

MED 812: Nevada Community Service 1 (SERV)

Autumn 2017

Bridging the Gaps – Wednesdays

10:00 a.m. to 12:00 p.m. or 3:00 to 5:00 p.m.

1001 Shadow Lane & Designated Community Health Sites

Course Chairs:

Laura K. Culley, MD MPH

Samrat Das, MD

Course Description and Learning Objectives:

This course is designed to integrate community health and service learning experiences throughout all four years of UNLV School of Medicine's (UNLV SOM) curriculum. This longitudinal experience progresses throughout the first two (I & II) phases of the curriculum using theoretical concepts taught in interactive classrooms, small group activities and inter-professional group discussions in the company of both professional mentors and peers, as well as presentations given by community agencies and experts who address significant healthcare concerns throughout the valley. Additionally, students partake in required community service activities at a cooperative agency of their choice. The culmination of this course is intended to produce proficient, self-reflective physicians with a keen awareness to their community's health concerns, accountability to patients, and responsible activism in social justice issues that arise in professional, social, and civic undertakings.

This longitudinal experience is split into three (3) courses in order to accommodate the proper integration of medical instruction, account for student competency as skills advance, as well as align with seasonal breaks present in the curriculum's academic year schematic.

- Demonstrate personal accountability, altruism, humanism, self-awareness and humility in the care of patients, self and others.
- Describe the responsibilities, challenges and limitations of volunteer service.
- Develop competency to effectively address the profound impacts of poverty and discrimination on individuals and in population health.
- Foster the knowledge, skills, and attitudes necessary to promote health equity for diverse populations via integrated service learning experiences.
- Acquire an understanding of core financial, legal, structural policies, and regulatory aspects of the U.S. healthcare system and its impact on healthcare delivery.
- Describe leading global health problems, their causes, methods of prevention, and major regulating agencies.
- Develop advocacy knowledge and identify obstacles to care, for patients and systemic changes, directly with community organizations and its members
- Recognize the importance of community service in improving access to services, resources, and education for its inhabitants.
- Advocate for improved public health outcomes through community engagement and the analysis of social determinants of health and disease.

Required and Recommended Textbooks:

Required

- King, T., & Wheeler, M. B., Fernandez, A., Schillinger, D., Bindman, A. B., Grumbach, K., & Vilella, T. (2007). *Medical Management of Vulnerable and Underserved Patients: Principles, Practice and Populations*. New York, NY: McGraw Hill/Lange.

Course Schedule & Weekly Objectives:

Throughout the duration of this course, each month focuses on different topics designed to increase students' understanding of major community health issues and environmental problems impacting access to care and quality of health and healthcare in Nevada. These monthly topics include: intimate partner violence, child abuse, human trafficking and sexual exploitation, care of the elderly, behavioral and chemical addictions, nutrition and obesity, behavioral and mental health issues, environmental hazards, homelessness, the impact of bias on health and healthcare, the importance of community involvement, the role hospitals must play, the necessity of medical team collaborations, global health issues, and health related agencies. The course time is allotted as follows:

- Two (2) hours per month is dedicated to interactive didactic sessions on the monthly topic by the course leader, theme leaders, and expert guest speakers;
- Four (4) hours per month is committed to student participation in service learning/ active involvement at a community service organization. (Students are encouraged to choose an organization whose activities reflect their areas of interest, and related to the high-risk community assessed in the Population Health component of Immersion);
- One (1) hour per month is allotted for presentations by guest speakers from community-based, non-profit state, county, and city service agencies and health organizations relevant to the month's topic; *and*,
- An additional hour per month is allocated to small group sessions with faculty/ community mentors to discuss and reflect on issues reviewed in the previous month, share student experiences, and observations made in service learning activities.

The culmination of these integrated service learning and community health experiences facilitate students' awareness and examination of population health principles from a diverse series of perspectives.

Month 1: September 5-27, 2017

Health Care Disparities/Community Service Learning/Basics of Volunteering

Week 1: September 6th – Volunteering Basics/Principles of Service Learning/Health Disparities

Week 2: September 13th – **Field Service**

Week 3: September 20th – Volunteers'/Free Clinic Presentations, Meet Mentors & Small Groups

Week 4: September 27th – **Field Service**

Topics include:

- Identify health care disparities and understand how they affect individual and population health.
- Describe goals and benefits of service learning, and the basic rules and regulations of volunteering.
- Appreciate a physician's responsibility to be compassionate, non-judgmental, and fair when treating patients regardless of race, socio-economic status, sexual orientation, or personality.
- Develop the habit of frequent self-reflection, including time with colleagues to discuss positive and negative experiences physicians, and physicians in training, have that are potentially troubling, surprising, and/or irritating – those that create extremely strong positive or negative responses.

Assigned Readings & Review Materials:

- Grumbach, K., Braveman, P., Alder, N., Bindman, A. B. (2007). Chapter 1: Vulnerable Populations, Health Disparities, and Health Equity: An Overview. (pp. 3-12). Chapter 2: Healthcare Disparities: An Overview. (pp. 13-24). *Medical Management of Vulnerable and Underserved Patients: Principles, Practice and Populations*. New York, NY: McGraw Hill Lange
- Braveman, P., Kumanyika, S., Fielding, J., LaVeist, T., Borrell, L., Manderscheid, R., & Troutman, A. (2011). Health Disparities and Health Equity: The Issue is Justice. *American Journal of Public Health*, 101(1), pp. 149-155.
- Bringle, R., & Hatcher, J. (1996). Implementing Service Learning in Higher Education. *Journal of Higher Education*, 67(2).

Month 2: October 2-25, 2017

The Impact of Bias on Health and Health Care

Week 1: October 4th – Role of Bias on Health Disparities (*i.e.*, gender, race, income, origin)

Week 2: October 11th – **Field Service**

Week 3: October 18th –Presentations: LGBTQ Center, Islamic Society of NV, 1st AME Church, Mexican Consulate, and small group sessions

Week 4: October 25th – **Field Service**

Topics include:

- Recognize and identify the many forms of bias in the Las Vegas community.
- Describe Young’s “Five Faces of Oppression,” recognize it in the community, and explain how affects health and healthcare.
- Consider possible ways to decrease bias and lessen its impact on population health.
- Commit to self- reflection and acknowledgment of one’s own biases, and how it interferes with a physician’s role.

Assigned Readings & Review Materials:

- Young, I. (2011). Chapter 2: Five Faces of Oppression. *Justice and the Politics of Difference*. Princeton, NJ: Princeton University Press, pp. 32-65.
- Hofrichter, R., & Bhatia, R. Chapter 7: Structural Racism and Community Building. *Tackling Health Inequities through Public Health Practice*. New York, NY: Oxford University Press, pp. 143-161.
- Bigby, J. (2007). Chapter 9: Navigating Cross-Cultural Communication. (pp. 91-100). *Medical Management of Vulnerable and Underserved Patients: Principles, Practice and Populations*. New York, NY: McGraw Hill/Lange.

Month 3: October 30 – November 29, 2017

Environment and Health

Week 1: November 1st – Environment & Health Guest Speaker: Shawn Gerstenberger

Week 2: November 8th – **Field Service**

Week 3: November 15th – **Intersession**

Week 4: November 22nd – **Thanksgiving Break**

Week 5: November 29th – NV Partners for Safe Housing/Southern NV Health District

Topics include:

- Define and distinguish key scientific and methodological domains in environmental health and how they relate to each other.

- Explain how natural environmental processes and their interaction with toxic chemicals and substances create danger in transport of and exposure to hazardous materials.
- Describe major hazards affecting health in the environment today, *esp.* the “hidden” ones.

Assigned Readings & Review Materials:

- Jacobs, D. (2011). Environmental Health Disparities in Housing. *Environmental Justice*, 101(1), 115-122.
- Maxwell, N. (2014). Chapter 2: The Science and Methods of Environmental Health. *Understanding Environmental Health*. 2nd ed. Burlington, MA: Jones and Bartlett Learning, pp. 5-67.

Month 4: December 4-20, 2017

The Importance of Community Engagement / Inter-professional Teams / Hospital-Community Collaborations

Week 1: December 6th – The Process of Community Engagement

Week 2: December 13th – **Field Service**

Week 3: December 20th – No Class

Week 4: December 27th – **Winter Break**

Topics include:

- Identify the role/influence of community stakeholders and services in community health (on residents).
- Reflect on best practices of community engagement for a culture of health.
- Determine the most common problems associated with the transition of care from the community to hospital setting.
- Consider the hospital’s role in community health and prevention.
- Evaluate the value of an inter-professional team approach to patient care.
- Describe the need/influence of collaboration between hospitals and the community.

Assigned Readings & Review Materials:

- Schneidermann, M., & Fernandez, A. (2007). Chapter 15: Case Management / Multi-disciplinary Care Models. (pp. 151-158). *Healthcare Disparities: An Overview*. (pp. 13-24). *Medical Management of Vulnerable and Underserved Patients: Principles, Practice and Populations*. New York, NY: McGraw Hill/Lange.
- Wortis, N., Beck, E., Donsky, J. (2007). Chapter 16: Health and Community. (pp. 159-166). *Healthcare Disparities: An Overview*. (pp. 13-24). *Medical Management of Vulnerable and Underserved Patients: Principles, Practice and Populations*. New York, NY: McGraw Hill/Lange.

Course Requirements & Evaluation:

In addition to peer and self-evaluation of case presentations and team activities, students are required to maintain a journal logging self-reflections arising from small group sessions and community service experiences. Active participation is an integral part of this course.

Students must actively engage in individual, small group, inter-professional, and class discussions to effectively contribute to all learning activities. This includes, but is not limited to, offering and receiving constructive peer and professional feedback. A set of formative and summative narrative

assessment is conducted throughout the duration of this course.

Students are expected to arrive on time to all course sessions and community service activities prepared to participate actively and engage in all learning and small group exercises. Additionally, students are expected to be respectful, take responsibility and accountability for their own choices, actions, and/or decisions. This includes the demonstration of personal and professional integrity. Any student with a serious or multiple violations of professional behavior will be referred to the Medical Student Progress Committee (SPC) for review and potential action.

Attendance will be considered and excused for matters pertaining to serious illness or in the event of a family emergency per the review and approval of the Senior Associate Dean for Student Affairs.

Grading:

A pass/fail (P/F) grade is based upon satisfactory participation in small group activities, the timely completion of written assignments and group exercises, maintenance of a self-reflection journal, and four (4) hours per month of fieldwork.

Dress Code:

Students represent not only themselves, but also the medical profession to those with whom they have contact. Appropriate and professional attire should be worn, especially when students are in patient care or professional settings and when contact with patients is anticipated. Students should be aware that personal appearance may serve to inspire or hinder the establishment of the trust and confidence that are essential in the doctor-patient relationship. Jeans, sandals, and shorts (and other casual attire) are not considered professional dress. Scrubs are worn in the operating room, in the anatomy lab or in other clinical circumstances to protect the operator's clothing from soilage. Scrubs, in general, should not be worn outside of the lab or hospital, and scrubs worn in the operating room should not be worn outside of the operating room. *(Please refer to Section 6: Professionalism in the UNLV SOM Student Handbook for guidelines pertaining specifically to dress.)*

University Expectations and Resources:

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 UNLV SOM's Senior Associate Dean for Student Affairs, as well as a Disabilities Specialist at the DRC to discuss appropriate options.

If you are registered with the UNLV Disability Resource Center, please submit your Academic Accommodation Plan from the DRC to UNLV SOM's Office of Student Affairs to develop strategies for implementing an accommodations plan that meets both your needs and UNLV SOM requirements. Any information provided is private and confidential. To maintain confidentiality, please do not approach course chairs or instructors before or after class to discuss 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 Senior Associate Dean for Student Affairs and the course chair or faculty preceptor 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 – Course or clerkship/elective faculty share responsibility with individual students to monitor their performance in the curriculum. The Student Progress Committee (SPC) follows student performance throughout the curriculum, and is responsible for approving all remediation plans once students have been assigned an insufficient grade, *e.g.* 'Incomplete' or 'Fail.' Remediation plans are developed by individual course directors, based upon individual student's identified academic and professional deficits, and tailored by both the course director and the SPC. The SPC determines deadlines for the adequate remediation of the course and provides final approval of the remediation plan. Students have the option, upon request, to appear before the SPC when plans for remediation are being considered.

Please note: In Phase 3 of the curriculum, any remediation of elective or advanced clerkship deficits must be completed prior to April 1 to meet the School of Medicine's graduation requirements. Students are not permitted to remediate more than two (2) course grades of 'Incomplete' during a single academic year. Students who receive more than two incomplete grades must be reviewed by the SPC. (*Please refer to Section 7: Academic Policies in the UNLV SOM Student Handbook for guidelines pertaining specifically to academic progress and actions.*)

Tutoring & Academic Resources – The Academic Skills Team (AST) provides academic assistance for all UNLV SOM students taking UNLV SOM courses. Students are encouraged to stop by the AST to utilize a variety of academic services, including test-tasking skills and strategies, coping with test anxiety, and improving self-study skills in preparation for USMLE and board exams. The AST is located at: 2040 West Charleston Boulevard, 89102.

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