

2100 Clerkship Elective

Course: Community Medicine Elective Course Numbers: FAM 2103 & FAM 4403

Department: Family and Community Medicine

Faculty Coordinator: Nora Gimpel, M.D.

Assistant Faculty Coordinators: Cathy Day, Program Coordinator

Hospital: (Location of rotation) local, state, federal or international agencies

Periods Offered: All **except June-July (No students for FAM2103)**

Length: 4 weeks

Max # of Students: FAM 4403 - 3 students/ block

 FAM 2103 - 2 students/block

First Day Contact: Nora Gimpel, M.D.

First Contact Time: **NOTE: Students should contact Dr. Nora Gimpel, at nora.gimpel@utsouthwestern.edu or 214-648-0768 to coordinate arrangements for this course at least 6 weeks in advance of the rotation period.**

First Day Location: 5920 Forest Park Rd, Suite 652, Dallas, TX 75390

Prerequisites: Completion of IRB training (Human Subjects Protections and HIPAA Research) if the project selected requires IRB submission

- I. **Course Description:** To provide students with practice-oriented and/or service-oriented learning opportunities related to community medicine. Students learn about the types and functions of the formal and informal medical, public health, and social support programs involved in community health care and community health improvement. Students learn the principles of community-based participatory research (CBPR). The course is designed to be individualized to students' specific population-medicine interests, and can be tailored to experiences in local, state, national, or international health care settings and agencies.

Goals	Objectives	Assessment methods
Patient Care: <i>Depending on the project selected patient care could be included in the elective</i>	<i>1. Teach students the bio-psychosocial approach to medical care and how the approach is applied in the determinants of health model.</i>	<i>Direct observation.</i>

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<p>Medical knowledge: Gain knowledge about: CBPR, data collection, principles of population health, cultural competence, disease prevention, community engagement.</p>	<p>2. Focus on health promotion and disease prevention (HPDP) in the community-based setting and as applied to populations of patients.</p>	<p><i>Final written report</i></p>
<p>Interpersonal and communication skills: The students will effectively exchange information with patients, families, consultants and the community team The student will disseminate their research findings at local or national professional meetings or by publication in peer-reviewed journals.</p>	<p>3. Demonstrate an understanding for the need for protection of human subjects when working with vulnerable populations in the community.</p>	<p><i>Observations of faculty and staff</i></p>
<p>Practice Based learning and Improvement: Students will demonstrate the ability to assimilate scientific evidence and apply it to community initiatives.</p>	<p>4. Train students on the principles of community-based participatory research (CBPR)</p>	<p><i>Observation and final report</i></p>
<p>Professionalism: Students must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population</p>	<p>5. Enhance students' understanding of the relationship between culture and health, and improve their skills in delivering culturally sensitive health care services.</p>	<p><i>Observations of faculty and staff</i></p>
<p>Systems based practice: Know how CBPR/service learning fits into the larger system of health care. Work with the team and patients to optimize use of system resources</p>	<p>6. Expose students to the social, financial, and ethical aspects of limiting and promoting access to health care for vulnerable populations.</p>	<p><i>Observations of faculty and staff Final report</i></p>

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II. **Methods of Instruction:**

Prior to beginning the course, students will be required to meet with the Course Director to discuss the student's community health interests and begin the process of project selection. Students will be encouraged to submit a CBPR project or select a project from existing proposals (IRB approved) available in the Community Health Section, Department of Family and Community Medicine

Students have the option of selecting projects from a database of existing proposals or design new projects in collaboration with a participating community partner.

Special emphasis is placed on participating in service-learning opportunities. Service learning refers to a structured learning experience that combines community-oriented service with explicit learning objectives, preparation, and reflection. Students are expected, therefore, to provide direct community-focused service, learn about the context in which the service is provided, and understand the connection between the service-learning opportunity and their academic coursework.

III. **Overview of student responsibilities**

The elective can be tailored to enable the student to pursue special interests in community medicine such as epidemiologic methods, health system evaluation, health policy, and regulation of public health service entities. Specific experiences are agreed upon with the course director in advance, although revisions and/or additions to the elective can also be discussed at any time during the rotation. The student is accountable to both the on-site preceptor(s)/community mentor and the course coordinator(s).

Students will participate in didactic lectures and online training offered during their elective depending on the project selected. Students will have the opportunity to attend a Community Medicine lecture offered to Family Medicine residents each month.

If project selected requires IRB, students will be required to complete the following two (2) online trainings as required by the UT Southwestern IRB: 1) Human Subjects Protections and 2) HIPAA Research. These trainings must be completed prior to the start of the elective and can be accessed from the following link:

<http://www8.utsouthwestern.edu/utsw/cda/dept27777/files/68335.html>

Students will complete and submit, at the end of the rotation, a brief written report describing their clinical community-based experiences, and how the experiences are relevant in the context of the population medicine perspective.

The narrative report will be a minimum of two pages in length, must include a scientific abstract, and will be submitted to the course director at the completion of the rotation.

Students will also be given the option of discussing and presenting their report to a meeting of interested faculty, residents, and students, to be arranged by the course director. Students will

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also be encouraged to disseminate their findings at local, national and international conferences.

Project Selection:

Students will be encouraged to submit a project proposal on a CBPR or service learning project of interest. Students who do not already have a project selected will be able to collaborate with faculty, Family Medicine residents or other medical students on existing projects in the Community Health Section within the Department of Family and Community Medicine. A list of current research projects will be given to enrolled students prior to the initial meeting with the Course Director and Coordinator.

IV. Method of evaluation of students and requirements: Evaluation based on assessment methods listed above, grade is Pass/Fail

A written evaluation report of the preceptorship experience is required of both the student and preceptor(s) before a grade is assigned. The reports consist of a quantitative component using evaluation scales, and a brief qualitative component asking for an assessment of the community medicine experience. The preceptor(s)/ community partner/mentor evaluation will address the student's professional contribution to the project and understanding of community-oriented care. The student's report will address the project's experiential components, and the relevant connections between the project and the student's academic coursework. Students complete and submit a written report at the end of the rotation describing their community-based experiences, and how the experiences are relevant in the context of the population medicine perspective and the social determinants of health.

Students will be asked to complete a post-elective evaluation of their experience. This evaluation will include qualitative and quantitative components and will be used to further improve the course for future students. Student grades or standing with the Division of Community Medicine will not be affected by their responses.

Policy on Absences and Involvement Hours:

It is the policy of UT Southwestern Medical School that unexcused absences are not allowed. Requests for an excused absence are considered on an individual basis by the course director, and are restricted to a maximum of three days. Absences beyond this number will result in a failing grade for the course unless compensated with an equivalent number of days at a later time. Students should expect to participate in activities related to this course a minimum of 30 hours per week.