

MED 832: Nevada Community Service 3 (SERV)

Fall 2018

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

Echezona Ezeanolue, 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 (UNLVSOM) 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., & Villela, 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 final of a longitudinal series of three courses in Phase I of the NV Community Service learning component of the curriculum, surmises major issues and challenges associated with the management and delivery of medical care to special populations, particularly the abused, neglected, disadvantaged, homeless, and elderly populations. Weekly topics integrated with service learning and community health experiences, not only facilitate students' awareness and observation of population health principles from a series of diverse and cultural perspectives, but further develops and refines students' knowledge and approaches to unique conditions, incidents, obstacles, and medical needs of special populations; which is increasingly important in the advancement of a wide variety of abilities and competencies required to be a modern and competent physician, especially within the healthcare community.

Service learning experiences are supplemented with concurrent didactic sessions, small group discussions with peers and mentors, as well as presentations by community agencies to reinforce students' accountability to patients and communities, develop awareness and compassion for all patients, and the ability to effectively pursue and instill social justice practices in all future professional, social, and civic endeavors.

Month 13: August 27 - September 19, 2018**Behavioral Health Issues**

Week 1: August 29th, 2018 – Behavioral Health, and Doctor/Patient relationship

Week 2: September 5th – **Field Service**

Week 3: September 12th – Presentations: Health Minds, Westcare, and Desert Parkway

Week 4: September 19th – **Field Service**

Topics include:

- Describe the history and problems arising from the “returning” of the mentally ill to the community with insufficient community sources.
- Determine what constitutes the best practices for the treatment of chronically mentally ill community members.
- List associated risk factors for disease of the mentally ill.
- Identify the indications or warnings of violence, to self and others, for those with severe emotional problems.
- Describe the role of medication and therapy for behavior modification in those with behavioral health problems.
- Consider problems and solutions relating to the evaluation of the mentally ill, or those under the influence of drugs, suicidal, or abusive in the emergency room.

Assigned Readings & Review Materials:

- Price-Hanson, D. (2007). Chapter 28: The Medical Treatment of Patients with psychiatric illness. (pp. 285-296). *Medical Management of Vulnerable and Underserved Patients: Principles, Practice and Populations*. New York, NY: McGraw Hill/Lange.
- Donohoe, M. (2013). Chapter 11: Mental Disorders, Health Inequities, and Ethics: A Global Perspective. (pp. 171-192). *Public Health and Social Justice*. San Francisco, CA: Jossey-Bass.

Month 14: September 24 - October 31, 2018

Addictions: Tobacco, Chemicals/Drugs, and Gambling

Week 1: September 26th, 2018 – Identity, Addiction treatment, and sustaining sobriety

Week 2: October 3rd – **Field Service**

Week 3: October 10th – Presentations: Alcoholics Anonymous (AA), Alanon, Turning Point, and Westcare

Week 4: October 17th – **Field Service**

Week 5: October 24th – No Class

Week 6: October 31st – **Intersession**

Topics include:

- Describe the basic assistance and treatment principles of those with addictions.
- Recognize the process, stages, and the influence of health workers for individuals undergoing drug/substance abuse rehabilitation.
- Identify resources available within the community for people overcoming addiction.
- Consider the likelihood of relapse or addictive behaviors in vulnerable populations.

Assigned Readings & Review Materials:

- Walley, A., & Roll, J. (2007). Chapter 33: Principles of Caring for Alcohol and Drug Users (pp. 341-350). *Medical Management of Vulnerable and Underserved Patients: Principles, Practice and Populations*. New York, NY: McGraw Hill/Lange.
- Hong, C., Harris, S., Brunetta, P., & Bernowitz, N. (2007). Chapter 34: Tobacco Use. (pp. 351-362). *Medical Management of Vulnerable and Underserved Patients: Principles, Practice and Populations*. New York, NY: McGraw Hill/Lange.

Months 15 & 16: November 5 – December 12, 2018

Global Health / Local, State, Federal & International Health Agencies

Week 1: November 7th, 2018 – No Class

Week 2: November 14th – Global Burden of Disease

Week 3: November 21st – No Class

Week 4: November 28th – **Field Service**

Week 5: December 5th – International, Federal & State Agencies' representatives

Week 6: December 12th – **Field Service:** Doctors without Borders (*Fee*)

Topics include:

- Describe how the burden of disease has changed over time and globally
- Identify differences/similarities with individuals living in poverty in undeveloped or third-world countries and those living in poor neighborhoods within the U.S.
- Develop an understanding of the roles and relationships of the federal government, state, county, and local governments in various health-related policies; *e.g.* Medicaid, Medicare, disability, State Health Insurance Assistance Program (SHIP), *etc.*

Assigned Readings & Review Materials:

- The Institute for Health Metrics & Evaluation Global Burden of Disease. (2013). GBD Compare | Viz Hub Statistical Chart. University of Washington. Retrieval at: <http://vizhub.healthdata.org/gbd-compare/>
- Centers for Disease Control and Prevention. (2015). *CDC Global Health Partnerships*. Retrieval at: <http://www.cdc.gov/globalhealth/partnerships.htm>
- Institute of Medicine of the National Academies. (2003). *Chapter 6: Public Health Agencies: Their Roles in Educating Public Health Professionals. Who Will Keep the Public Healthy? Educating Public Health Professionals for the 21st Century*. Gebbie, K., Rosenstock, L. & Hernandez, L.M. (Eds.). Retrieval at: <http://www.nap.edu/read/10542/chapter/1>

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 decision. 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 and deportment.*)

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/>.

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 UNLVSOM Student Handbook for guidelines pertaining specifically to academic progress and actions.)*

Tutoring & Academic Resources – The Academic Skills Team (AST) provides academic assistance for all UNLVSOM students taking UNLVSOM 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.