## Course: Service Learning at Dallas Student-Run Free Clinics

Department:	Family Medicine, UT Southwestern Medical School	
Course Director:	Rebecca Eary, DO, MPH Assistant Professor Department of Family and Community Medicine <u>Rebecca.Eary@utsouthwestern.edu</u>	
Faculty Coordinators:		
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Classification:	MS4 Clinical Elective	
Hospital:	None	
Periods offered:	All	
Length:	Longitudinal over 12 months. 120 hours total. Divided into 60 hours of clinic (approximately 16 clinic nights) and 60 hours of project work (see description below).	
Max # of medical students:	12	
Prerequisites:	<ol> <li>Completion of third-year curriculum</li> <li>CITI IRB Training ( as appropriate)</li> </ol>	

# **First Day Time and Place:** To be arrange/determine between elective students, faculty coordinators/mentors, and clinic student managers.

#### 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 (SRFC). There are four of these SRFC in Dallas that are involved in this elective:

FREE CLINICS	CONTACT PERSON	GENERAL INFORMATION
North Dallas Shared	Marcus Hurt	https://www.ndsm.org
Ministries	<b>Community Practice Manager</b>	
	p. (214) 358-8725 f. (214) 358-8726	Monday-Friday 8am-5pm
	Cell: 512 596 9400	
	Marcus.Hurt@UTSouthwestern.edu	
Union Gospel Mission:	Shelley Speed, NP	https://ugmdallas.org
Center of Hope Women		
and Children's	Shelly.Speed@utsouthwestern.edu	Thursdays 1-5PM
Homeless Shelter	Cell: 214-384-6591	
cimic		
1815 Case St		
Dallas, TX 75235		
Union Gospel Mission:	Shelley Speed, NP	https://ugmdallas.org
Men's Shelter - Calvert		
Place	Shelly.Speed@utsouthwestern.edu	Wednesdays 5-8PM
	Cell: 214-384-6591	
3211 Irving Blvd		
Dallas, TX		
Agape Clinic	Dan Sepdham, MD	
	Cell: 214-648-1397	
	Dan.sepdham@utsouthwestern.edu	

#### Clinical Care

To enhance students' professional competence, elective students will lead a team of preclinical students on clinic evenings and assist them in their interactions with patients and the attending physician or physician assistant. Students will be required to have a total of 60 clinical hours work, of which 30 hours must be completed within the first 6 months of this elective.

**Research Project** 

Elective students will also work on a community based project aimed at improving quality and access to care, and just distribution of finite resources. Each year there will be 2-3 project teams depending on the size of the enrollment. Each research project will be supported by a faculty coordinator/mentor, other faculty, student managers, and enrolled students.

## 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

i. 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. Students in this course will work with student managers at the free clinic sites to take a patient history, performing a physical exam, making an assessment, and devising a treatment plan for all patients
- ii. Students will be responsible for completing all required electronic charting; this includes a student 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 at the free clinic

## 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 and present to the class to receive credit for the course. Students for this course will be divided into 2- 3 teams, under the direction of a faculty coordinator/mentor. Each group will conduct a longitudinal research project. Course directors and faculty coordinators/mentors will also mentor students with these projects. 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.

- A timeline for each group project will be establish at the beginning of the course with the respective team.
- All teams will be required to prepare a research proposal during the first 3 months of this course which will outline the proposed research plan. Teams will receive mentorship from their faculty coordinators/mentors and mentor support.
- Faculty coordinators and mentors on each team will <u>check in monthly</u> with students on their team ( in person/online/via email) to ensure progression of projects.
- <u>Every 3 months</u> we will have all student check-ins to learn from each group's progress/barriers/content (these will be scheduled at the start of the course for planning purposes).

#### For projects involving research or improving quality of care:

- 1) Students shall participate in research projects that focus on determining a need and implementing an evaluable change to address that need
- 2) <u>Projects involving research will require the approval of the associate dean for</u> <u>medical student research</u>
- 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 participation in the execution of the project 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. Intervention Research- Development and testing of interventions to improve patient outcomes and/or health disparities for underserved populations.
- c. Improving adherence Allows students to examine the barriers to receiving high quality care or improved health outcomes for the underserved population. Projects would examine patient understanding of treatment plan, accessibility of treatment options, and ability to carry out prescribed treatment.
- d. 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.

#### **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/mentors.
- 2) **Clinical:** During the course, students will provide care to patients under the supervision of a physician assistant, nurse practitioner attending physician, or other clinical faculty member 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/mentors will evaluate each student's <u>1) completed project</u> <u>protocol; 2) clinic attendance; and 3) end of year team presentation.</u> 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. Students will also be encouraged to submit their work to national conferences, and preparation of a manuscript if so desired.