

**Course: Service Learning at Dallas Student-Run Free Clinics MED-2109**

<b>Department:</b>	Family Medicine, UT Southwestern Medical School
<b>Faculty Coordinators:</b>	<p>Patti Pagels, PA-C, Associate Professor, Department of Family &amp; Community Medicine, UT Southwestern Medical Center</p> <p>James M. Wagner, MD, Professor of Internal Medicine, UT Southwestern Medical Center</p> <p>Dan Sepdham, MD, Associate Professor of Family Medicine, UT Southwestern Medical Center</p>
<b>Classification:</b>	MS4 Clinical Elective
<b>Hospital:</b>	None
<b>Periods offered:</b>	All
<b>Length:</b>	<p>120 hours total. Divided into 60 hours of clinic (approximately 16 clinic nights) and 60 hours of project work (see description below).</p> <p><u>Clinic Hours Received Per Shift:</u> Union Gospel Mission – 4 hours The Monday Clinic – 5 hours Agape Multidisciplinary Clinic – 4 hours</p>
<b>Max no of medical students:</b>	23
<b>Prerequisites:</b>	<ol style="list-style-type: none"><li><b>1. Completion of third-year curriculum</b></li><li><b>2. Approval of proposed project</b></li><li><b>3. Scheduling of required number of clinic nights in collaboration with each of the 3 participating clinics</b></li></ol>
<b>First Day Contact:</b>	<p>For Union Gospel Mission (Center of Hope and Calvert Place): Patti Pagels, PA-C – 817-980-2651 <a href="mailto:patti.pagels@utsouthwestern.edu">patti.pagels@utsouthwestern.edu</a></p> <p>For The Monday Clinic: Dr. Jim Wagner – 214-648-2168 <a href="mailto:james.wagner@UTSouthwestern.edu">james.wagner@UTSouthwestern.edu</a></p> <p>For Agape Multidisciplinary Clinic: Dr. Dan Sepdham – 214-891-6407 <a href="mailto:dan.sepdham@utsouthwestern.edu">dan.sepdham@utsouthwestern.edu</a></p>

**First Day Time and Place:** To be negotiated between elective students, faculty coordinators, and clinic student managers.

**Additional information:** Detailed information about the UGM clinics can be viewed at <http://www.ugmdallasclinic.com/>

**NOTE: This course may be taken concurrently with other courses.**

## **I. Description:**

According to the Physician Charter, physicians' responsibilities include commitment to 1) professional competence, 2) improving quality of care, 3) improving access to care, and 4) just distribution of finite resources. The purpose of this elective is to intimately engage medical students in all four of these responsibilities in the context of a student-run clinic. There are four of these clinics in Dallas that are involved in this elective: The Monday Clinic (TMC), Agape Multidisciplinary Clinic, and the two Union Gospel Mission (UGM) clinics (Center of Hope and Calvert Place). The underserved population aided by TMC is the working poor in prescribed zip codes; the homeless population is aided by the UGM clinics.

To enhance students' professional competence, elective students will lead a team of pre-clinical students on clinic evenings and assist them in their interactions with patients and the attending physician or physician assistant. Students will write a reflection paper inspired by their experience in this role.

Elective students will also work on a project aimed at improving quality of care, access to care, and just distribution of finite resources. Students' projects will be developed under the guidance of clinic student managers and the faculty coordinators, and each project should focus on research, improving quality of care, and/or clinical education.

## **II. Course Goals and Objectives:**

### *1) General Course Goals*

#### *a. Professionalism*

- i. Through clinic and project work, students will gain a unique perspective and increased understanding of providing community care in underserved populations
- ii. Students will improve teamwork and teaching skills through clinic leadership
- iii. Students will develop a sense of ownership and initiative in completing their respective projects

#### *b. Practice-Based Learning*

- i. To enhance students' understanding of the relationship between culture and health in order to improve their skills in delivering culturally sensitive health care services
- ii. To expose students to the social, financial, and ethical considerations that color the healthcare experiences of underserved populations

- iii. To educate students on the numerous medical, public health, and social support resources in the Dallas community
- c. *System Based Learning* - To engage students in project(s) that improve quality of care, access to care, just distribution of finite resources, or the educational component of the underserved clinics.
- d. *Patient Care*
  - i. Students will gain proficiency in evaluating and managing common complaints in an underserved acute care clinic setting
  - ii. Students will become knowledgeable in navigating the medical and community resources for the underserved population
- e. *Medical Knowledge*
  - i. Clinical-year students will lead a team of pre-clinical students in taking a patient history, performing a physical exam, making an assessment, and devising a treatment plan for all patients
  - ii. Clinical-year students will be responsible for completing a thorough electronic chart; this includes a student and attending-signed SOAP note, documentation of all prescriptions or referrals, etc.
  - iii. ALL medical decisions must be approved by the attending physician or physician assistant on duty
- f. *Interpersonal and Communication Skills*
  - i. Students will focus on understanding and communicating with patients from an underserved population
  - ii. Students will learn effective teaching skills through a combination of didactic classes and hands-on experience leading a team of pre-clinical students
  - iii. Students will facilitate communication between the medical team, the attending physician, and the clinic managers to ensure optimal patient care

### **III. Project Work:**

Students must complete a project to receive credit for the course. Project proposals must be pre-approved by the faculty coordinators, and any additional mentor must also be approved in advance. Each student's project is to be centered on research, improving quality of care, and/or clinical education. Involvement of clinic student managers is encouraged.

All students will complete a mid-year check-in via online survey in which they must provide information on project progress. Additional check-ins may be administered at the discretion of the faculty coordinators and clinic student managers.

For projects involving research or improving quality of care:

- 1) Students shall devise research projects that focus on determining a need and implementing an evaluable change to address that need
- 2) Projects involving research will require the approval of the associate dean for medical student research
- 3) If the student plans to disseminate their research beyond clinic personnel, IRB approval must be secured in advance of starting the project
- 4) Research projects should include project design, execution, and analysis of data

- 5) A final deliverable product is required at the end of the research project
- 6) Examples of potential projects include, but are not limited to the following:
  - a. Health Services Research – Examines how people get access to health care, how much care costs, and what happens to patients as a result of this care. The main goals of health services research are to identify the most effective ways to organize, manage, finance, and deliver high quality care; reduce medical errors; and improve patient safety.
  - b. Improving compliances – Allows students to examine the barriers to receiving high quality care for the underserved population. Projects would examine patient understanding of treatment plan, accessibility of treatment options, and ability to carry out prescribed treatment.
  - c. Improving resources – Allows students to find and carry out solutions to demonstrated needs of the underserved patient populations or the clinics themselves. Projects would utilize grant applications or national programs to obtain resources that significantly improve the clinics' technological capabilities or access to healthcare, developmental, and other material resources.

For projects involving the improvement of clinical education:

- 1) Educational projects must add to the educational value of the clinic experience while advancing the student's teaching skills
- 2) The scope of an educational project must equal that of a research project. Components may include, but are not limited to the following:
  - a. Clinical teaching sessions – Student organizes and delivers a total of 16 sessions during either clinic training sessions or down time at the clinic with a handout for pre-clinical students relating to common chief complaints seen at the clinic, guideline on effective history taking and physical exam, SOAP note writing, and presentation to an attending physician, etc.

All students will write a reflection paper inspired by their experience at TMC, UGM, and Agape Multidisciplinary Clinic.

#### **IV. Methods of instruction:**

- 1) Didactic: Students will participate in an initial orientation that introduces the student to the clinics. Specific topics to be covered throughout the year will include local resources available to the underserved populations, public health concerns of the population, and multidisciplinary efforts to improve the health status of groups of individuals. The didactic needs of the student will depend on the project chosen by the student, as negotiated with student managers and the faculty coordinator.
- 2) Clinical: During the course, students will provide care to patients under the supervision of a physician assistant or attending physician and receive case-specific teaching as is appropriate for the patients seen.

#### **V. Method of Evaluation of the Student:**

The student will be graded based on a pass-fail basis; there is no written examination. The faculty coordinators will evaluate each student's clinic attendance, reflective paper, and project summary. Students will be required to complete a post-elective evaluation of the rotation prior to

assignment of a grade. This evaluation will include qualitative and quantitative components and will be used to further improve the course for future students.