

Graduate College Curriculum Committee

New Graduate Course Proposal Form

I. Course Developer Contact Information

Name:	Corrin Sullivan		
College or Division:	School Of Medicine		
Academic Organization:	Med		
Campus Phone:		Mail Stop:	
E-Mail Address:	corrin.sullivan@unlv.edu		

II. Catalog Information

Section A			
Course Prefix:	MED	Course Number:	822
Has this course number been used previously as an X-course?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, X-Course Prefix:	N/A	X-Course Number:	N/A
Section B			
Long Course Title (100 character max):	Nevada Community Service 2		
Short Course Title (30 character max):	NV COMMUNITY SERVICE 2		
Catalog Description (50 words max):	Part of a longitudinal six-part series of courses that integrates community health and service learning experiences throughout the foundations and clinical clerkship phases of the curriculum. Students develop awareness and accountability to patients and communities, knowledge of activism, advocacy, and social justice through professional, social, research, and civic activities.		
Number of Words in Catalog Description:	49		
Section C			
Credits are:	<input checked="" type="checkbox"/> Fixed:	2	<input type="checkbox"/> Variable: 0 to 0
May course be repeated for credit?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, the maximum number of credits that may be earned is:			0
Grading System: <input type="checkbox"/> Letter Grade <input type="checkbox"/> S/U <input checked="" type="checkbox"/> S/F <input type="checkbox"/> Thesis/Dissertation			
Is this a Special Topics course?		<input type="checkbox"/> Yes (If yes, complete rest of section) <input checked="" type="checkbox"/> No (If no, go to Section D)	
Sub-topic(s) (Please list at least one):		N/A	
Are topics repeatable?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, number of credits: N/A

Section D			
Prerequisites (if any):	N/A <i>*Graduate standing is the default prerequisite built into the system for all graduate-level courses.</i>		
Co-requisites (if any):	N/A		
Anti-requisites (if any):	N/A		
Does this course have additional non-credit components?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, indicate component(s):	<input type="checkbox"/> Clinical <input type="checkbox"/> Discussion <input type="checkbox"/> Field Studies <input type="checkbox"/> Independent Study	<input type="checkbox"/> Internship <input type="checkbox"/> Laboratory <input type="checkbox"/> Lecture <input type="checkbox"/> Practicum	<input type="checkbox"/> Research <input type="checkbox"/> Seminar <input type="checkbox"/> Supervision <input type="checkbox"/> Thesis Research
Will course be the cross-listed with another course (e.g., 400/600)? Note that 400/600 courses must have the same title and course description. The syllabus must include graduate student requirements.			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, specify course prefix and number:			
<i>Instructional Modes</i> Indicate the instructional modes that should be available for scheduling			
<input type="checkbox"/> In Person Supplemental Web	<input type="checkbox"/> Independent Study <input type="checkbox"/> In Person <input type="checkbox"/> Television	<input type="checkbox"/> Web-based <input type="checkbox"/> Web-based w/ on/off campus meeting	<input type="checkbox"/> Hybrid

III. Evaluation of Library Resources

This section is completed by course developer
Please indicate library resources that will be needed to support students taking this course: Core journals: Core books (not required texts): Electronic resources (e.g., databases, videos, media, etc.):
This section is completed by the librarian.
Library Comments: Note: The Library does not attempt to block new courses because needed resources are not owned locally. It is critical that core journals and electronic resources are listed so the Library can track gaps in collections and pursue opportunities to obtain missing items.

IV. Routing and Approval Process

	Name	Email Address	Campus Phone
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Course Developer:	Laura Culley, MD	laura.culley@unlv.edu	5-0325
Dept. Chair or Grad. Coordinator:			
If Cross-Listed, Chair of Cross-Listing Department:			
Librarian:	Joanne Muellenbach	librarycdm@unlv.edu	5-0518
College Curriculum Committee Chair:			
Academic Dean:	Ellen Cosgrove, MD, FACP	ellen.cosgrove@unlv.edu	5-0333
Graduate College Curriculum Committee Chair:	Gregory Borchard	GCCC@unlv.edu	5-4868
Graduate College Interim Dean:	Kate Korgan	GCCC@unlv.edu	5-4070
Registrar's Office:	Katie Humphries	curriculum@unlv.edu	5-0892
<p><i>Note:</i> Forwarding this form as an e-mail attachment constitutes approval of the course as described. When forwarding, be sure to leave all previous comments in place, as this represents prior approvals. Requests for changes or revisions must be routed back to the course developer to make the necessary changes and begin the routing process again.</p>			

Form updated 2/19/16 - KWH

V. Syllabus

Graduate syllabi must meet the minimum criteria as required by the Provost's office (See Semester Memo under Executive Vice President and Provost Policies and Forms: <http://www.unlv.edu/policies>). Graduate courses that are linked to undergraduate courses (300/500 and 400/600 level joint courses) must clearly state in the syllabus how the class experience and expectations are different for graduate students, what additional requirements students enrolled in the graduate level course must fulfill, and how the grading scale will be applied to graduate students.

Nevada Community Service – Bridging the Gaps

Course Content:

This course is designed to integrate community health service learning experiences throughout all four years of the medicine curriculum. The developmental progression of these experiences, utilizing simultaneous class room teaching of concepts, small group discussions with mentors and peers, and presentation by guests from community agencies, while at the same time incorporate active, consistent, and voluntary service learning experiences at agencies of students' choices. The outcome is utilizing a chain of experiences to create future physicians with a keen awareness of their accountability to both patients and the community, and who also demonstrate and teach social justice in all professional, social and civic activities.

This course is broken up into two sections, aligning with the seasonal breaks in the medical curriculum. Phase I will occur during the students first eighteen months of the scientific Foundations Phase. Phase II will occur during the students longitudinal clerkship phase.

- a. Phase I – Population Health : Concepts and Service
- b. Phase II- Clinical Care of Special Populations

Nevada Community Medicine
"Health in all Policies"

PHASE 1

During Phase I, the course is two hours/week on Wednesday afternoons over the eighteen month period. (Participation will not be required during periods of school break and the fourteen weeks allotted for research projects.)

Other than the above times, during Phase I (Foundations), the two hours each week will be divided up as follows:

- Two weeks (four hours) per month will be devoted to field involvement by each student in community service organizations of their choice. Students will be encouraged to choose an organization whose activities reflect their areas of interest, and encouraged to choose organizations providing service in the high risk community that they assessed in their Population Health course.
- One week (two hours) per month will be devoted to didactic classroom teachings on various topics relevant to Community Service and Public Health presented by the course leaders and theme leaders.
- One week per month, the hours will be split with one hour per month of presentations by guest speakers from various community based service organizations who will explain their organization's vision, goals and community activities. The remaining hour per month will be reserved for small group sessions with faculty mentors to discuss and reflect on issues that have come during the previous month. It will also include discussion clinical interprofessional experiences the students has observed or been a part of during the previous month.
- In cases of months with five weeks, adjustments will be made to the schedule to allow for additional presentations of community service organizations.

These two hours per week of integrated learning experiences will allow students to examine the principles of public health from a series of perspectives:

1. Direct learning from community service.
2. Presentations by experts in a variety of areas of public health.
3. Introduction to a wide variety of individuals and organizations who are addressing public health issues in the Las Vegas Community.
4. Case presentations and discussion in small interprofesional group situations.
5. Reflection and small group discussion on the experiences encountered in community service.

PHASE 2

During the students' longitudinal clerkships, they will spend the majority of their time at one outpatient facility in a high risk community. During their time in this outpatient clinic, they will learn clinical medicine in all of the major areas of medicine. During the outpatient section of clerkships students will spend two hours /week participating in this course. The emphasis of this phase of the course is for students to begin to understand and manage the challenges of delivering medical care to special, vulnerable populations. We will utilize:

1. Clinical experiences as part of teams caring for the most vulnerable in our community.
2. Small group reflection sessions, led by specialists in the fields.

Although it is difficult enough to develop the wide variety of skills required to be an outstanding physician, it requires additional understanding and emphasis on the unique circumstances and needs of groups of special populations, usually the most vulnerable. This

understanding and skill set is becoming increasingly the responsibility of the Health Care Community. These special populations/topics include:

Pediatrics/Adolescents

- Developmentally Challenged / Disabled /Deformities
- ADHD/ Behavioral disturbances / Eating Disorders
- Physically and Mentally Abused
- Refugees
- Criminal Justice System
- Chronic Illness
- Terminal

Adult/ Psychiatric Medicine

- Physically Disabled
- Physically /Mentally Abused
- PTSS- Disabled Veterans
- Chronic behavioral issues
- Refugees
- Prisoners
- Chronic Illness
- Elderly
- Terminally Ill

OB/GYN/Urology

- Transgendered
- Sexually Abused
- STD/HIV
- Pregnancy

READING & IN-/OUT-OF-CLASS ASSIGNMENTS

Students will receive a combination of advanced reading, small group discussions and reflection, specialty clinics, community service organizations consistent with the facilities of their clinic location. Whenever possible, specialists will be present during small group discussions as facilitators.

COURSE OBJECTIVES

PHASE 1

- Students will demonstrate personal accountability, altruism, humanism, self-awareness and humility in the care of patients, self, and others.
- Students will understand the responsibilities, challenges and limitations of volunteer service.
- Students will experience an integrated, meaningful service learning experience that will prepare them to effectively address the profound effect of poverty and discrimination on individual and population health.
- Students will begin to develop, as future physicians, the knowledge, skills and attitudes necessary for promoting health equity within and among diverse populations through an integrated service learning experience.
- Students will begin to gain an understanding of core financial, legal, and structural policies and regulatory aspects of the US health care system; where it might be heading, as well as its impact on the delivery of health care.
- Students will be able to describe the leading global health problems, including their causes, methods of prevention, and regulating agencies.
- Students will be encouraged to become advocates for patients and system change, by working in interprofessional teams directly with community members and organizations, developing an appreciation of poverty, discrimination or other obstacles to care.
- Students will learn the importance of on-going service to the community, and experience ways people can work together to improve services, resources, education to strengthen communities and individuals, mentally and physically.

Numerous field opportunities will be made available to students, or they may create their own service experience upon approval from faculty. Collaboration with other UNLV Colleges:

Law, Social Work, Nursing, Dental, Community Health Science, and Physical Therapy will be maintained to create inter-professional student teams for a number of the service opportunities.

PHASE 2

- Students will develop compassion, understanding and confidence while working with special population individuals.
- Students will identify and explore the unique circumstances and needs of the medical care for vulnerable populations.
- Students will appreciate the barriers to care that are experienced by these groups.
- Students will benefit from insight and direction by specialists in the care of these special groups.

ASSESSMENT & GRADING:

PHASE 1

Students will be required to keep a journal including reflections on classes, guest speakers, and services experiences throughout the course. These will be shared during the monthly small group sessions. Students will be required to develop a plan for one innovative intervention at the location of their community service, conduct research, and plan a trial intervention. With the mentor's approval, this program can be carried out during the required research period of the medicine curriculum if they choose to do community-based research.

PHASE 2

During their time on their clerkships, students will be assessed in the following ways.

- Small group reflections and feedback.
- Evaluation by clinical staff
- One small research based presentation concerned with a particular special group of the student's choice.

OUTLINE OF COURSE SCHEDULE:

Month 1: Health Care Disparities /Community Service Learning/Basics of Volunteering

- WEEK 1: September 6, 2017: Health Care Disparities/Basics of Volunteering
- Week 2: September 13th: FIELD SERVICE
- Week 3: September 20th: VMSN- free clinic / Meet Mentors
- Week 4: September 27th: FIELD SERVICE

Month 2: The role of Bias on Health Disparities

- WEEK 1: October 4, 2017: The role of bias on health disparities (gender, race, income, immigrants, etc.)
- Week 2: October 11th: FIELD SERVICE
- Week 3: October 18th: LGBTQ CTR/ISON/1st AME /Mexican Cons
- Week 4: October 25th: FIELD SERVICE

Month 3: Environment and Health

- WEEK 1: November 1, 2017: Environment and Health – Gerstenberger
- Week 2: November 8th: FIELD SERVICE
- NO CLASS - INTERSESSION
- Week 3: November 22nd: NV Partners for Safe Housing/SNHD–Environ.
- Week 4: November 29th: FIELD SERVICE

Month 4: Community Engagement and Health

- Week 1; December 6, 2017: The role of Community engagement
- Week 2: December 13th: FIELD SERVICE – (Holiday)
- Week 3: December 20th: Salvation Army/ Boys& Girls/Senior Svcs. DM-Chronic Disease/ HUD/CDC/CC Social

Month 5: Physical and Sexual Abuse/ Human Trafficking

- WEEK 1: January 10, 2018: Intimate Partner Abuse/ Human Trafficking
- Week 2: January 17th: FIELD SERVICE
- Week 3: January 24th: Social exclusion/exploitation
- Week 4: January 31st: FIELD SERVICE

Month 6: Addictions: Tobacco, Chemical, Gambling

- WEEK 1: February 7th, 2018
- Week 2: February 14th: FIELD SERVICE
- Week 3: February 21st: AA, Alanon/ Turning Point/Westcare
- Week 4: February 28th: FIELD SERVICE

Month 7: The role of Hospitals on Health /Transition of Care/ Cardiac/ Stroke prevention

- WEEK 1: March 14, 2018: The role of Hospital discharge and beyond
- Week 2: March 21th: FIELD SERVICE
- Week 3: March 28st: Case Managers/Diabetic Treatment Ctr./UMC
- Week 4: April 4th: FIELD SERVICE

Month 8: Interprofessional Teams

- WEEK 1: April 11, 2018: Interprofessional Teams – Role on Health
- Week 2: April 18th: FIELD SERVICE
- Week 3: April 25th: Social Work/Law Clinic /APN/PA
- Week 4: May 2nd: FIELD SERVICE

Month 9: Nutrition/Obesity

- WEEK 1: May 9, 2018: Nutrition/ Obesity/Exercise
- Week 2: May 16th: FIELD
- Week 3: May 23rd: UNLV Nutrition/ Behavior Modification/
- Week 4: May 30th: FIELD SERVICE

Month 13: Behavioral Health/ Doctor-Patient Relationship

- WEEK 1: August 29, 2018: Behavioral Health/Doctor/Patient
- Week 2: September 5th: FIELD SERVICE
- Week 3: September 12th: Healthy Minds, Westcare, Desert Parkway
- Week 4: September 19th: FIELD SERVICE

Month 14: Health Care for the Homeless

- WEEK 1: September 26, 2018: Health Care for Homeless: Challenges
- Week 2: October 3rd: FIELD SERVICE
- Week 3: October 10th
- Week 4: October 24th: FIELD SERVICE
- Week 5: October 31st: INTERSESSION

MONTH 15: Global Health / International Health Agencies

- WEEK 1: November 7th, 2018: Global Burden of Disease – EZE ID
- Week 2: November 14th: FIELD SERVICE
- Week 3: November 21st: Mexican Consulate/ Refugee Services /HIV
- Week 4: November 28th: FIELD SERVICE

MONTH 16: Local, State, Federal Agencies and Policy

- WEEK 1: December 5, 2018: International Health Agencies
- Week 2: December 12th: Field Service
- Week 3: December 19th: WHO/Doctors w/o boarders - Feedback

University Expectations:

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are

encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>.

Copyright – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to me during office hours so that we may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach me before or after class to discuss your accommodation needs.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, January 31, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university that could not have reasonably been avoided. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed all course work up to the withdrawal date of that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. A student who receives an I is responsible for making up whatever work was lacking at the end of the semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be

reviewed are requested for the consultation. More information can be found at:
<http://writingcenter.unlv.edu/>

Rebelmail – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.