the URMA executive board

FACULTY: Dr. Mark Weiner and Kathy Vasquez

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. Shadowing
2. Presentations
3. Community Site Visits

1. Shadowing Program
Description: The shadowing program is to develop relationships with professionals working in the field, guidance and encouragement to support students to continue on the path to work with underserved populations.

Students will have the opportunity to shadow physicians in a variety of settings with a diverse spectrum of underserved populations. Students will have the option to work alongside physicians at local community care clinics, migrant clinics, and international missions and shadow physicians in the local area who work with an underserved population. In addition to the resources provided by the organization, students may seek physicians and other opportunities to shadow in an underserved setting independently (as long as they meet the requirements below), encouraging students to develop networking skills and allowing students to find shadowing opportunities in an area or field that interests them.
**Physician Requirements:**
Mentors must practice at least 50% of the time in a HRSA designated underserved area.
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 the physician to be shadowed and meet with him or her at least once a semester. When meeting with the physician, the student can shadow his or her physician, learn about the population the physician serves, and/or discuss future career plans. Physicians may not use students for direct administration or paperwork.
Student must fill out a physician site visit report sheet in order to receive credit for visit.
Student must fill out an interest sheet to determine their interests to find the best match possible.
Failure to complete requirements will be reported to the student’s physician and will result in no credit for elective.

2. **Presentations:**
Once a month, students from different disciplines will meet to present and discuss pre-assigned topics that are relevant to better serving underserved populations. A schedule and topics will be assigned at the first information meeting. Topics 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.

- Topics must be pre-approved by Dr. Mark Weiner, Kathy Vasquez, or the Executive Director of the Urban and Rural Medicine Association.
- Power points must be submitted three days prior to the presentation date to the executive 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 the faculty advisor who 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 two site visits per semester.
Mandatory Requirements Summary:
- Shadowing – at least 4 hours will be spent with mentor each semester, for a total of at least 8 hours
- Presentations – at least one presentation each semester, 4 hours total, including preparation time
- Site Visits – two visits two semester, at least 3 hours each, for a total of 12 hours
- Business Meetings – attendance required at a minimum of 6 business meeting per year, 6 hours
- Total Time = at least 30 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 States. (EPO K16)
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:
Each student will be required to take a pre and post quiz evaluating their knowledge about the issues centered on practicing in underserved areas. These issues will be the same ones covered in the poster sessions presented each month covering topics such as Medicare, Medicaid, healthcare reform, the homeless and home healthcare.

There are also at least 2 mandatory visits with the physician each year and afterwards the physicians will give students a written evaluation to assess their professionalism, their compassion, and their overall approach to working with the underserved.

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.

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.

LINKAGE TO EPOs:
See educational objectives above.

QUALITY ASSURANCE:
- A survey will be given out at the first session to determine the interest and level of understanding of the students about health disparities.
- A post survey will be given to students at the end of the semester to determine if the students have improved in their knowledge of health disparities.
- Long term evaluation: Students will be followed and determined if they choose primary care residencies and contacted to find out if they are practicing in underserved

PREREQUISITES: (if any) None